
APPLIED GENERAL L3

APPLIED BUSINESS

ABS3 Entrepreneurial Opportunities
Report on the Examination

1830/ABS3
June 2023

Version: 1.0

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General comments

Commentary in the report below relates to both January and June 2023 sitting of ABS3. As usual there were two assignment briefs that centres could choose from:

- Opportunities created by cargo bikes
- Opportunities created by the craft market.

There was generally an even split between centres using each assignment brief. It was pleasing to also see students choosing which assignment they use within a centre.

Overview

The most successful students were those who clearly engaged with their chosen assignment brief. They demonstrated a clear context and were able to apply work to themselves and research and reflect where appropriate. Students who clearly chose business ideas in P1 that they were in fact interested in showed clear focus and context throughout all criteria.

Improvements from 2022

It was pleasing to see there was a continued improvements in students abilities to write CVP in P6. Many students focused on innovation, target markets, competition and benefits for their short concise paragraph. Some students also focused on needs met and the 'pains' taken away by the CVP.

Better students were able to 'sell' their ideas to the customer through the CVP. This can be through a concise paragraph as previously mentioned but also through a strapline, graphic or web page for example. P6 does inform later sections and is therefore important to the end of PO2 and PO3.

Administration

For some centres administration was a concern. There were two main concerns, firstly centres were sending work without the appropriate cover sheets using those for coursework or more concerning without any cover sheets at all, meaning students had not signed any declarations about their work.

Finally, centres should adhere to the time limits stated within the 'Guidance notes for tutors' ie approximately 6 hours assignment completion time. Evidence far in excess of this benchmark is again, not acceptable.

Key areas of concern

1. Contingencies
2. D3/ D4 lacking focus on viability

Contingencies continue to be problematic, and this year there was an increase in students struggling to achieve the requirements for D3 and D4. These criteria can impact the overall marks that students achieve, and therefore results in weaker performance.

1. Contingencies

The template changed this year for P9, and it was evident that not all centres noticed this. Students need to complete one risk or uncertainty on Health and Safety; the other three can be focused on other aspects of the business.

For P9 risks and uncertainties need to be in context for their business idea, and these should be things that might happen and could impact the personal enterprise.

For P10 students should relate their contingencies back to P9, these should be how could they deal with the capacity issue they are facing. This is **not** about prevention. For example, if you are having issues with your supplier not able to deliver stock to you.

What contingency can you put in place? Some students are beginning to recognise that a contingency would provide the business with the capability of dealing with issues ie if something goes wrong, they have the capability of coping with it, rather than preventing the issue from occurring in the first instance.

This P10 section does then impact on achievement of M9 and D6 criteria.

2. D3 & D4 viability

For students to achieve D3 & D4 the focus needs to be on the viability of the personal enterprise.

For D3 this should focus on potential revenue, and how this stems from the suggested marketing activities. This needs to be focused of how they would control that revenue and a supported justification of a calculated revenue figure.

For D4 there should be a focus on potential costs, considering the operational activities outlined in the P8 criteria. There should be some evidence of how potential costs will be managed; projected cost figures should be backed up with calculations.

For both D3 and D4 the judgement needs to be focused around the viability of the personal enterprise, with some reflection shown on the P and M sections.

To support students moving forward, it is important that centres understand the requirements of each criterion. Included below is information about grading criteria and requirements.

Performance outcome	Grading criteria	Commentary
PO1	P1/P2 Context	As mentioned above, the two market opportunities should be in context to the assignment brief, as should the associated risks/uncertainties in P2
	M1 Focus	Explanations do need to relate to both enterprise ideas provided in P1.
	P3-M2 Context & focus	Specific context to the learner.
	D1 Focus & supported judgement	The significance of factors could relate to either the personal skills of the learner or their personality type or both. The evidence will logically follow from M2, which provides support for judgements arrived at in D1.
PO2	M3 Focus	The template provides the necessary focus in order to meet the requirements of M3 ie the key features of the potential target market (explanation of this target market's: benefits looked for; willingness to pay; preferred channels of distribution).
	P5/M4 Context	Specific context to network support groups.
	P6 Focus & context	Understanding of a CVP is essential.
	M5 Focus	The benefits of each CVP should relate to the personal enterprise , not the benefits to the customer
	D2 Focus	The focus is provided on the template and should be addressed in order to meet the requirements of D2. Namely the most appropriate CVP considering innovation; potential target markets; competition; benefits provided by your support networks. Judgement(s) must have this range of evidence in support.

At this point, students should select which CVP they want to go forward with ie which enterprise idea.		
PO3	P7/P8 Focus	Mostly issues were found with operational activities – do students understand what operational activities are in the context of their choice of enterprise? Students also need to ensure they outline the methods of processing inputs to deliver outputs.
	M6/M7 Focus	Relate to how marketing/operational activities implement the CVP (from P6). This link must be evident. How does the marketing activity or operational activity specifically implement the benefits offered by the enterprise?
	D3/D4 Focus	D3 focuses on potential revenue, considering the marketing activities employed. There should be some element of control of revenue generation evident. Successful students clearly provided supported justification of their projected sales revenue figure. D4 focuses on potential costs, considering the operational activities employed. There should be some element of managing the costs evident. Successful students clearly

		provided supported justification of their projected cost figures and how these might be contained; with some calculations evident. Both require support for the judgement(s) arrived at with a focus across all the associated activities on the viability of the personal enterprise. D3/D4 require the learner to reflect on their previous evidence.
PO4	P9/M8/P10 Focus & context	Refer to above commentary. M8 must follow on from the risks/uncertainties provided in P9, in context to the personal enterprise.
	D5 Context	Following through from P9/M8, judgements made on the seriousness or the impact of the risks on the personal enterprise.
	M9/D6 Focus	Satisfactory performance rests largely on correct completion of P5 and P10 criteria. Putting the contingencies into place (P10) and how the support networks may contribute to this (P5) needs to be clearly in context to the personal enterprise. D6 requires a supported judgement on the extent the learner would be dependent on their support network groups in order to implement the contingencies they face and holding their enterprise idea together.

Conclusion

Overall most students do generate an excellent quality of work providing a true reflection of potential entrepreneurial opportunities and how these can be exploited through personal enterprise. Most students had a clear appreciation of the context and demonstrated self-awareness with a firm grasp of their CVP. All centres are encouraged to allow students to express their personal enterprise ideas in line with the selected brief. This sits well with the enterprising nature of the unit as a whole.

Mark Ranges and Award of Grades

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