



General Certificate of Education

Applied Business 8611/8613

BS06 Developing a Product

Report on the Examination

2008 examination - June series

Further copies of this Report are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

General comments

A significant number of centres appreciated the spirit of the qualification. Their candidates produced portfolio work which was genuinely applied. These successful candidates:

- were sure of the tasks they had been set
- demonstrated independence of thought and research
- had an applied understanding of the concepts covered by each unit.

Assessment issues

It was pleasing to observe an improvement in the quality of annotation. Assessors had, on the whole, annotated the highest level responses within each candidate's portfolio. Many centres made effective use of assessor feedback sheets which provided a clear summary as to why particular mark bands and marks had been selected for each assessment objective. However, when centres had not used focused annotation, it was often very difficult for moderators to confirm the marks given. It is of utmost importance that every assessor annotates portfolio evidence, ie by indicating both the assessment objective and the mark band against key pieces of evidence, eg AO2/MB3. Equally, where centres have more than one assessor, it is vital that every assessor applies the same standard of annotation.

BS06 – Developing a Product

Moderators witnessed a varied collection of portfolios. Successful candidates selected appropriately simple products which could be produced on a small scale, for example, screen printed clothing such as T-shirts and sweatshirts. Candidates then went on to develop their product idea, providing thorough explanations of form and function.

Unfortunately, too many candidates continue to develop product ideas which are far too ambitious, eg developing a new range of chocolate bars for *Cadbury*. Such contexts are not in the spirit of the Applied A level and inevitably result in descriptive evidence.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.