

# Moderators' Report/ Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCE Applied Business  
Unit 9 Managing and Developing  
People  
6924 Paper 01

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2015

Publications Code UA040770

All the material in this publication is copyright

© Pearson Education Ltd 2015

## **GCE A2 Applied Business 6924: Managing and Developing People - June 2015**

### **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 ie ten portfolios with the highest and lowest grade included.

Statements of authentication were present in the samples moderated for this series. However, these were often not signed by the learner or the assessor. Centres should ensure authentication statements are fully completed when submitting evidence for external moderation.

### **Assessment Objectives and Mark Band Evidence**

In general, it was felt that there was better evidence of research seen for this unit this series. Learners chose appropriate organisation(s) enabling access to higher mark bands.

#### **Strand A**

This strand was evidenced well, in terms of motivational strategies and the strengths & weaknesses of motivational techniques. There was some evidence of alternative approaches. Better evidence was seen for conflicts between the individual and the organisation 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. Learners participated in appropriate activities to fully develop evidence requirements for higher mark bands. The meeting element of this strand was often better evidenced this series. Evidence for mark band 3 requires the learner to suggest alternative methods of the planned outcome, this was often limited.

The team-working element of this strand was well referenced to a team or motivational theorist. However there was limited application of benefits and drawbacks of team working. There was limited evidence of individual's objectives and needs are different from those of a team.

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. QWC marks were better indicated separately on the marks record sheet.

### **Strand C**

This strand was better evidence this series. Good research enabled learners to access higher mark bands. Majority of centres submitted good evidence of researching training for one individual this series. Learners carried out detailed primary research. There was good evidence of application, analysis and evaluation of the evidence. This was reflected in the marks gained by learners.

### **Strand D**

For this strand, learners are required to produce a personal development plan. Evidence submitted this series for strand D, was seen to be better as a result of detailed research carried out by learners. Skills audits were better evidenced this series. Learners analysed their own skills audit and focused on filling in the skills gap as part of the personal development plan.

## **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. Learners 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. 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.

Learners 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 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 D**

Research for personal development should include further/higher education and career routes. Learners 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 learner'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 slightly lenient in the assessment of strand D and C.

## **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 application, analysis and evaluation.

For strand A, learners 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 identified. 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 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 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, learners 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/iwantto/Pages/grade-boundaries.aspx>



