



APPLIED GENERAL **APPLIED BUSINESS**

1830/ABS/U

Report on the Examination

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Overview

Assessment, in most cases, continues to be accurate and many students demonstrated an excellent ability to carry out focused research, analyse their findings and use these to make supported judgments. Those who struggled to research, analyse and/or make supported judgments inevitably failed to demonstrate several merit and distinction criteria.

As criterion referenced units, achieving full marks in ABS2, ABS5 and the optional units is always within the reach of the student who develops an ability to carry out focused research: the qualification rewards those who develop this skill and will continue to do so.

Annotation was often focused, using the shorthand outlined in previous reports:

- Pass: C (context) and T (theory)
- Merit: COA (chain of argument) and F (focus on the requirements of the criterion)
- Distinction: SJ (supported judgment) and Eval (evaluation, when required by the Distinction criterion)

Centre declaration sheets were often included with the sample but several centres had forgotten to include this document: it is compulsory and must be included.

ABS2

Centres continue to use the Merlin sample assignment, which is understandable but possibly disappointing when the range of businesses that could be investigated is wide.

Misinterpretation of criteria is becoming less of an issue. For this session, most centres had an excellent understanding of all criteria. Those that didn't received appropriate feedback.

Successful students understood that the distinction criteria require **evaluation**. They focused on the specific wording of these criteria; carried out focused research; used the research to analyse arguments for and against the statement (eg D1 evaluate the **suitability** of the business's organisational type); evidenced an ability to construct a **weighted** evaluation (eg in D1 the *degree* to which it is suitable).

It was reassuring to see assessors **not** awarding D criteria due to the lack of evaluation. They reserved the award for those students who fully met the wording of the distinction criterion. This level of student performance is not a 'high bar', it is a skill to be acquired ie how to support a viewpoint, understanding that nothing is ever clear cut.

Less successful students did not possess the skill of supporting a viewpoint and often struggled to achieve the distinction criteria.

The least successful students had yet to develop an ability to analyse research and restricted themselves to achieving the pass criteria. However, they did demonstrate the ability to describe in context. This is achievement that can be built on through analysis.

ABS5

A single centre entered for this session. No general observations can be made other than it was a pleasure to moderate the work and the evidence had been expertly assessed. Annotation was succinct and effective, which always helps the moderator.

As in ABS2, successful students demonstrated the ability to carry out focused research and analysis. They went on to make effective supported judgments. For ABS5, only D5 requires evaluation: the most successful students demonstrated this skill and their evidence was everything you could expect it to be.

Less successful students struggled to analyse in sufficient detail, making it difficult for them to evidence the distinction criteria as they were never quite sure of their findings (eg coherence M5/D3). Depth of analysis is a matter of determination more than anything else – to gain the D criteria, students need to carry out the analysis!

The least successful students, as ever, were never in possession of their proposals – they had a vague idea of the business but this struggled to go beyond the descriptive.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.