

Young Enterprise Examination

Examiner's Report 2022

Introduction

This year's examination saw a continued upward trend in standards. With almost all papers now in digital format, the readability and fluency of the answers has improved significantly.

All papers conveyed a high level of enthusiasm for the YES programme.

The answers are expected to show:

- What they learnt from the YES experience
- The benefits to them as individuals and as team players
- Their understanding of the expectations and scope of their respective roles
- Reflection and critical appraisal of their performance and commitment
- Increased understanding of the disciplines of business development and management

Many candidates stated that the experience has influenced their future career choice or acted as a stimulus to further education.

Not all YES programme participants take the exam and very good papers can come from members of teams whose project was less than successful. Students are still able to demonstrate the value of the experience without their company achieving business success.

Higher graded papers are often from schools where teachers and advisors provide the adequate level of support and resources. If a large team has worked well together and all the members sit the exam, there tends to be a higher standard overall.

The best results were achieved by those devoting sufficient and equal time to each of the four questions. In past exams some students spent too long on the mandatory questions in Section A at the expense of the time spent on the two questions in section B. This year saw equal attention devoted to each question and is likely to be one of the main reasons for the high number of credits achieved.

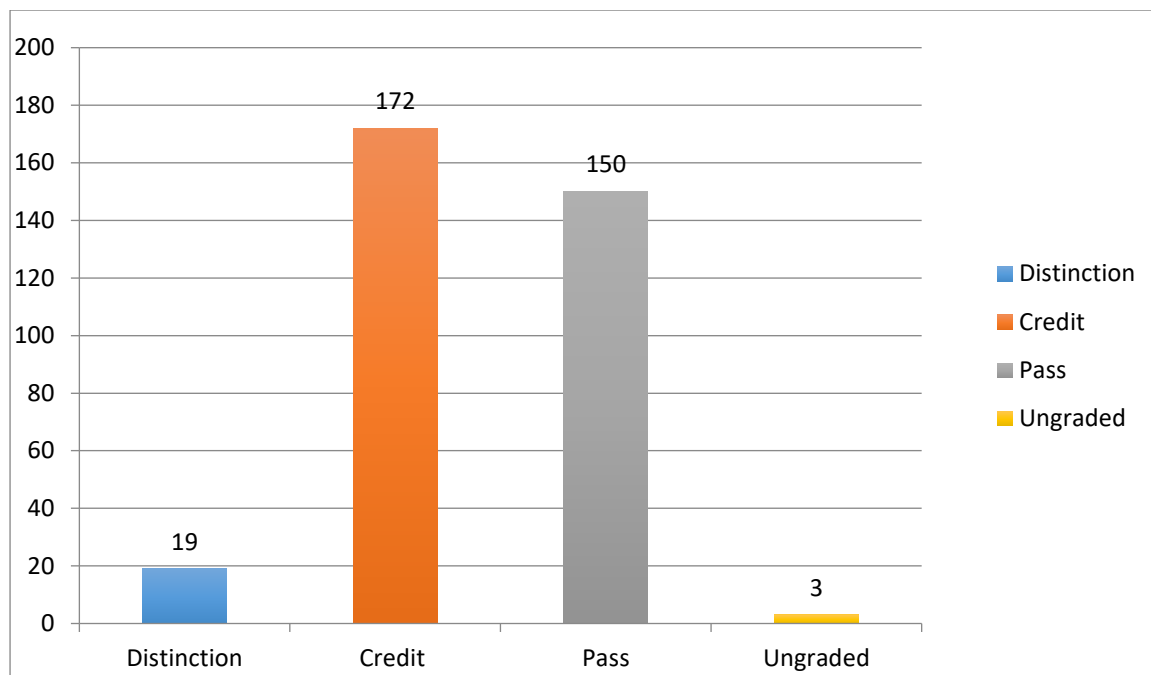
A total of 350 candidates took the exam this year compared to 362 in 2021.

The Grade Levels 2022

Table 1: Grade Breakdown by number and percentage

Distinction	19	6%
Credit	172	50%
Pass	150	44%
Ungraded	3	>1%

While the total number of exam papers was lower than last year, the standard remained high.



Over half the total of papers achieved a credit grade. A credit paper needs to demonstrate the extent of commitment and effort and have clearly identified the tangible benefits achieved from the experience.

The papers awarded lower grades tend to provide a chronological record of events with insufficient discussion or analysis.

A paper needs to be outstanding to gain a distinction. While the number of distinctions is lower than in the past two years, the quality of the papers overall continues to rise.

The papers achieving distinction grades all provided:

- Comprehensive coverage and consistency in all answers
- Consistent levels of analysis and insight
- High degrees of self-awareness and personal contribution
- Looked beyond their own roles
- Detailed accounts of the benefits and learning gained
- Logical structure in the layout of answers
- Comprehensive coverage and consistency in all answers.

Table 2: Questions Answered

2022	Q1	Q2	Q3	Q4	Q5	Q6
Number of Students	350	350	82	170	245	199
Percentage of Students	100%	100%	23%	48%	70%	57%

Question 1.

The question is an opportunity to put the candidate at the centre of the project and describe their contribution and effort and how their existing skills were applied and developed. Most papers provided clear insightful observations. However, some would have achieved higher marks if there had been more about the candidate's performance and commitment. It is not uncommon to read in other papers how well a fellow team member contributed, while the praised candidate's effort was less evident in their own paper. In a small number of papers there were claims of 'my strong interpersonal skills' or 'my great communication skills' without providing any evidence of their existence or how they were applied. Overall, this question is answered adequately in most papers and provides good insights.

