

Examiners' Report/
Principal Examiner Feedback

Summer 2013

PL Business, Admin & Finance (BA303)

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Introduction

Once again the examination entry was very small so it is difficult to draw judgements. However from the scripts seen, all parts of the paper were accessible with no question left unattempted.

Responses to questions

Students attaining a grade E were expected to be able to answer, correctly, questions 1-6, 7a, 8, 9a, 10a and 11a.

Learners around this boundary were not expected to perform as well as those at higher mark bands on the extended writing questions 9c, 10b, 11b and 12. These were the questions where A*/A boundary learners gained high marks by structuring their responses appropriately, using the data to argue a view point, or come to some form of reasoned conclusion or recommendation.

Q7a proved to be accessible to most students able with most able to calculate the exchange rate from the given data.

Likewise, most of the students scored highly on the other simple/basic knowledge and understanding questions 8, 9a, 10a and 11a.

Q9c The first of the extended writing questions provided some differentiation between students. The difference in the responses was the depth of argument about whether Katy should take a loan or not.

Q10b This was a very open question that required students to look at the current situation and suggest improvements. Better students were able to use the stimulus material to make reasoned suggestions on how Katy could improve her finances. An A* grade student would be expected to explain three or more appropriate recommendations in detail and fully in context.

Q11b This was a question that has been used before. Students could successfully achieve higher marks by commenting upon the suitability of different sources of advice, and then making some final evaluative statement.

Q12 This series, the focus of the final summative question was on economic and social factors that could impact upon Katy's ability to achieve her personal goals. For higher marks students needed to make the link between the factor identified and the achievement of the personal goals identified in the stimulus.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwant to/Pages/grade-boundaries.aspx>

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