

NCFE Level 1 and Level 2 Technical Award in Business and Enterprise (603/0835/7) (603/08638/2)

Assessment date: 29th March 2019

Paper Number: P000715

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window.

The aim is to highlight where learners generally perform well as well as any areas where further development may be required.

Key points:

- grading information
- administering the external assessment
- standard of learner work
- Regulations for the Conduct of External Assessment
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria
- planning in the external assessment.

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

Grade Boundary Information

Each learner's external assessment paper is marked by an Examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

NYA	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction
0	24	30	37	44	54	65

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

Maximum UMS Score*	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction
270	60	90	120	180	210	240

** In order to ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a points score based on a uniform mark scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.*

Administering the External Assessment

The external assessment is invigilated and must be conducted in line with our Regulations for the Conduct of External Assessment. Learners may require additional pre-release material in order to complete the Tasks within the paper. These must be provided to learners in line with our Regulations.

Learners must be given the resources to carry out the Tasks and these are highlighted within the Qualification Specific Instructions Document (QSID).

Standard of learner work

The majority of learners made some attempt to answer all of the questions on the paper. Most learners responded reasonably well to the multiple-choice questions and the more straightforward written questions.

Most learners were able to identify with the case study, although there was limited evidence that learners had not used or had experience of this type of business. Studying a wide range of different businesses in different sectors is vital for learners to be able to answer the questions which specifically reference the case study material.

One of the key aims of the unit is for the learners to engage with, and to use their knowledge of, business operations in order for learners to apply this knowledge to realistic business situations. Many responses were limited by their application to the case study, which was required by a number of the questions.

Learners need to be reminded to read and understand the context given at the beginning of each section of the paper as this may have a bearing on the response required.

Regulations for the Conduct of External Assessment

Malpractice

There were no reported instances of malpractice in this assessment window. The Chief Examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner) will affect the outcome of the assessment.

Maladministration

No instances of maladministration were reported in this assessment window. The Chief Examiner would like to highlight the importance of adhering to the Regulations for the Conduct of External Assessment document in this respect.

Referencing of external assessment tasks

Evidence creation

Learners should use the space provided, to answer questions. Where answers are typed or additional pages included, the learners name, centre number, centre name and task number must be clearly visible.

Responses of the Tasks within the Sections of the external assessment paper

Section A (Multiple choice questions 1-12)

This section of the paper required learners to answer 12 multiple choice questions. This part of the paper was generally well answered with a small number of learners gaining full reward. The questions with the longer stems and answers proved to be the most difficult for learners to access.

Section B

13(a)

Responses to this question were generally limited. The learners failed to identify in many cases and described / explained their answers penalizing themselves in terms of time. Learners need to be made aware that 'Identify' requires them to list or state the factors required with no further development needed. Very few learners answered the questions as they were set. They tended to identify factors that motivate workers, for example pay, rather than factors when setting up a business organisation.

13 (b)

Most learners were able to explain the meaning of 'limited liability' or at least gain one mark for mentioning debt or the loss of personal possessions.

13 (c)

Most learners demonstrated limited understanding of the term 'focus groups' although in a number of cases, they failed to identify appropriate benefits. A small number of learners considered the weaknesses of using focus groups rather than considering the benefits. As in many of the questions on the paper, learners did not necessarily focus on the key word in the question 'explain' and elaborate on points they identified.

13 (d)

Most responses to this question gave a reason why the business should or should not enter the 'luxury market' with some explanation. When evaluating and making a decision, it is important that the responses do not simply restate the reason given previously.

14 (a)

This part of the question was well answered with most learners gaining full reward. However, as in previous questions, the learners failed to identify in many cases and described / explained their answers, taking up an unnecessary amount of time. Learners need to be made aware that 'Identify' requires them to list or state the factors required with no further development required.

14 (b)

This question proved difficult but for the highest scoring learners. Many learners did not know the break-even formula and were unable to select the relevant numbers from the case study material. The learners should be encouraged to practice identifying the required numerical data from case study material.

14 (c)

Many learners failed to identify the key word 'not' in the question. Many learners were able to explain the benefits of using break-even analysis; however, this did not answer the question set. Learners need to be advised to read the questions carefully and highlight any key words. Learners who did answer the question set, tended to focus on the assumptions of break-even analysis turning these into limitations. In general, these were appropriate and scored marks.

14 (d)

This part of the question was reasonably well answered in terms of the benefits of using Information Technology in business. However, the responses frequently failed to link this theory to accounting records in order to gain higher reward.

15 (a)

Learners did not show knowledge of what an employment contract was. Some achieved one mark for 'full time', 'permanent' or 'zero hours' etc. but very few showed a clear understanding of employment contracts.

15 (b)

This should have been a standard question about job rotation. However, overall, the answers marked were disappointing. The majority of learners made simple statements about job rotation and its potential benefits, however, as in the earlier question, many learners failed to note the 'not' in the question which meant they failed to score many marks.

15 (c)

A large proportion of learners showed some understanding of the term 'flat structure', however, they were unable to use this knowledge to identify and then explain reasons why this would benefit EZI Ryders. Many learners appeared to think that in a flat structure there was only one manager. When revising and reviewing key concepts, learners need to be encouraged to consider the pros and cons of using the different business concepts.

15 (d)

Learners tended to demonstrate a limited understanding of piece rate and / or an hourly rate. Many, however, understood how this related to the case study. The majority of learners attempted to provide a balanced argument considering both options and most drew a conclusion. However, the justification often simply repeated the previous arguments.

16 (a)

High achieving responses identified pricing strategies that would be appropriate for EZI Ryders. However, many learners simply listed two pricing strategies that they had learnt, showing very little understanding of the case study material. As in previous questions, the learners failed to identify in many cases and described / explained their answers, which would have taken up a lot of time. Learners need to be made aware that 'Identify' requires them to list or state the factors required with no further development required.

16 (b)

Most learners were able to state a rewardable suggestion on how technology reduces running costs. It was encouraging that many could also explain the meaning and impact on EZI Ryders. The most able learners gained all 3 marks for fully explaining the point made and apply this to the case study material.

16 (c)

Most responses to this question, identified the benefits of a business having a loyalty programme. To ensure that their responses are clear, learners should be encouraged to explain and develop the points they have made and ensure they draw from the material in the case study.

16 (d)

This part of the question was answered reasonably well in terms of considering whether a business should promote its products or services via internet search engines. However, for the majority of the learners, the context was lost and they failed to consider whether Internet search engines were appropriate for the EZI Ryders business. The majority of learners attempted to make a judgement, although, as in other questions, the justification for the judgement was limited.

Section C

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This question was poorly answered. Overall, learners were unable to evaluate the impact that external influences have on the competitive environment and how anticipating these can be of benefit to EZI Ryders. External factors that affect businesses are a key aspect for study and should allow learners to apply their knowledge.

Learners appeared to be unable to identify any external influences and for those who did identify an appropriate external influence they were unable to link this to the competitive environment. Many learners did not know the answer to this question.

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Answers demonstrated good differentiation and, in general, learners applied their answer to the case study and showed good understanding of the details included in the case study material. The majority of learners used an appropriate structure considering both options and then making a clear judgement as to whether they thought EZI Ryders should continue to use experienced drivers or make greater use of technology to guide its drivers.

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