

Principal Examiner Feedback

Summer 2010

Principal Learning

Principal Learning - Business, Administration &
Finance - Controlled Assessments Level 1

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Summer 2010

Publications Code DP023614

All the material in this publication is copyright

© Edexcel Ltd 2010

Contents

1.	BA101	p.3
2.	BA102	p.4
3.	BA104	p.5
4.	BA105	p.6
5.	Statistics	p.7

BA101 - Business Enterprise

Overall, most centres topics were useful and relevant. This allowed candidates to access the full range of marks. Many candidates took part in an enterprise exercise and this allowed them to provide a good review of the activities. Other centres had carried out group work and it proved very difficult to differentiate between the candidates marks.

L01 - Candidates tended to describe the product in detail, but were unable to take it a step further by explaining why it could be successful. The stronger candidates linked success to a similar small business which provided good feedback. Candidates should try to compare their company with a similar size, otherwise their evaluation can be quite harsh.

L02 - Most candidates produced a brainstorming activity to generate ideas, this was a very useful activity. However, this was not developed and candidates didn't go on to explain fully their chosen product or service. The justification on why they had chosen this product was not developed.

L03 - Most candidates produced standard questionnaires that weren't specific to their chosen product. This hampered their interpretation as comments tended to be generalised to gender, age and ethnicity. Candidates require further guidance from centres on how to tailor the questionnaire design.

L05.2 - As expected from Level 1 candidates, planning and decision making tended to be weak. The information was well presented, but why decisions had been made lacked detail and judgement.

L05.3 - Some centres has carried out an actual enterprise task so candidates were able to provide some good feedback but lacked full justification of the assignment. Centres who hadn't carried out an enterprise activity penalised their students.

Sometimes it was difficult to moderate L05.2 and L05.3 as marks had been submitted together and it was awkward to differentiate the marks.

BA102 - Business Administration, Teams and Communication

Standard of Assessment

Overall this unit was delivered to a high standard and the majority of students were able to access the higher level marks because of the nature of the tasks; candidates were required to produce standard documentation and they were all able to do this. Work was well presented and most samples included a lot of extra paperwork i.e. 10 letters in envelopes, all the same. It would be helpful if all candidates did not submit work using the using the same template as this made differentiating between grades very difficult.

LO2(1) The candidates were all able to show where they had stored the documentation by including screen dumps but they did not include a description of how the files could be retrieved so most were not awarded MB3.

LO2(2) Candidates were able to produce documentation which complied with standard conventions and, as this was done to a high standard, most entered MB3 .

LO2(3) The content of the letters and memos was clear and, although there were a few grammatical and spelling errors, these were not intrusive and candidates were able to enter MB3 with ease.

Centres did not, on the whole, show how these marks have been broken down; this would be beneficial in future.

LO3(1) Candidates showed a limited ability to plan; most did not enter MB3 as they did not think about how they were going to approach the task; there was no evidence of dating the plan, allocating responsibility or of monitoring progress. Centres should concentrate on providing input on how to plan and monitor the progress of a task.

BA104 - Sales & Customer Service

Standard of Assessment

The delivery of this unit was variable; the better centres arranged for candidates to visit places of work such as John Lewis, Screwfix, Tesco etc and observe customer service in action. They were able to see firsthand, good and bad customer service and examine the customer service policy of the organisation.

LO1 performance for this learning objective was variable. The candidates were able to outline customer service roles but not always in enough detail. Candidates need to be aware that it is not just the customer service department who are responsible for customer service but many other employees too. The better candidates were able to report clearly on the different customer service roles and explain the tasks they performed.

LO2(1) Candidates were able to identify types of customers but, in many cases, this was very brief. The ones who had visited businesses were able to explain clearly who the customers were and explain their needs, other candidates just made a list and were unable to access MB3.

LO2(2,3) Again, those who visited businesses were able to give specific examples of good and bad customer service and explain why it was good or and the effect it would have on the business and the customer. Those who were writing a general report based on their own experience only gave a brief example.

LO3 This learning objective provided better differentiation and there was a marked difference between the better candidates and those who had made only made a cursory attempt at this task. The answers ranged from a couple of lines to a detailed explanation covering one side of A4. Good candidates were able to refer and relate their explanation back to John Lewis, for example and how they prided themselves on excellent customer service.

Overall

Candidates are being disadvantaged if they do not observe customer service in action; if they are left to arrange the visits themselves the outcomes will be variable. The centres exhibiting better practice arranged for whole classes to visit specific organisation and hence all had access to the same information; the differentiation came when they had to interpret this and then write it up.

BA105 - Careers & Employment

Standard of Assessment

Overall this unit was delivered to a high standard and the majority of students were able to access the higher level marks because of the nature of the tasks; candidates were required to research jobs and assess how well they were equipped to perform these jobs. The work produced was well researched and candidates achieved high marks.

L01 The candidates were all able to show where they had researched two jobs; there was evidence from the internet and from local newspapers. They were able to compare these jobs well and state which one they would prefer; they did not always relate their preference to their own skills and experience and this prevented them from entering MB3.

L02(1)/ L03(1) Candidates were able to produce a standard CV and a letter of application and this was completed to a high standard; the format was appropriate and there were few errors in most of the candidates work. The better candidates were able to relate their own skills and experience to the skills and experiences required by the advertised job.

L03(2) The preparation for the interview was done less well. Candidates were able to produce general, very brief questions but most did not produce sample answers to their questions. Very few candidates made any attempt to relate the questions to the job they were applying for. The preparation for most candidates stopped here; some showed examples of good practice by printing maps and planning a route and many considered what would be appropriate to wear to an interview.

L04 The goals set for work experience tended to be very general and, again, were not related to the job on offer. Most candidates only focused on a couple of goals and MB3 required them to relate to a wide range of goals.

L05 This task was completed to a high standard especially by those who were encouraged to complete a work experience diary. Most candidates were able to evaluate what went well and what could be improved; they were less able to comment on what aspects of their feedback they did not agree with.

Statistics

BA101

Grade	Max Mark	A*	A	B	U
Raw mark boundary	60	49	37	26	0
Uniform mark scale boundary	8	6	4	2	0

BA102

Grade	Max Mark	A*	A	B	U
Raw mark boundary	60	49	37	25	0
Uniform mark scale boundary	8	6	4	2	0

BA104

Grade	Max Mark	A*	A	B	U
Raw mark boundary	60	50	36	23	0
Uniform mark scale boundary	8	6	4	2	0

BA105

Grade	Max Mark	A*	A	B	U
Raw mark boundary	60	48	36	24	0
Uniform mark scale boundary	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.

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

Telephone 01623 467467

Fax 01623 450481

Email publications@linneydirect.com

Order Code DP023614 Summer 2010

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no. 4496750
Registered Office: One90 High Holborn, London, WC1V 7BH