

Moderators' Report/  
Principal Moderator Feedback

Summer 2013

GCE Applied Business (6922)

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# **GCE Applied Business (6922) June 2013**

## **Administration**

This series most samples of the work were again received on time together with the appropriate forms and were signed to indicate authenticity. In general, marks on the work conformed to those on the 'OPTEMS' with occasional discrepancies.

## **Annotation of Portfolio Work**

It is worth noting again that the minimum requirement for annotation of portfolios is laid down in the Code of Practice to be identification of where a students' evidence of criteria coverage may be found in the work. There were again a few examples where little or no annotation was evident and moderators were left trying to identify where and how marks had been awarded.

The recommendation to annotate by reference to 'Mark Band' achieved and 'Strand', 'Theme' or 'Area' covered eg MB1a, MB2b etc is still not being followed by some Centres but, however this is done, it is worth emphasising again the importance of clear annotation and internal standardisation for the benefit of students as well as for external moderation purposes.

## **Presentation of Portfolio Work**

The preferred format remains loose-leaf or treasury-tagged sheets that can be easily opened and read. Although less in evidence, there still remains the issue of inaccessibility and unsuitable presentation of some of the portfolios with work either tightly packed into plastic wallets (that split on opening), left in ring binders or clipped into plastic folders (this simply makes the process of extracting the work more laborious than should be the case).

## **General Issues with the Specification**

Similar issues to those found in the previous series were again found in this window, details are given below.

Many centres have developed approaches to this unit learnt from previous submissions, reports and training. Many centres sent questions into the Ask the Expert Service and by doing so avoided some common pitfalls such as group size, allocation of roles, appropriateness of choice of enterprise, etc.

Although most centres included witness statements for strand C regarding students' performance, there was insufficient evidence from some students to support the marks awarded by the assessor.

## **Quality of Written Communication 'QWC'**

Few assessors appear to specifically record the marks available for the level achieved. Up to 3 marks for 'QWC' can be given in (b) and these are part of the total mark available for the strand which remains at 18. In general, where such marks had been given, these appear to have been beneficial to students.

## **Areas of the Specification**

Again this unit had one of the smallest entries. This is probably due to the need to run an enterprise over time which requires substantial work commitment outside lesson time.

Strand A: Those centres that used Young Enterprise as a vehicle for this unit tended to achieve higher marks than those who organized a 'one-off' event.

Some kept detailed records in diaries/journals and these were the centres that did best on this unit. Much of the evidence for student involvement comes from the diaries. Diaries also show timelines and make activities clear. They support the other three strands. Some students found it difficult to discuss what they did and tended to use the collective person, i.e. "we". Evidence needed witness statements to support diaries/commentaries, these were not always present. It is suggested that students be encouraged to demonstrate their contribution through their diaries clearly.

The centre has to ensure that the product/service of the company involves sufficient activity to enable all students to have an active input to enable them to move out of mark band 1.

A substantive business activity is required. Centres must also ensure that the group size is appropriate.

Students are required to undertake a self evaluation in this strand. These were often unsubstantiated or, in many cases, were simply a description of what they did and did not evaluate performance.

Strand B: Some centres produced excellent work for this strand with clear descriptions of roles and responsibilities as well as supported evaluations of team members in these roles. Other centres failed to produce either the descriptions or the evaluations. There was little detail or underlying theory presented in the work from a number of centres making it difficult to move out of mark band 1. There were few fully supported evaluations seen.

Strand C: The witness statements for the presentation were often brief and needed much greater detail. Where clear and detailed witness statements showing substantive contribution were present, centres could move students into mark band 3. This does need supporting evidence from students showing originality of thought and outstanding contribution to the group report and presentation. In most portfolios, where there is a strong witness statement identifying strong and sustained contribution to the running of the company, the group activity and the group presentation by the student there was usually sufficient student evidence to support the allocation of higher marks.

Where roles or contribution was minor it was extremely difficult for students to move outside mark band 1.

Students also should include their own PowerPoint printouts, cue cards, etc. and identify their own input. The centre must also ensure that a full copy of the group presentation is sent for moderation to enable individual input to be gauged. The centres should not restrict themselves to the one side of the exemplar witness statement proforma found in the qualification guidance and on the Edexcel website. This is only a guide and centres must ensure that they make full and clear statements about student input into the company and the presentation. Where the activity/event was too small students could not generate sufficient evidence.

Where a company report is produced as well as the individual portfolios, this must be sent with the sample.

Centre assessors must ensure that they tie their witness statements to the descriptions used in the mark bands. There were occasions where assessors noted strong contribution to the group presentation but the student evidence and the marks awarded did not reflect higher mark bands.

Strand D: This strand needs the financial outcomes of the company to be used to enable effective evaluations. This did not always happen. Some centres did not direct students to cover this strand as a separate task and relied upon descriptions of activities and the personal evaluations and the evaluations of the other team members to be the evaluation of the company. Evaluation was often limited to making a profit. Therefore marks were often restricted to mark band 1.

## **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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