

# Principal Moderator Feedback

January 2013

GCE Applied Business (6924)  
Paper 01

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To successfully achieve this unit, learners need to demonstrate an appropriate level of understanding and application of knowledge across the full range and scope of the unit outcomes, in particular the unit assessment outcomes/criteria, the specific AOs, and the mark band (MB) distributions (Applied Business Awards Specifications 2010 Pages 91 to 104 ). In as much as learners need to show a clear understanding of the subject and the practical application of the unit requirements from a balanced contribution across the four knowledge/applications Strands, the related AOs and marking criteria bands.

**Therefore, in relation to the Unit specifications (p91 and 101) learners should, in summary:**

- Explain the impact of motivation within a business context.
- Present relevant and up-to-date information, from a range of sources, on the factors involve in motivational theory and its application, including issues relating to conflict between organisational and individual needs.
- Perform an investigation into team working and management.
- Identify the advantages and disadvantages team working.
- Demonstrate an understanding of the need to hold meetings and record activity.
- Explain the strengths and weaknesses in all aspects of training with an organisation for an individual's perspective.
- Explain the strengths and weaknesses of the training programmes/methods.
- Explore personal skills, audits and future careers, from a short and longer term perspective, included an analysis of skills audits, and evidence of career planning.

QWC is assessed within strand (b).

For strand (a), a single business should be identified, that will form the basis of the motivational analysis and allocation.

Clear evidence (and referencing) of the theory should be included, to ensure the analysis of the suitability and issues related to motivational theory in that organisation can be clearly identified. It should be noted, that the appropriateness of the businesses selected is significant for the potential achievement of the higher band. QWC marks awarded for this unit (out of three) should be identified within the assessment of this strand.

The material and examples to describe team working should be developed to explain the relationship of motivation and leadership within team activities and potential performance. Leadership style and their impact should be considered.

The reasons for holding meetings and recording activity should be included, this should be interlinked into the team working aspects identified above. QWC marks awarded for this unit (out of three) should be identified within the assessment of this strand.

The selection of an individual and the organisation should be clearly thought through to ensure they are adequate to explore the criteria. A description of individuals perceptions should be taken into account to examine the trading methods selected and their appropriateness for the organisation and individual concerned.

Candidates need demonstrated a general understanding of the issues relating to the skills development, the use of audits to assess their performance and future needs. Future self development and career judgements should be supported by short and longer term goals which are research supported and clearly associated with the job/career etc selected.

### **Authentication**

Centres should include evidence to confirm originality of learner work, the counter signature of the Mark Record Sheets by tutors and candidates is critical in this process.

### **Standardisation**

Consistent marking was evident however, in assessing higher grade performance, assessors need to consider the depth, scope and quality of examples and quality the material used and its application in context to award the higher MB3 marks.

### **Enhancing Assessment**

The clear identification of QWC should be included within the assessment of strand (b) where the three marks maximum should be identified out of the total of 15 marks available.

Centres should ensure, when assessing for the higher mark bands across these strands that clear evidence of explanation, critique and analysis for each strand, which do have a different foci is given, and for each strand support by good organisationally focussed examples/material which in supports the explained and application of the theory and practice in question.

## **Grade Boundaries**

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

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