

Moderators' Report/  
Principal Moderator Feedback

Summer 2013

GCE Applied Business (6927)

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from 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 2013

Publications Code UA035331

All the material in this publication is copyright

© Pearson Education Ltd 2013

## **GCE Applied Business (6927) June 2013**

To successfully achieve this unit, students need to demonstrate an appropriate level of understanding and application of knowledge across the full range and scope of the unit outcomes, in particular the unit assessment outcomes/criteria, the specific AO's, and the mark band (MB) distributions (Applied Business Awards Specifications 2010 Pages 126 to 127 ). In as much as students need to show a clear understanding of the subject and the practical application of the unit requirements from a balanced contribution across the four knowledge/applications Strands, the related AO's and marking criteria bands.

**Therefore, in relation to the Unit specifications (p123 and 134) students should:**

- Explain the impact and opportunities created for businesses in international context.
- Present relevant and up-to-date information, from a range of sources, on the factors influencing the establishment of an international presence.
- Perform an investigation into the chosen (international) businesses.
- Identify the advantages and disadvantages in the growth potential for a business supported by international organisations.
  
- Prioritise evidence and show judgement in the selection and presentation of findings
- Present exemplar material appropriate to support their conclusions
- Explain the strengths and weaknesses in all aspects of creating/developing a presence as offered to a business within an international context.
- Examine the opportunities and challenges offered by global business
- Explore and present conclusions and outcomes, reflecting the positive and negative aspects for Host countries, international organisations and businesses operating in an international environment.
- QWC is assessed within strand (a).

For strand (a), Two businesses should be identified, they should be of a complementary nature and have differing international/global activity (one EU and the other Global is suggested in the unit specification). In addition, sound research material and examples related to the factors that influence a business in creating an international presence should be provided.

Students should be encouraged to select the chosen business for strand (b) from those used in strand (a).

QWC marks awarded for this unit (out of three) should be identified within the assessment of this strand.

The selection of International Organisation (IO) and the effect they can have on a business are generally covered although rather generically, for MB2/3 students need to show clearly the link and in particular the relevance, between specific IOs and the business under discussion.

Students demonstrated a general understand of the issues relating to the growth in Global/Multi National Corporations(MNC), in terms of GDP and consumer impact, further consideration of the wider socio-economic and environmental aspects on the Host country could have been included.

### **Authentication**

Work would appear authentic with original candidate work counter signed on the Assessment Marking Forms by tutors to confirm status.

### **Standardisation**

Consistent marking was evident however, in assessing higher grade performance, assessors need to consider the depth, scope and quality of examples and quality the material used and its application in context to award the higher MB3 marks.

### **Enhancing Assessment**

The clear identification of QWC should be included within the assessment of strand (a).

It would be of value to encourage students to select the chosen business for strand (b) from those used in strand (a).

For a Strand (c) detailed analysis and consideration of a wider range of influences, from a business perspective, of the IOs, the selection of which should be more aligned with the business area or sector rather than being over generic and descriptive of the IOs function.

Strand (d), students should consider looking beyond the financial and consumer/customer impact, to the wider socio-economic, suppliers, distribution and environmental aspects on the Host country, for higher MB2/3.

## **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>

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

