

Examiners' Report/  
Principal Examiner Feedback

June 2011

GCE Applied Business (6924)  
Paper 01

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# **MANAGING AND DEVELOPING PEOPLE**

## **Moderation Process**

Samples were forwarded from centres 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**

It was pleasing to see a variety of organisations chosen by learners. However, the lack of research sometimes limited learners in accessing the higher mark bands, in particular strands A, C and D.

### **Strand A**

Learners submitted better evidence of motivational strategies and the strengths & weaknesses of motivational techniques this series. Evidence of alternative approaches was also present. Lack of research of conflicts between the individual and the organisation often prevented learners from accessing higher mark bands. However, evidence submitted this series demonstrated better links were made to recognise theorist.

### **Strand B**

Assessment evidence requirements for this strand consist of an evaluation of a group activity. Some evidence submitted for this strand was based on working as part of a team within their part time jobs or based on evidence from other units of this qualification. This often prevented learners from accessing marks in the higher mark bands due to insufficient depth and analysis. It is recommended that the cohort studying this unit take part in a group activity so that learners are able to generate sufficient evidence and application of team work to meet the requirements of the each mark band. There was clear application of meetings this series.

The team-working element of this strand was well referenced to a team or motivational theorist. Learners also made some attempt to evidence of why individual's objectives and needs are different from those of a team. Evidence of leadership styles, within teams was better evidenced by learners this series.

### **Strand C**

Centres are reminded to encourage learners to include detailed research for this strand. Although some good evidence was seen this series for this strand there were pockets of evidence where lack of research prevented learners from accessing marks in higher mark bands. In addition, there was some evidence seen this series where the learner had focused on training that they had participated in. This approach provided limited scope for development and evaluation towards the higher mark bands.

### **Strand D**

The first two mark bands of this strand require learners to include the research of higher and further education and career routes. This element

was very limited this series and as a result limited performance was seen in this strand. Learners are then required to develop the evidence further by using the research to produce a personal development plan. One of the key issues of the personal development plan was lack of detail and in some cases insufficient analysis. Evidence of common formats for skills audit was well presented, however, learners should be encouraged to use the different formats to develop their own skills audit. This element was better evidenced this series.

## **Centre Guidance**

### **Strand A**

Relevant primary and secondary research should be carried out to match the evidence requirements of each strand and mark band for strand A. The results of the research should then be used to form the basis of analysis and evaluation required in the higher mark bands.

### **Strand B**

Evidence from other units of this qualification should not be used as the basis of producing evidence for this strand. Evidence of one meeting should be included as an appendix. Evidence submitted for the meeting should be applied to the team activity. Centres should encourage learners to select a team activity focused on planning an event or developing and implementing a new system or procedure.

### **Strand C**

Clear evidence of researching a training programme for one individual should be included as evidence. The results should then be used as a basis for analysis and evaluation. It is also important to research training outcomes from the individual's perspective as well as the organisational perspective

### **Strand D**

Research should include further/higher education and career routes. Learners should be encouraged to use and include the research to develop a personal development plan and the analysis and evaluation requirements for the higher mark bands.

## **Assessment**

Better evidence was seen of annotation across all strands this series. Centres assessment was seen to be lenient in strands B, C and D.

## **Grade Boundaries**

At the E/U boundary, learners demonstrated basic knowledge and understanding of key concepts of managing and developing people. At this grade boundary, learners presented limited evidence of research, application, analysis and evaluation.

For strand A, learners demonstrated a basic understanding of motivational strategies, used in the chosen organisation, strengths and weaknesses of

the motivational techniques identified together with alternative approaches. Evidence of conflict was better evidenced this series. Appropriate links were made to recognised theorists. Evidence of research was limited at this grade boundary. For strand B, basic/limited application of knowledge and understanding was demonstrated for team working and management styles. Strand C, evidence of research for a training programme for one individual within the organisation was implicit /limited at this grade boundary. Strand D, basic reason for carrying out a skills audit was appropriate for this grade boundary. Evidence of research of higher and further education was limited.

At the A/B boundary, learners were able to demonstrate in depth knowledge and understanding of key concepts of managing and developing people. Evidence was supported by good research, clear application, analysis and evaluation. For strand A, learners demonstrated good knowledge and motivational strategies, used in the chosen organisation, this was then further developed by identifying strengths and weaknesses of the motivational techniques. Suggestions for alternative approaches and conflicts were addressed; appropriate links were made to recognised theorists. Analysis and evaluation was effective for this strand. For Strand B, learners demonstrated clear application of knowledge and understanding of team working and management styles, clear references were made to recognised theorists. Stronger evidence and analysis of a meeting was included in portfolios at this grade boundary, together with better evaluation of conflicts. For Strand C, learners evidenced relevant up to date research to demonstrate the effectiveness of a training programme for an individual within the chosen organisation. Stronger evaluation of the cost and benefits to the organisation and the strengths and weakness of the training programme was included at this grade boundary. For Strand D, at this grade boundary, better portfolios included evidence of higher and further education which was used to develop a personal development plan.

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