

Principal Examiner Feedback

Summer 2010

Principal Learning

Principal Learning - Business, Administration &
Finance - BA309 Corporate & Social Responsibility

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Introduction

This is the first time this externally assessed unit has been examined and it would appear some learners were under prepared to answer all of the questions. It was surprising to see that many learners did not understand Investors in People or its usefulness as an external body in assessing an organisations corporate social responsibility to its staff. Centres are reminded that any part of the specification content can be examined, and learners should have a working knowledge of the entire content.

Responses to questions

In this series, candidates attaining a grade E were expected to be able to answer, correctly, questions 1 to 5, 6a and 6b, and 7b. Learners around this boundary were not expected to do well on questions 6c and d and 7a. At the A*/A boundary, questions 6c and d enabled learners to gain high marks by focusing on both stakeholder groups. Those learners who understood liP were able to gain higher marks on question 7a.

Q6a Many learners gave vague responses as to why sustainability may be important to an organisation without linking this to cost savings and the development of long term supply chains. A number of learners discussed how it could improve corporate image and these ideas were rewarded.

Q6b Most learners were able to achieve at least half the marks available for this question. Higher marks were awarded when responses were put into clear context e.g. if learners had used the diversity comments in the stimulus material to comment on satisfying needs of different types of customers

Q6c This was generally well answered with learners discussing both stakeholders. Those at the A/B boundary also considered the short versus long term costs and benefits in their answers.

Q7a This question proved to be a good discriminator. It was a disappointment that many learners failed to demonstrate any understanding of liP or its purpose. Answers therefore tended to focus on recognition by external bodies being a "good thing" for organisations to achieve and how this could improve its corporate image. Generic CSR answers of this type were limited to mark band 1. Many learners discussed, incorrectly, how liP helped investors make investment decisions

Q7b This proved to be difficult for a small number of learners who did not read the question. Learners were asked to discuss why shareholders might have concerns about investing time visiting educational establishments. Some learners discussed why it would benefit an organisation to be involved with schools.

Statistics

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Grade	Max Mark	A*	A	B	C	D	E	U
Raw mark boundary	40	36	32	28	24	20	16	0
Uniform mark scale boundary	7	6	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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