Examiners' Report/
Principal Examiner Feedback

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GCE Applied Business (6924)
Paper 01 Managing/Developing People

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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

In general it was felt that the lack of research for this unit and the choice of organisation often limited Learners in accessing the 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. Lack of research of conflicts between the individual and the organisation often prevented Learners from accessing higher mark bands. However, clear links were made to recognised theorist.

Strand B

The assessment evidence requirements for this strand consist of an evaluation of a group activity. Some learners focused the evidence on working as part of a team within their part time jobs. This often prevented learners from accessing marks in the higher mark band due to insufficient generic analysis. It is recommended that the cohort studying this unit take part in a group activity so that learners are able to generate sufficient evidence and application of team work to meet the requirements of each mark band. The meeting element of this strand was better evidenced and applied to the team activity. Assessors should be encouraged to indicate mark(s) awarded for QWC separately.

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

The second element of this strand focuses on leadership styles, although there was detailed theory included in most portfolios. On several occasions, insufficient application and evaluation of management style in relation to the team activity, alternative leadership styles were addressed by learners.

Strand C

For this strand, Learners tended to submit better evidence of training for one individual. However, there was some evidence seen this series, where the learner had focused on training that they had participated in. This approach provided limited scope for development and evaluation towards the higher mark bands. In many cases, Learners included research for this strand but failed to use the results to support analysis and evaluation requirements in the higher mark bands.

Strand D

For this strand, Learners are required to produce a personal development plan. One of the key issues of the personal development plan was lack of detail and in some cases insufficient analysis. Learners are required to include the research for higher and further education routes and career routes. Evidence of common formats for skills audit was well presented, however, Learners should be encouraged to use the different formats to develop their own skills audit.

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 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 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, 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

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

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