

Examiners' Report

January 2010

Principal Learning

Business, Administration and Finance
Level 2 Controlled Assessments

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Publications Code DP022668

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Principal Learning - Business, Administration & Finance

Unit 2 - Business Administration

General Comments

This was the first occasion for this unit to be assessed. Entry numbers were very small.

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. Without this detail Centres cannot 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.

Learner Responses

Marking Grid A

From the work submitted for moderation, the majority of the centres assessed leniently but consistently. The standard of work was mostly Mark Band 1.

Learning Outcome 1

Learners must produce work that has more than one example of an administrative role and relates to activities carried out within that role. Ideally one would expect at least three examples. This was reasonably well carried out at lower Mark Band 1 level.

Learning Outcome 2

Most learners could state that effective administration is important but many found difficulty in demonstrating the 'why' factor. There was little evidence of linkage to staff affected by administration and for that reason marks were concentrated in the Mark Band 1 area.

Learning Outcome 3

Learners disadvantaged themselves by not understanding and using standard document conventions. In many cases there was little evidence presented from which to make judgements. Some learners submitted only a single document when it would be expected that at least three documents would be necessary. Much of the work contained far too many spelling, syntax and semantic errors. A simple spell

check would have solved many problems. Learners confined themselves to Mark Band 1. In order to move to the higher Mark Bands, learners must produce more accurate documents using standard conventions.

Learning Outcome 4

Most learners produced a basic plan but this, in the majority of cases, failed to link to the amount of time available or the processes necessary. To move into the higher Mark Bands, learners must produce a plan with evidence of organising and supporting the meeting as well as clear time management.

Marking Grid B

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

Statistics

Grade	Max. Mark	A*	A	B	C
Raw Boundary Mark	60	52	43	35	27
Points Score	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.

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