

Principal Moderator Feedback

Summer 2014

GCE Applied Business (6924)

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Moderation Process

The external moderation process was deemed to be straightforward. Overall centres forwarded samples on time and an accurate number of sample portfolios were provided i.e. ten portfolios with the highest and lowest grade included.

Assessment Objectives and Mark Band Evidence

Work sampled this series included better supporting for assessment objective and mark bands. In general it was felt that the choice of organisation was better and as a result, learners were able to generate evidence to support the requirements of higher mark bands.

Strand A

Detailed research for this strand was seen this series, as a result learners were able to generate better evidence of application and analysis. All aspects of this strand were well covered There was good evidence of motivational strategies and the strengths & weaknesses of motivational techniques used within the organisation. There was stronger evidence seen of links made to theorists this series.

Strand B

The assessment evidence requirements for this strand consists of an evaluation of a group activity, focused on planning an event or developing and implementing a new system or procedure. Better choice of activity was seen this series this enabled learners to fully developing evidence requirements for higher mark bands.

Learners are required to submit a report on at least one meeting related to the activity. Reason for holding the meeting and advantages and disadvantages were often generic and not applied to the team activity. Evidence for mark band three requires the learner to suggest alternative methods of the planned outcome this was often limited. Overall, better evidence was seen of the meeting element for this strand

The second element of this strand focuses on leadership styles, although there was detailed theory included in most portfolios. There was insufficient application and evaluation of management style in relation to the team activity. Alternative leadership styles were addressed but the evidence was often fragmented as three or four alternative leadership styles were suggested.

Better evidence was generated for Strand B where learners took part in a team building activity. However QWC marks were not always indicated separately on the marks record sheet

Strand C

The evidence for strand C was much better this series candidates had carried out detailed primary research, there was good evidence of application, analysis and evaluation of the evidence. This was reflected in the mark gained by Learners. There was very little evidence seen where the learner had used their own training in their part time job as a vehicle to generate evidence for this strand.

Strand D

Evidence for strand D, was better this series compared to last series Learners included better evidence of PDPs, as a result of better research carried out. Skills Audits were also better evidenced this series. However, evidence of researching of alternatives to not going to university was limited in the work seen this series.

Centre Guidance

Strand A & C

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. Candidates should be encouraged to select appropriate organisations and refer to the performance descriptors on page 187 of the specification.

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 Candidates 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 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

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

Strand D

Research for personal development should include further/higher education and career routes. Candidates 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 Candidate's own skills audit as well as analysis and evaluation requirements for higher mark bands.

Assessment

Annotation of evidence achievement by assessor(s) was limited. Centres sampled in this series were found to be Accurately assessing all strands.

Grade Boundaries

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

For strand A, Candidates showed a basic understanding of motivational strategies, used in the chosen organisation, this was further developed by identifying strengths and weaknesses of the motivational techniques. Suggestions for alternative approaches were limited. Evidence of conflict was limited as Learners often focused on conflict between individuals and not individuals and the organisation. Appropriate links were made to recognised theorists. Evidence of research was implied/limited at this grade boundary. For strand B basic/limited application of knowledge and understanding was demonstrated for team working and management styles. However, clear references were made to recognised theorists. Evidence of a meeting was limited. 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 common formats of skills audit and careers were often limited.

At the A/B boundary candidates 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 candidates 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 Candidates 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 Candidates 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, candidates 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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