



Mark Scheme (Results)

January 2018

BTEC Level 3 National in Business /
Enterprise and Entrepreneurship
Unit 6/12: Principles of
Management (31588H)



Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at:

www.pearson.com/uk

January 2018

Publications Code 31588H_1801_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

Unit 6: Principles of Management – sample mark grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

This grid will be applied twice (i.e. for Activities 1 & 2)

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Information/data analysis and interpretation	0 No rewardable material.	1–3 ☐ References will be made to the case study but they will lack detail and relevance to the context. ☐ Analytical approach is limited and any conclusions provided are generic.	4–6 ☐ References will be made to the case study but in places will lack direct relevance to the context. ☐ Analytical approach leads to conclusions being provided but may lack balance and/or relevance in places.	7–9 ☐ References will be made to the case study which are relevant to the context. ☐ Detailed analytical approach leads to relevant and balanced conclusions.	10–12 • Sustained references will be made to the case study which are entirely relevant to the context. • Detailed analytical approach leads to entirely relevant and balanced conclusions.
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Key principles of management	0 No rewardable material.	1–3 • Learners provide some key management principles but there is little development/ explanation relevant to context.	4–6 • Learners provide relevant key management principles, with development/ explanation relevant to context and business goals.	7–9 • Learners provide relevant key management principles, with clear linkage to context and business goals.	10–12 • There is comprehensive coverage of relevant rationalised key management principles in context and linked to business goals.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Suggested alternative management approaches	0 No rewardable material.	1–3 - Suggested alternative approaches to management are generic and/or unrealistic in the context of the scenario. - Any justifications for alternative approaches are limited in the context of business goals.	4–6 - Suggested alternative approaches to management are appropriate but may occasionally be generic and/or unrealistic in the context of the scenario. - Justifications for alternative approaches are provided and generally in the context of business goals.	7–9 - Suggested alternative approaches to management are appropriate and applied mostly in context. - Justifications for alternatives offered are mostly balanced and in the context of business goals.	10–12 - Suggested alternative approaches to management are entirely appropriate and applied in context. - Balanced justification for alternative suggestions made and in context of business goals.
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Structure/ Presentation	0 No rewardable material.	1–2 - The response lacks structure, with isolated references to management principles and/or concepts. - Contains many communication errors. - Uses generic management terminology of limited relevance.	3–4 - The response has a basic structure and attempts to apply relevant management principles and/or concepts. - Contains occasional communication errors. - Contains references to appropriate management terminology.	5–6 - The response has a logical structure and applies a variety of relevant management principles and/or concepts. - Contains few communication errors. - Uses relevant management terminology.	7–8 - The response is well written and has a logical structure. Applies a variety of relevant management principles and concepts. - Contains no communication errors. - Appropriate management terminology is used throughout.