'I was quite clueless and confused at the process and I felt like a deer been thrown into headlights. I resolved this by talking to my business advisor, who recommended I use the YE online website for resources and advice. This completely changed everything as I began to understand all the key milestones and the tasks lists, and soon after I was planning all the session ahead.'

Question 2

This question provides the opportunity for individual discussion on the team's overall performance and how the business evolved. Most papers offered good accounts of the development and progress of their projects. Many papers provided engrossing detail about the drama around the allocation of roles. In all papers there was insightful focus on their own skills, talents and career aspirations. Marks were lost in papers where the product was referred to as 'our product' without revealing what it was. In this question it is important to state the obvious.

'It has helped me become aware about the complexity of the structure of businesses and the idea that businesses are all about people and systems. It is the way people think, especially their decisions, communication and innovation/ marketing ideas, that drive forward the company journey.'

Question 3

The subject in this question is about finance, company compliance and general administration. Over the years it has been the least popular question. In 2016 only 10% of candidates attempted it. Even those who had been in the finance and compliance role shy away from it. The question may appear 'dry' and unappealing. However, in this current year it was attempted by 25% of candidates. All papers demonstrated a good understanding of the need to comply with regulations and legalities while putting in place an efficient administration to keep the team connected and involved at every stage.

'The minutes worked extremely well with our business progression as we were all able to refer back to them of what was discussed. For those who were absent during the meeting, they could access these minutes on our Teams files and were notified when every minute was uploaded so they could view it and keep up to date with the businesses next steps.'

Question 4

Attempted by 48% of candidates, most answers showed thoughtful reflection and understanding of all aspects of the psychology of management and group dynamics. Leadership role models ranged from; Elon Musk, to Batman to Alexandria Ocasio Cortez (AOC) to teachers and, in a surprising number of papers, their own mothers. Some excellent analysis of the attitudes and behaviours that define good and effective leadership was evident in many papers and revealed a mature and insightful understanding of the fundamental traits of an inspiring leader. Some papers showed an overfocus on looking at leadership only on the part of the candidate writing the paper and not on the broader network of the team, advisors, teachers, suppliers, etc.

For me, a role model as a leader is David Bowie. As a musical newcomer he pioneered so many creative channels for making music and encompassed so many styles throughout his career and bodies of work. He was not afraid to keep going and always managed to have faith in himself and his ideas, which I have always and will always find extremely inspiring.

Question 5

This question was attempted by 70% of candidates, nearly 20% more than last year. All who attempted the question demonstrated proficiency in the understanding of social media as a marketing tool. It is not surprising that Digital Natives understand the potential and application of digital marketing, but it is a very positive thing to see this understanding incorporated with traditional marketing concepts such as the importance of image, branding, customer focus and market research.

'One of the first tasks that we did as a group, after deciding upon a few product ideas, was creating a survey which asked what products people would be most likely to buy. We knew that this would help us to gain a better understanding of what the public wanted which would help us to decide upon what areas we needed to focus our attention on. These surveys were sent out across our school and local community. The surveys were incorporated into posters that we had created in the form of a QR code meaning that anyone passing by could simply scan the code and complete the form.'

Question 6

A less popular choice than last year dropping from 84% to 57%. This question is about how ideas were generated and agreed. Many papers highlighted the challenges already facing teams to come up with a viable and feasible business idea within the 'volatile school environment' as one paper put it. For the second year running lockdown restrictions placed further limitations on the choice of business ideas. Papers referred to 'thinking outside the box', 'working with what we have' and 'trying to see an opportunity in the problem'. Good discussion generally on how the idea emerged, inspired in many cases by an aim for sustainability and environmental concerns.

'Over time, our business idea did evolve according to the abilities of team members and what we perceived to be gaps in the market we were aiming for. The product's main selling point I would argue is not the product itself but the nature that is attracted to it.' - a company using beach driftwood to make tea light candle holders.

TOP TEN PAPERS

CANDIDATE	COMPANY	SCHOOL
Millie Ho	DRIP	The Mary Erskine School
Louis Davidson	Laser Cut Creations	Stirling High School
Priyanka Manohar	FULFILL'D	St. George's School
Fergus Miller	Bird Life	Robert Burns Academy
Nathan Links	Socair	Mearns Castle High School
Stuart Murphy	Tinfluence	Linlithgow Academy
Megha Jacob	Seadrift	Hazlehead Academy
Ella Majdan	Chains'N'Charms	Brae High School
Molly Hodgson	Cosy Creations	Albyn School
Vladislavs Petrous	E11EVEN	Aberdeen Grammar

End of Report - Frank Dunne, Senior Examiner, April 2022

APPENDIX 1

Table 2: grades awarded by year

Year	Distinction	Credit	Pass	Ungraded
2010	3%	29%	66%	2%
2011	6%	38%	53%	3%
2012	3%	36%	56%	5%
2013	4%	28%	64%	4%
2014	3%	33%	61%	3%
2015	4%	37%	57%	2%
2016	7%	35%	57%	1%
2017	7%	42%	51%	1%
2018	8%	54%	36%	<1%
2019	8%	53%	39%	<1%
2020	4%	52%	43%	1%
2021	6%	58%	36%	0%
2022	6%	50%	44%	<1%