

Examiner's Report

Unit Title Business Essentials

Unit Code 3UBE

RQF Level Level 3

Session June 2022

Comments on Global Cohort Performance

Question 1

35 marks

1. Comments on learners' performance

As in recent examination sessions, this question worked well and proved accessible to candidates. It was pleasing to see students adopting strong examination technique with the majority of candidates at the outset making it clear the organisation that they were going to focus on – and continued to refer to it throughout. This clearly helped the student keep a clear focus to this multifaceted question. The very best scripts were able to differentiate themselves by using information in the public domain to explain all three aspects of the questions – many included a consideration of potential constraints that may have influenced the relationship between mission and strategy and how depending upon the organisation in question how a specific function might be more important than others. Given this is a Level 3 paper and the word limit, there were some very impressive responses.

It would appear that students have positively acted on previous feedback and have produced accurate notes that they could use to apply to a whole range of different organisations. I would encourage this process to continue.

2. Recommendations for learners

Always remember to read the question and when it asks for an explanation of difference remember to make it very clear what the differences are. Use phrases like, “compared to”, “unlike...” etc. to make it clear that you are making differences.

3. Quick Tips

Do not provide simple lists written in table format. Students that adopt this approach tend to offer statements and not explanations which is what this type of question requires. Also – when a question requires examples or to use a chosen business then this is not optional and without doing this then you cannot achieve the highest grades.

1. Comments on learners' performance

Students were generally able to provide at least two areas of explanation to this question. It was pleasing at the outset that many candidates saw the need to briefly state the importance of managing finances, before offering clear explanation rather than simply offer a list of unexplained statements. It was also reassuring that students in the main applied this to their own context and did not use up their word limit by drifting off task.

2. Recommendations for learners

To support your learning, go through the syllabus and highlight all business terms. Once you have done this, you might find it useful to produce some homemade revision cards with (i) the definition and (ii) brief advantages/disadvantages. I would encourage you to study a range of contrasting organisations to see those areas of similarity and how they might differ.

3. Quick Tips

Read the question carefully – make sure and check that you understand the requirement of the question. Producing your own glossary of terms will help focus your mind when revising and ensure that you do not make the mistake of interpreting the question incorrectly.

1. Comments on learners' performance

This question proved accessible to most learners who were able to provide a thorough explanation of the role of employees in managing risk within an organisation. The best answers focused on the possible consequences covering a range of risks and how employees at all levels had a role to play.

It was pleasing again to see an increased number of candidates acting on previous feedback and offered some development of the practical constraints for some employees to manage risk and referred to both legal, financial, and reputational consequences should risk not be managed well.

Once again, most candidates provided appropriate context to their chosen organisation with only a small number failing to refer to their chosen organisation.

2. Recommendations for learners

Read the question carefully – perhaps prepare revision cards with this specific question and include this with both internal and external customers. Whilst you should not produce undeveloped simple lists, it is acceptable to use subheadings and then make developed statements of the benefits.

3. Quick Tips

Read the question carefully – make sure and check whether there is something specific in the question. In this case, it is to describe the role of employees, in managing risk characteristics of customers for a chosen business (And not a business in general terms) so make it very clear that this is what you are considering. Once again, be very clear if you need to provide examples – many marks are often lost from failing to do this. Be smart and make it clear to your examiner that you are providing examples – it is sometimes useful to remind your examiner of the business you intend to focus on at the outset.

1. Comments on learners' performance

Many learners were able to successfully explain at least two different strands on how their chosen organisation might experience success from embracing both CSR and sustainability. It was pleasing to see candidates appreciate the possible short run issues of increased costs during the transition period but went on to explain how a review of its marketing strategy to highlight its directional change would appeal to existing and potential customers. The very best then went on to refer to not only increased revenue streams, but also reduced unit costs from the possible benefits of green technology.

2. Recommendations for learners

On questions with a specific business term in the question it is advisable to begin your answer by briefing explaining what the term means before going on to explain (in this case) both CSR and sustainability for a chosen business organisation.

3. Quick Tips

To support your learning, go through the syllabus and highlight all business terms. Once you have done this, you might find it useful to produce some homemade revision cards with (i) the definition and (ii) brief advantages/disadvantages it might bring to a business. Also, it would be useful to consider how these advantages or disadvantages might differ according to the specific nature of the business.

1. Comments on learners' performance

This question sought to allow students the opportunity to apply their knowledge of a popular area of the syllabus in a real-world context. Reassuringly, the majority of learners appeared comfortable in doing this and could offer a range of potential benefits – some spoke in terms of increased productivity, whilst others looked at potential cost savings. Given the constraint of only 100 words, some pleasing answers were made, although some candidates did not apply either term to a given organisation.

2. Recommendations for learners

As part of your study programme – take the time to practise this style of question. Perhaps in the context of a range of different business environments – this will develop your analytical skills in appreciating how different businesses use technology in different ways. Also, ensure that you time yourself so as to avoid losing time in an exam.

3. Quick Tips

Read the question carefully and be clear what is needed. In this case ensure that you provide just one of the trends – it is also worthwhile think “Point, Explain, Impact” for these 5-mark questions.

1. Comments on learners' performance

This question proved to be a useful discriminator – those students that understood what both terms meant scored well; the very best responses saw learners offer both requirements and scored 8+. The very best responses considered how technology (usually referring to Gantt charts) might be used alongside more simple methods such as prioritising.

Some learners were able to offer undeveloped lists which unfortunately reduced their chances of accessing a mark above 4-5.

2. Recommendations for learners

Always remember to read the question and when it asks for an explanation of a number of different methods then you must provide at least 2 that are fully explained within the context of the organisation that you selected. Moreover, ensure that you offer a reasoned explanation as opposed to a single statement of what that method is – again, this approach is likely to result in a low mark being awarded.

3. Quick Tips

Do not provide simple lists written in table format. Students that adopt this approach tend to offer statements and not explanations which is not what this type of question requires.

1. Comments on learners' performance

Despite the small candidature, there were some impressive responses from candidates demonstrating their firm grasp of this particular aspect of the syllabus.

Many learners were able to offer a range of impressive answers with a clear focus to their chosen organisation and the importance of both requirements in not only the career progression of the employee, but on the commercial success of the organisation.

As was the case with other questions, the weaker responses offered a list of possible methods which limited the mark they went on to achieve.

2. Recommendations for learners

On questions with a specific business term in the question it is advisable to begin your answer by briefing explaining what the concepts in the question mean before going on to explain (in this case) behavioural and professional requirements for a new starter working in business. Make sure you read the question carefully – in this case there is not a requirement to use a specific organisation. Therefore, as part of your revision ensure that you gather as many real-life examples as you can – this will enable you to tackle these questions with greater confidence.

3. Quick Tips

To support your learning, go through the syllabus and highlight all business terms. Be careful to read if the question refers to a specific organisation. It might be useful to consider how these requirements might differ with (i) the job role or (ii) the nature of the organisation.