

Moderator's Report/  
Principal Moderator Feedback

January 2012

GCE Applied Business (6920)  
Paper 01

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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.

## **Assessment Objectives and Mark Band Evidence**

The assessment objectives for this unit were met adequately; there was better evidence seen for the unit assessment requirements in that majority of learners included a presentation, witness statement and written report. 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 insufficient detail and the supporting witness statements.

### **Strand A**

Learners presented a description/explanation of internal and external customers and their needs and expectations. Centres should encourage Learners to select contrasting businesses in order to allow the learner to analyse the evidence obtained. The 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. Virgin and Easy Jet. Evidence for how the organisations met customer needs and expectations was weak or not addressed. Learners must also be encouraged to include research gathered during the investigation. It was particularly pleasing to see that there was much more understanding about the aspects of internal customer needs and wants and less emphasis on what was supplied.

### **Strand B**

Strengths and weaknesses of customer service activities were better evidence this series. Overall, the evidence for this particular assessment objective was limited; this was due to the lack of research. Centres are advised to research this strand fully to allow learners to elaborate on the strengths and weakness, stating why they felt each was a strength or weakness for each activity. The evidence should then be developed further by making suggestions for improvements to identified weaknesses.

### **Strand C**

For this strand Learners described/ explained how the chosen business maintains, monitors and improves customer service. In some cases lack of research how the organisation maintains customer service was limited. Learners often concentrated on how customer service was monitored and application of maintaining customer service was often omitted or implied.

### **Strand D**

Better evidence of UK and EU legislation was seen this series. However, evidence of working procedures was limited. Learners should be encouraged to use the research gathered on working practices to access higher mark bands.

## **Assessment**

Better evidence was seen this series of annotation assessment objectives and mark bands against the evidence submitted by learners.

## **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. It is recommended that centres do not select Shopping Malls or Retail Parks as this may limit scope for developing evidence for 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.

It is recommended that centres encourage learners to produce written work and then extract the presentation from it. 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 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.

Evidence for UK and EU legislation should reflect the changes in Consumer Protection Legislation.

## **Candidate Performance**

At the lower end of marks, 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. Evidence of research was implied/limited in strand C. For strand D at this level, evidence of legislation was limited, in particular EU legislation. Legislation links to the organisation's product/service was limited.

At the higher end, 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 level, learners were able to apply and evaluate UK customer service legislation effectively. Evaluation of EU legislation was limited.

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