

Moderators' Report/
Principal Moderator Feedback

Summer 2013

GCE Applied Business (6924)

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Moderation Process

All centres provided an accurate number of sample portfolios i.e. ten portfolios with the highest and lowest grade included. Overall, Samples were mainly received by the due date.

Assessment Objectives and Mark Band Evidence

Sampled evidence included in-depth investigations, due to better selection of organisation to base evidence requirements on. These two aspects enabled students to generate better evidence of application and analysis. All aspects of this strand A were well covered; evidence of conflicts between organisations and individuals was better this series but was much dependant on the type of organisation chosen.

Analysis and evaluation was effective to meet the requirements of the higher mark bands. Overall, most of the evidence seen this series showed good links between motivational strategies and the associated theorists. In the past, some Students described the strategies and described the theories, but often failed to make links.

Fewer centres submitted work for strand B, where the evidence was based on unit 13 (Organising an Event) in doing this, students were not able to generate focused evidence required to meet the requirements of this strand. Better evidence was generated where students took part in a team building activity. This enabled students to demonstrate clear application of knowledge and understanding of team working and management styles, clear references were made to motivation theorists.

A small number of students based the evidence for this strand on their own part time job or focused the evidence generic training (Induction training) as a result the evidence became diluted for the requirement of the strand. In contrast students who chose to research an individual and their training and carried out detailed research accessed better marks. There was good evidence of application, analysis and evaluation of the evidence gained. As a result this was reflected in the mark gained by Students at the higher grade boundary.

Good evidence was seen for strand D, skills audits, research of HE and Career choices. However, PDP were sometimes presented in a diary format as opposed to using the normal business format whilst this is not an issue it may prevent students from monitoring their progress against the PDP. Where students did not plan to go to University research evidence was sometimes limited on the chosen career. Students often didn't include research of alternatives to not going to university. Skills audits were better evidenced.

Centre Guidance

Strand A & C

Relevant primary and secondary research should be carried out and included 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. Students should be encouraged to select appropriate organisations and refer to the performance descriptors on page 187 of the specification.

Strand C

Clear evidence of researching a training programme for one individual should be included as evidence. It is recommended that students do not submit the evidence based on their own training within part time jobs as this does not allow scope to access marks in higher mark bands. 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.

Students should be encouraged to use the same organisation to investigate motivation strategies and training for strand A and C.

Strand B

Evidence of one meeting should be included as an appendix. Evidence of submitted for the meeting should be applied to the team activity. Centres should encourage Students to select a team activity focused on planning an event or developing and implementing a new system or procedure.

Strand D

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

Evidence of common formats for skills audit should be researched, this should include study skills audit and work related skills audit. Both skills audits should then be used to develop the Student's own skills audit as well as analysis and evaluation requirements for higher mark bands.

Assessment

Annotation of evidence achievement by assessor(s) was well evidenced this series. QWC marks for strand B were included but were not clearly indicated on the Candidate Mark record Form by some Centres.

Grade Boundaries

E grade boundary

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

For strand A, Some Students used their own Centre for motivational strategies and training (strands A and C). This often diluted the depth required to show focused understanding of a company's strategies to motivate employees and why employees should be trained. Suggestions for alternative approaches and conflicts were limited. Appropriate links were made to recognised motivational theorists. However, Evidence of research was implied/limited for this strand.

For strand B, basic/limited application of knowledge and understanding was demonstrated for team working and management style. It was pleasing to see that evidence for meeting was better evidence this series at this boundary. Clear references were made to recognised motivation a theorist. Evidence of meeting was limited.

For strand C, evidence of research was limited. Evidence of training programme for one individual within the organisation was implicit or general to this grade boundary. Some Students used their own experience within their part time employment and this often restricted the generation of evidence to meet the higher mark bands.

For strand D, Basic description, and reasons for skills audit was implied. Evidence of research for higher education and career was often limited. Students often included too much research and failed to use the research to form the basis of the personal development plan.

At the A/B boundary

At the A/B boundary Students 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 Students 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 Students ' 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 Students 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, Students were able to apply research to their chosen career/development plan with stronger evaluation of alternative career routes.

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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