

Moderators' Report/  
Principal Moderator Feedback

Summer 2013

GCE Applied Business (6920)

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## **GCE Applied Business (6920) June 2013**

### **Moderation Process**

Majority of centres forwarded samples on time, an accurate number of sample portfolios were provided i.e. ten portfolios with the highest and lowest grade included in the sample and statements of authentication were present in the samples moderated for this series.

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

Students provided detailed evidence to access assessment objectives for the higher mark bands. Majority of the samples for this unit consisted of a written report with a presentation and witness statement. Better evidence of research was seen across all strands at the higher grade boundary.

Students appear to be better at working with contrasting organisations as Centres appear to have taken on board this advice from previous series. Very few Students are using the actual institution where they are studying to base the evidence for this strand on. Where students have used the centre as a basis of investigation it often prevents students from carrying out the research to meet the evidence requirements fully. As a result the evidence for this strand is usually diluted.

Students are now focused on using one organisation for strands B,C & D in the past, this has not been the case, and has meant students completed unnecessary work. 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 again this was a result of better research.

For Stand C there were better attempts made to investigate customer service; however where students used their place of work/small organisation to base the evidence required for this strand on, evidence was limited. Some Centre's had involved their students in doing customer service surveys and observations and so there was some very good work coming through for strands B and C. It was pleasing to see the use of bench marking as well as the usual 'mystery shopper'. Students were also making better use of application of the research gathered from the chosen organisation commenting on materials such as 'complaint forms and procedures' and codes of practice.

Evidence for strand D was well evidenced this series, students are now picking up more on the employment relations side and how the EU has brought about influence such as the Working Time Directive and shift working patterns and how this works on customer relations in some of the larger organisations.

## **Assessment**

There was better annotation of achievement against the assessment objectives and mark bands this series. QWC marks were in the main included for strand C, however in some case they were not clearly indicated on the candidate mark record sheet. Overall, Centre assessment for this unit was in the main appropriate for the evidence requirements each mark band within each strand.

## **Unit Guidance**

Centres should ensure students select contrasting businesses as per unit specification; this will enable students to generate evidence requirements for the higher mark bands. It is recommended that centres do not select Shopping Malls, Retail Parks or Centres as this may limit scope for developing evidence for higher mark bands.

Centres need to encourage students 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 students to produce written work and then extract the presentation from the written work; this will enable students to submit detailed evidence towards the assessment objectives and higher mark bands. Students 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 Centres should encourage students 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.

## **Grade boundaries**

At the E/U boundary students demonstrated basic knowledge and understanding of key customer service concepts. At this grade boundary, students presented limited evidence of application, analysis and evaluation.

For strand A, students 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. 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 students 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 students 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 students 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, students were able to apply and evaluate UK, EU and working practices of customer service legislation effectively.

## **Grade Boundaries**

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

<http://www.edexcel.com/iwant to/Pages/grade-boundaries.aspx>

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