

# Examiners' Report

## January 2010

Principal Learning

### Business, Administration and Finance Level 3 Controlled Assessments

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## Principal Learning - Business, Administration & Finance

### Unit 2 - Business Administration & Events

#### General Comments

For this unit, learners are required to demonstrate an understanding of what effective administration and information management entails and why it is important to organisations. Learners are then expected to plan an event having first carried out research and set specific outcomes. The planning needs to show outcomes, times and interdependencies of activities. Higher band learners will fully justify these decisions. A final activity for this unit involves learners producing a detailed risk assessment which should be linked to appropriate Health and Safety legislation. This was the first occasion for this unit to be assessed. Entry numbers were very small, only one centre and this made it difficult for awarding as a wider range of work was unavailable for review.

Centres are reminded that the Candidate Record Sheet is split into Marking Grid A and Marking Grid B evidence. Centres must ensure that the correct marks are appended to the correct section. Each individual section has its own total marks. For Marking Grid B, Centres must ensure that the ephemeral evidence description is collated on appropriate observation forms that give full detail of the activity carried out and how the learner met the criteria and the qualitative evidence required. Substantiating evidence can also be provided if it exists, for example in the case of unit 2, this would take the form of minutes of meetings, copy emails etc which had to be provided as evidence for grid A. Without this detail Centres may not be able to substantiate the marks allocated for Marking Grid B.

Centres are also asked to remind learners that copying work directly from textbooks, internet sources and specifications without suitable acknowledgement, is not acceptable.

Given that work was received from only one centre this series, the work was well annotated and it was easy to see where marks had been allocated. This good practice made the moderation process easier, and other centres should take this on board.

Issues around suitability of assignments and content guidance should be addressed through teacher training prior to issue to learners to ensure they can access all the marks. Good practice would suggest that centres should internally standardise work before submitting to the board. Even when work has been assessed by a single assessor, some internal checking should take place by the domain or lead assessor to ensure consistency in ranking of learners.

## Learner Responses

### Marking Grid A

From the work submitted for moderation, the centre on the whole applied the marking criteria to an acceptable standard and in most cases were within the tolerance. There was a little inconsistency at the top level where the assessor was slightly lenient awarding high marks when the evidence did not quite justify the mark awarded. The standard of work submitted covered all Mark Bands. Given that only 10 samples of work were moderated at this series, the centre did use the full range of marks for most criteria

### Learning Outcome 1

E boundary learners should be able to achieve Mark Band 2 for this assessment focus and be able to offer limited explanation of why effective administration is important, whilst at A\*, learners would be expected to be achieving at the top of Mark Band 3, and the work presented would be both comprehensive in its coverage of the criterion and be convincing. In the January series, all learners were able to produce work that explained the need for effective administration and information management and were able to show some understanding of the consequences of failure to do this. This was reasonably well attempted and all learners achieved at least lower Mark Band 2 level.

### Learning Outcome 2

E boundary learners are expected to be able to perform at the top of Mark Band 1/bottom of Mark Band 2. It is expected they would produce a basic plan or a chart with limited explanation. Some of the timings would not be appropriate and interdependencies would not have been considered. The work on contingency planning may be limited or not applied to the event being planned. At A\* level, as well as producing a thorough and fully justified plan, learners are expected to understand the need for contingency planning, suggest ways to overcome problems, and to apply these ideas to the specific event. In the work submitted for the January series, some of the timings of plans were not appropriate, or where a planning chart was included, some learners did not justify the timings and interdependencies. It therefore became difficult to judge the degree to which learners had produced their own plans given that the planning activity was part of a group task. This should be considered for future series by centres. Collaboration on this unit is essential, but each learner needs to produce their own written evidence to demonstrate their part in the planning of the event. The work on contingency planning was also superficial in some cases and could have been improved.

### Learning Outcome 3

Learners at the E boundary are again expected to produce work at the top of Mark Band 1 or bottom Mark Band 2. They would include a basic reflection of the planning process and their part in it. Some evidence would be provided to accompany the reflective comments, but there may not be any justification of how they would improve their performance. At the A\* level, learners need to make a detailed reflective assessment of their performance during the planning process and suggest realistic and well justified suggestions for improvements. With the exception of one or two, the majority of learners at January managed to achieve bottom of Mark Band 2 or better.

#### **Learning Outcome 4**

At E boundary level, most learners would be able to produce a risk assessment for the event which identifies the main hazards. They would also be able to make suggestions on how these risks could be minimised or eliminated. For the A\* learner, a clear, detailed and comprehensive risk assessment would be expected. In addition appropriate legislation should be described and applied to the risk assessment. Generally in the January series, this risk assessment part of the LO was well attempted by learners and some quite professional risk assessments carried out. However, this was another example of where centre assessed marks were thought to have been too generous. The learning outcome requires an understanding of Health and Safety legislation and this needed to be linked quite clearly to the risk assessment. Simply stating a specific law is not sufficient for the award of Mark Band 3. The weakness in the work presented for this specific part of the LO therefore resulted in many of the learners achieving Mark Band 2 rather than Mark Band 3.

#### **Marking Grid B**

Centres need to justify their awarded marks by providing **detailed** observation statements demonstrating how learners had achieved the Learning Outcomes and Mark Bands.

# Statistics

## Level 3 Unit 2 - Business Administration & Events

Grade	Max. Mark	A*	A	B	C	D	E
Raw Boundary Mark	60	56	50	44	38	32	26
Points Score	14	12	10	8	6	4	2

### Notes

**Maximum Mark (Raw):** the mark corresponding to the sum total of the marks shown on the mark scheme or marking grid.

**Raw boundary mark:** the minimum mark required by a learner to qualify for a given grade.

**Please note:** *Principal Learning qualifications are new qualifications, and grade boundaries for Controlled Assessment units should not be considered as stable. These grade boundaries may differ from series to series.*





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