



# *2019 Tutor Conference*

**BUSINESS STRATEGY AND TECHNOLOGY IN 2019**

# *Key messages*

- ‘Evolution not revolution’
- Moving on from 2018 to 2019 exams
- Features of each BST exam in 2019
- BST in the CBE environment

# *Moving on from 2018 to 2019 exams*

- No fundamental change:
  - 3 scenarios: longer, medium, shorter
  - Roughly 25/75 K/S split
  - 20-30 marks for numbers requirements: BUT see next slide

# *Moving on from 2018 to 2019 exams*

Sitting 2018	Pass rate	Average mark: Exam as whole	Weakest requirement	Average mark	Type of requirement
March	88.4%	65.1	2.3	60.5	Supporting calcs
June	91.3%	66.9	1.2	57.1	DA
September	90.9%	65.8	2.2	61.7	Calculate specific number
December	90.0%	65.7	2.2	59.7	Supporting calcs

# *Features of each BST exam in 2019*

- Numbers requirements
- Technology
- 'Own ideas' requirements
- Presentation of data
- Continuing themes

# *Feature of each 2019 exam: Numbers requirements*

- Three numbers requirements
  - Data analysis (S18 1.1 scripts)
  - Calculate specific number (S18 2.2 scripts)
  - Supporting calculations in explanation (D18 2.2 scripts)
- Evolving style of data analysis
- Some management accounting calculations

# *Feature of each 2019 exam : Technology*

- Technology added to 2019 syllabus and Learning Materials
  - Natural capital
  - Automation and intelligent systems
  - Digital assets
  - Cryptocurrencies
  - Workforce flexibility
  - Shared service centres
- Technology in the exam: practical application of ideas
  - At least one tech-based or tech-disrupted scenario
  - At least one tech requirement

# *Feature of each 2019 exam : ‘Own ideas’ requirements*

- Skill: Develop solutions by identifying creative and pragmatic solutions in a business environment, opportunities to add value and problems that may result from a decision
- Assessed by: identifying and using information to define key business issues
- Assessed by: demonstrating understanding of the business, its strategy, industry and wider context
- **‘Think on their feet’**



# *Feature of each 2019 exam : ‘Own ideas’ requirements*

- Skill: applying judgment by identifying related issues in scenarios and retaining an overview of the business issue or scenario
- Assessed by: identifying links and relationships between different issues affecting an entity and using these to establish priorities
- **‘See the bigger picture’**

# *Feature of each 2019 exam : ‘Own ideas’ requirements*

- ‘Own ideas’ requirements are an evolution of requirements in 2018 and before...
  - D16 Q3.4 (Q39.4 in QB)
    - suggesting examples of info to measure/monitor supplier
  - J18 Q1.1 (Q57.1 in QB)
    - suggesting how technology can improve efficiency/profitability
  - S18 Q1.2 (Q58.2 in QB)
    - suggesting improvements in capture/analysis of info to gain competitive advantage
- **...but there will be slightly less in the scenario to lead them to ideas**

# *Feature of each 2019 exam : Presentation of information in paper*

- Variety of media eg blogs, articles
- Numerical data eg Bar charts/graphs/pie charts
- Other forms eg diagrams, data dashboards, extracts from social media

## Skills required:

- Identify relevant information
- Consider what information is NOT available
- Consider source/age of information
- Professional scepticism/bias

# *Feature of each 2019 exam: Continuing themes*

- Ethics:

- Looking for BOTH analysis of situation AND actions applied to scenario
- TEF alone limits analysis
- Technology/data and regulation enrich scope of ethics requirements...
- ...so slightly higher mark allocations sometimes

- Limited use of models

- May provide a framework to structure answer
- “Refer to relevant models” requirement
- Infrequently a specific requirement eg Value chain, Balanced scorecard

# *Feature of each 2019 exam : Continuing themes*

- Big pool of marks covering more than one requirement:
  - In at least some papers
  - Mark allocation of requirements is **not** necessarily equal
- Marks restricted if:
  - Key issue in scenario is not picked up in answer
  - Numbers in the question are not addressed in the answer (D18 2.1 scripts)

# *Feature of each 2019 exam : Continuing themes*

- Report format:
  - Looking for to/from/date/subject OR a line recognising the audience
- Conclusion in answers:
  - Is not a summary but an opinion on the key issue based on preceding analysis
  - Expected in DA requirement
  - Required when asked to 'advise', 'recommend', 'evaluate'

# *Observations on BST in the CBE environment*

- Possibly helps time management
- Handwriting problem solved but some typing is very bad. Script must be comprehensible to be awarded marks
- Need to show workings for the calculation requirements as marker cannot see cell formulae
- Make discriminating use of word processing and spreadsheet facilities

# *Observations on BST in the CBE environment*

Copying from exam paper:

- Requirements for own reference – OK if it helps
- Numbers for calcs – OK **but be careful to avoid own calcs getting lost**
- Text in body of answer – **not advised unless very clearly attributed**



# *Observations on BST in the CBE environment*

- Stronger students:
  - Still step back/take time to identify what calculations to produce
  - Benefit from better accuracy of calculations in CBE
  - Still label columns and own calculations properly
  - Still use sub-headings to help structure answer

# *Observations on BST in the CBE environment*

- Weaker students:
  - Are even more tempted to just do % changes in calculations – **limited to 2 marks max**
  - Produce long, unbroken paragraphs of text
  - Copy large chunks of text from question into body of answer, usually without attribution

# *Live scripts*

