

Examiners' Report/ Principal Moderator Feedback

Summer 2010

GCE

GCE Applied Business (6924) Paper 01

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PM report on unit 6924/01

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. Statements of authentication were present in the samples moderated for this series.

Assessment Objectives and Mark Band Evidence

Overall, the evidence submitted this series was on par to the previous series.

For **Strand A**, Learners demonstrated good knowledge of motivational strategies, used in the chosen organisation; identifying strengths and weaknesses of the motivational techniques used by the organisation. Suggestions for alternative approaches and conflicts were addressed; appropriate links were made to recognised theorists. 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 Learners described the strategies and described the theories, but often failed to make strong links evidence of research was also stronger this series.

Strand B, Learners' demonstrated clear application of knowledge and understanding of team working and management styles, clear references were made to motivation theorists. Stronger evidence and analysis of meetings was included in portfolios at this grade boundary, together with better evaluation of conflicts.

Learners 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 were explicit at this grade boundary.

For **Strand D**, Learners were able to apply research of higher education and career to develop a personal development plan. Stronger evaluation of personal development plan and alternative career routes was present at this grade boundary.

Learners were better 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.

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. 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. 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.

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 of submitted for the meeting should be applied to the team activity.

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 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 well evidenced this series, slightly lenient assessment of strand A, D and C was noted this series.

Grade Boundaries

E grade boundary

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, some learners used their own school / college 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 styles; however, 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 this grade boundary.

For strand D, basic description, and reasons for skills audit was implied. Evidence of research for higher education and career was often limited.

At the A/B boundary

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 learners 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 June 2010

6924	Total	A*	A	B	C	D	E
Raw Mark	60	54	49	43	37	31	26
UMS	100	90	80	70	60	50	40

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