

# Principal Examiner Feedback

## Summer 2010

Principal Learning

### Principal Learning - Business, Administration & Finance - Controlled Assessments Level 2

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## **BA201 - Business Enterprise**

This unit was generally well attempted by those candidates that succeeded in producing a good plan for LO4. Candidates who didn't produce a clear plan were unable to access the higher mark bands.

Most centres had used the tutor support materials and the skeleton plan, but some candidates failed to address sufficient detail in the plan or give advice on when tasks should be carried out. Centres should refer to the tutor support materials for the level of detail expected.

This lack of detail of "when, who, where and why" then affected LO5(3) whereby candidates needed to judge the success of the enterprise by giving supporting evidence. This evidence needed to relate to the initial detail of the plan in order for candidates to achieve the higher mark bands.

LO1 was well carried out at the lower mark band levels but few candidates were able to achieve mark band 3 as their work lacked real applied detail to support their general correct understanding of entrepreneurial skills. In order for candidates to achieve higher marks they should focus upon their own experience during the project and relate their answers to this.

## **BA202 - Business Administration**

This was the second series in which this unit was offered to centres.

This unit showed a demonstrable improvement from the January series of controlled assessments with many candidates achieving mark band 2.

The difficulty with LO1 tended to be in mark band 3 where candidates could identify administrative roles and activities but fell down on the detail of what these involved. To achieve mark band 3 candidates must address the three areas of roles, activities and involvement.

LO2 was well carried out except for mark band 3 where candidates often limited themselves to explaining the importance of effective administration in terms of the organisation rather than looking at the importance to both the organisations and the staff affected.

LO3 was well carried out when candidates demonstrated standard business conventions of presentation and conformity. There were still a few candidates who mixed up semi-blocked/full blocked styles and some submitted work that contained many spelling errors.

LO4 was well carried out where candidates addressed the issue of time available. In some cases candidates merely appended a list of tasks without considering priority or urgency. It is vital that candidates do this in order for them to demonstrate their ability to organise and meet agreed timescales.

## **BA204 - Business Finance and Accounting**

Many centres used an assignment brief for LO1 that asked candidates to identify only two financial roles. Centres are asked to note the content of "How you will be assessed" in the specification which encourages candidates to list all the finance/accounting job roles that will be required. This discrepancy has not penalised candidates on this occasion but centres should ensure that future assignment briefs take account of this.

Candidates need to ensure that they present the work in a report format for this learning outcome. For further guidance please ensure that you review the tutor support material for this unit.

When presenting financial information in the cash book for LO3, some candidates achieved mark band 3 but others disadvantaged themselves by not putting in dates, not signing documents and some presented 'messy' work that was unclear to follow. There was some leniency in marking candidate work but centres must be aware that in future series this will not be the case. When selecting a method of collecting and storing information candidates must include details as to why these are appropriate and fully justify their choice.

For LO4, most candidates produced accurate work with many candidates achieving mark band 3. To achieve this candidates were able to produce very accurate financial statements that were then supported by appropriate recommendations that had a clear justifications. Candidates who did not provide sufficient justification for their choices were limited to Mark Band 2.

## **BA205 - Marketing, Sales and Customer Service in Business**

The majority of centres used the Tutor Support Materials to design and assignment brief.

For LO1.2, the TSM suggests one piece of work when in fact the marking grid requires more than one. On this occasion candidates were not penalised but centres need to take note of this discrepancy. An amendment to the tutor support material will be published shortly after the publication of results.

Overall the unit was assessed leniently with problems emanating from LO2. Candidates mostly used questionnaires for their market research but failed to give reasons for using the method chosen. Candidates should think carefully about the method they choose and provide sound rationale as for why it is appropriate. Candidates who achieve this will be able to achieve marks in mark band 3.

Data collected was limited in terms of quality and quantity and this limited the analysis that could be undertaken. Some candidates achieved highly in this unit but they consisted of candidates that carried out sound analysis of their data. Candidates must draw conclusions in order to achieve all the marks in mark band 3, these conclusions must be derived from the analysis of the data they have accumulated.

LO3 and LO4 were generally well carried out with very little adjustment to the marks awarded. In order to achieve marks in the higher mark bands candidates must critically analyse their performance. This should include identifying the potential benefits to the business as well as how as an individual they might improve the way they carried out their project.

## **Unit 6 - Teams and Communication in Business**

Some centres assessed candidate work leniently largely due to the fact that candidates did not make reference to their own team working experiences.

Candidates disadvantaged themselves by lack of explanation of how organisations benefit from team working.

This therefore limited candidates to mark band 1 for LO1. LO2 was generally well carried out but LO3 proved challenging in terms of candidates relating their goals to the objectives of the team. There was, however, good attempts made at prioritisation of tasks.

## **Unit 8 - Corporate Social Responsibility**

There was some leniency in assessment for this unit.

This centred on LO1 where candidates found difficulty in justifying the benefits of organisations acting responsibly. Overall candidate work lacked depth of research, application and understanding and therefore candidates limited themselves to mark band 1 in many cases.

Centres need to note that there is a discrepancy in the Tutor Support Materials whereby candidates were directed to use only one organisation. The learning outcomes actually require a perspective from a number of organisations.

On this occasion candidates were not penalised for this discrepancy but centres must ensure that candidates assignment briefs allow them to fully meet this requirement.

A revision to the tutor support material will be published shortly after results are published.

## **Unit 9 - Careers and Employment in Business**

This unit was generally leniently assessed caused largely by a lack of detail in terms of LO1 and LO2 whereby candidates produced career plans that had very basic reference to sources of information on their chosen career.

Some candidates failed to produce a short term plan of activities and goals for their work place experience. In view of this lack of goal setting, it became difficult for candidates to achieve LO2.3.

Candidates did generally well with LO3 although some understanding on the layout of CVs would be helpful.

LO4 was well carried out by those candidates who understood the difference between contractual and statutory employment rights and their relationship to their enterprise.

# Statistics

## BA201

Grade	Max Mark	A*	A	B	C	U
Raw mark boundary	60	52	43	34	26	0
Uniform mark scale boundary	10	8	6	4	2	0

## BA202

Grade	Max Mark	A*	A	B	C	U
Raw mark boundary	60	52	43	35	27	0
Uniform mark scale boundary	10	8	6	4	2	0

## BA204

Grade	Max Mark	A*	A	B	C	U
Raw mark boundary	60	53	44	35	26	0
Uniform mark scale boundary	10	8	6	4	2	0

## BA205

Grade	Max Mark	A*	A	B	C	U
Raw mark boundary	60	51	43	35	27	0
Uniform mark scale boundary	10	8	6	4	2	0

## BA206

Grade	Max Mark	A*	A	B	C	U
Raw mark boundary	60	54	45	36	28	0
Uniform mark scale boundary	10	8	6	4	2	0

## BA208

Grade	Max Mark	A*	A	B	C	U
Raw mark boundary	60	51	42	33	24	0
Uniform mark scale boundary	5	4	3	2	1	0

## BA209

Grade	Max Mark	A*	A	B	C	U
Raw mark boundary	60	50	42	34	26	0
Uniform mark scale boundary	5	4	3	2	1	0

## Notes

**Maximum Mark (raw):** the mark corresponding to the sum total of the marks shown on the Mark Scheme or Marking Grids.

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

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