Moderators' Report/
Principal Moderator Feedback

Summer 2014

GCE Applied Business (6919)

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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 assessment objectives (AO's), and the mark band (MB) distributions. In as much as learners 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 (p41 and 51) learners should:

- Show knowledge and understanding of a range of business situations and web based concepts.

- Be aware of relevant and up-to-date information from a range of sources in relation to an online presence.

- Use adequate techniques and methods on the collection of information, analysis and design of a business web site.

- Be awareness of the issues, problems or opportunities of website/online presence.

- Be able to prioritise evidence and arguments

- Show judgement in the selection and presentation of findings

- Present additional examples and appropriate materials in support of a conclusion

- Demonstrate the application of techniques and methods in the design and building of a website in an appropriate business context.

- Evaluate the business context and is aware of the issues, problems or opportunities poses by a web presence.

Work sampled indicated a continued improvement in the selection of business and websites, with a clearer explanation of the features and purpose of the sites, more detailed analysis of the site's functionality and who it supports of the business achieving its objectives (for AO1/2) being included.

The introduction of quality of written communication (QWC) within the assessment for this module falls within Strand (a).

The assessment of strand (a) continues to improve with more evidence of analysis and explanation of how a business can use a web presence to meet its objectives being included. The evaluation (with examples) of how these businesses set objectives are met (for MB3 (a)) in some cases is well developed. However, the assessment of QWC, as per page 44, should be clearly identified within the marking scheme/tracking documentation.

For MB3 strands (b), (c) and strand (d) work is much improved, especially in strand (c) with more consideration of the widening legislation and the ongoing costs of maintenance, training and updating expenses included, with appropriate examples and strand (d), with more evidence of navigation, examples of images, clips, page linkage and content outlines to support the construction of the site including statements of assessor confirm the operation of the site for the higher MB3 marks.

Authentication

Strand (d) MB2 & MB3, The use of witness statement, tutor comments, observation checklist and signed screen/output documents are present in the material, in some case the supporting comments could be more explicitly linked to the web's purpose.

Standardisation

Consistent marking and internal standardisation within centres was evident.

Enhancing Assessment

For strand (a), centres should ensure, web image/content examples be included to show how businesses set objectives are met and supports the evaluation for MB3 (a). Clearer identification of how the marks for QWC (out of 3 available) are being awarded.

For strand (b and c) students should be encouraged to explore and evaluate the influences on using a website and include appropriate examples.

For the design and operation of a website Strand (d), students should be encouraged to provide all detailed (and authenticated) examples used for their designed website to achieve higher marks in MB3. Authentication evidence via statements to support its construction and functionality should be included by tutors.

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