

Examiners' Report/  
Principal Examiner Feedback

Summer 2012

PL Business, Admin and Finance  
(BA308) Paper 01

## **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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://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](http://www.pearson.com/uk)

Summer 2012

Publications Code DP031833

All the material in this publication is copyright

© Pearson Education Ltd 2012

## **PL Business, Admin & Finance BA308/01 June 2012**

### **Introduction**

This is the sixth time this externally assessed unit has been examined. Nearly all candidates were able to complete the paper in the time allowed. It is pleasing to note that the majority of centres are teaching to the specification, ensuring that candidates are using the range of business theory in the learning outcomes. For example, a large number of candidates were able to use Lewin's 'Force Field Analysis' in order to analyse the Adidas approach to change management. Exam technique has clearly improved and it is apparent that centres are taking on board advice from past Chief Examiner's Reports. Application, analysis and evaluation are all examined in this paper and it is important that centres address these skills when looking at the business in the case study. Knowledge is also extremely important and those candidates that use the correct theory clearly achieve higher grades.

### **Responses to questions**

In this series, candidates attaining an E grade were expected to be able to answer questions 6b, 7 and 8a. Learners around this boundary were not expected to do well on questions 8b and 10. At the A\*/A boundary, questions 8b and 10 looked for evidence of good understanding of business studies theory, application, analysis and evaluation.

Q6a It is apparent that a majority of candidates are struggling with exchange rate theory. The acronym SPICED and its opposite WPIDEC are clearly not understood. Candidates are required to show a good understanding, particularly as businesses studied in the exam are likely to be multinationals and will be affected by exchange rate changes.

Q6b A number of good answers were seen for this question. Candidates were able to discuss how the clash of cultures between Adidas and Reebok affected employees. A minority of candidates discussed the impact on the business. It is important that candidates make note of the wording in order to access marks.

Q7 This question was well answered. Candidates discussed the individualistic nature of Reebok employees and compared it with the team working ethic shown by Adidas employees. The distinction between product and market led development of products was referred to in better answers.

Q8a Generally well answered with a number of candidates having a good understanding of how the use of quality, productivity and customer satisfaction data can benefit an organisation when measuring the impact of change on employees. Candidates discussed how the data could be used to identify unproductive workers and areas that had poor customer feedback. Relevant points were briefly developed to attain a second mark.

Q8b. Candidates have difficulty in understanding the key terms for evaluative questions. Here, the command word was 'discuss'. In this question the requirement was for candidates to develop points considering positive and negative arguments. Candidates looked at how seeking support would provide employees with career guidance, giving them a greater understanding of the options available. However, there was an opportunity cost in terms of time spent seeking support. Better answers were applied to Adidas or other large organisations.

Q9 It is apparent that candidates are using the correct area of the specification to answer questions and it was pleasing to see the amount of business theory that supported arguments for this question. A number of reasons for resistance to change were discussed, in particular, parochial self-interest, misunderstanding and low tolerance of change. The question asked for two reasons for change and candidates were able to develop these reasons in order to attain at least some marks for analysis. To attain full marks candidates are required to fully develop two paragraphs through step by step analysis.

Q10 A starting point for accessing higher marks is a good understanding of the theorist. It was pleasing to note that the majority of candidates have a good understanding of Lewin's Force Field Analysis. This allowed them to access higher marks on this question. To actually attain the higher marks candidates are required to apply, analyse and evaluate. Some candidates developed paragraphs, analysing why Lewin would enable Adidas to successfully implement change. This needed to be supported with the extent to which Lewin would enable Adidas to implement the change. A\* candidates would support this with evidence from the stimulus material or their own wider reading regarding large organisations. Explicit reference should be made to answering the question in the conclusion.

As guidance, it should be noted that there will be an evaluative question on at least **one** of Gleicher, Lewin or Kubler-Ross in each exam.

## **Grade Boundaries**

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

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

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code DP031833 Summer 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

