

# Examiners' Report/ Principal Examiner Feedback

January 2011

GCE

GCE Applied Business (6920)  
Paper 01 Investigating Customer Service

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## Moderation Process

The external moderation process was deemed to be straightforward. Overall, centres forwarded samples on time and an accurate number of sample portfolios were provided i.e. ten portfolios with the highest and lowest grade included. Statements of authentication were present in the samples moderated for this series.

## Assessment Objectives and Mark Band Evidence

Overall, the assessment objectives for this unit were met adequately, through written reports, presentation and a detailed witness statement. However, where only a Power Point presentation and witness statement were submitted as evidence, Learners only accessed marks in Mark Band one, this was due to lack of detail in the presentation and the witness statements.

Strand A, Learners presented a description/explanation of internal and external customers and their needs and expectations. Needs and expectations of customers were identified however, in some cases customer needs and expectations were very similar or generic as a result of selecting similar organisations i.e. Tesco and Sainsbury. Majority of learners also included good evidence of how the organisations met customer needs and expectations.

Strand B, Strengths and weaknesses of customer service activities were evidenced. In main, the evidence for this particular assessment objective was better this series as compared to previous series. Learners could further improve the evidence by elaborating on the strengths and weakness, stating why they felt this was a strength or weakness for each activity. This evidence should then be further developed by making suggestions for improvements for identified weaknesses. Some centres are aware of the QWC marks for this strand, assessors should be encouraged to indicate the mark awarded for QWC separately.

Strand C, Learners were able to describe/ explain how the chosen business maintains, monitors and improves customer service. In some cases, lack of research limited Learners in generating the evidence required for this assessment objective and mark bands. In this moderation series, Learners often concentrated on how customer service was monitored and application of maintaining customer service was often implied.

Strand D Learners identified and described UK and EU legislation well this series. Application of UK and EU legislation to the chosen business was better evidenced. However, proof of working procedures was limited in some evidence seen this series.

## Assessment

Assessors should be encouraged to annotate achievement of assessment objectives and mark bands against the evidence.

## Unit Guidance

Centres should ensure Learners select contrasting businesses as per unit specification; this will enable Learners to generate evidence requirements for the higher mark bands. Centres need to encourage Learners to research fully (Primary and secondary) in order to support the evidence requirements for the higher mark bands for each strand. Analysis of primary research should be included as evidence, together with secondary research. This element was often missing in the work seen this series.

It is recommended that centres encourage Learners to produce written work and then extract the presentation from the written work; this will enable Learners to submit detailed evidence towards the assessment objectives and higher mark bands. Learners should submit both elements of evidence for this unit. A presentation supported by a detailed witness statement and a written report is expected, as this is a requirement of the unit specification.

It is recommended that a school/college is only used to provide evidence for strand A. Centres should encourage Learners to investigate the same organisation for strand B, C, and D where possible.

## Grade boundaries

At the E/U boundary, Learners demonstrated basic knowledge and understanding of key customer service concepts. At this grade boundary, Learners presented limited evidence of application, analysis and evaluation. For **Strand A**, Learners showed a basic understanding of different types of customers and their needs and expectations for two organisations. Research for this strand was limited or implied. For **Strand B** basic/limited application of knowledge and understanding was demonstrated for strengths, weaknesses and recommendations of customer service activities. **Strand C** Evidence of research was implied/limited at this grade boundary. **Strand D** For strand D at this grade boundary, evidence of Legislation was limited in particular, EU legislation. Legislation links to the organisation's product/service was limited

At the A/B boundary, Learners were able to demonstrate in depth knowledge and understanding of key customer service concepts. Evidence was supported by good research, clear application, analysis and evaluation. For strand A, Learners demonstrated good knowledge and understanding of different types of customers and their needs and expectations for two organisations. Analysis and evaluation was effective for this strand. For Strand B, strengths and weaknesses of customer service activities were analysed and evidenced, suggestions for improvements were recommended based on research. For Strand C, Learners evidenced relevant up to date research to demonstrate how customer service is monitored and maintained within the organisation. For Strand D, at this grade boundary, Learners were able to apply and evaluate UK customer service legislation effectively. Evaluation of EU legislation was limited.

Grade Boundaries for this, and all other papers, can be found on the website on this link:

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