

Cambridge Nationals
Business and Enterprise

Level 1/2 Award in Business **J804**

Level 1/2 Certificate in Business and Enterprise **J814**

OCR Report to Centres November 2015

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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R062 Planning for Work

General comments

Some candidates had produced good evidence to meet the requirements needed for higher marks to be awarded. The best responses were achieved when the candidates followed the model assignment alongside the marking criteria grid and applied the marking scheme relating to the sample assessments. The Unit Recording Sheets were well completed by most centres; however some have a tendency to repeat the criteria which is not helpful. All centres are encouraged to complete these fully, to show how marks have been awarded.

Most of the candidates followed the model assignment with few deviations. Where weaknesses occurred in candidate work for unit R062 it was often due to:

- a lack of identifying one employment area and job vacancies within this employment area
- application to a specific job role, errors in the business documents
- failing to use job descriptions or person specifications
- changing their job role throughout the assessment without giving any explanation as to why, with the biggest impact being on changing career plan.

A problem is still the use of templates/help and feedback to students or using “teaching materials” as assessment. Page 24 of the specification outlines that this is not allowed and centres should read the specification very carefully to identify what is and is not allowed.

Comments on Individual Questions:

Learning Outcome 1 (LO1)

Candidates achieved higher marks when they took more than a traditional view of recruitment, e.g. they looked at online recruitment, recruitment agencies, networks, and applied these to specific businesses etc. The best responses were evidenced when the candidates used a job description and person specification to identify skills and competencies and then used these to inform their decision on a choice of employment area/job role.

Candidates who did well on this LO researched a wide range of different job roles in one single employment area and were able to show the differences between the roles and working practices. Those who presented theoretical evidence of working practices achieved lower marks. More still needs to be done to integrate this section into the rest of the work and more real examples would help. Work was better in terms of employment areas although there is still a problem with using job descriptions and person specifications.

Learning outcome 2 (LO2)

Candidates achieved the higher marks when their self-assessment was thorough and self-reflective. Some candidate’s self-assessment included tick boxes without any further expansion as to the interpretation of their findings, resulting in lower marks. The purpose of why they were doing the self-assessment remains unclear in a lot of the work and often only loosely linked to the chosen role.

The best evidence for this learning outcome came when the candidates produced customised application forms and application letters which were fully tailored to the job role. These application documents showed the skills, experience, behaviours and attitudes needed to meet the requirements in the job description and person specification. Those candidates who did not tailor their application or who did not relate it to the job description and person specification limited the mark they could achieve. Those candidates who achieved marks in Band three fully customised their documents to match all/most of the requirements from the job description/person specification.

Candidates achieving the highest marks for the interview plan fully related this to the job description and person specification to the specific job for which they wanted to apply. Questions were detailed and had full relevance to the vacancy. Where candidates copied interview questions from the Internet without any referencing, no marks could be awarded.

Learning outcome 3 (LO3)

The best portfolios seen were those where the candidates produced an evaluation rather than a description of the tasks which they had carried out in the completion of the model assignment. When the candidates had simply described what they had done, without making any judgement then they could only achieve relatively low marks.

Candidates achieved higher marks when their career plan was related to the job vacancy for which they had applied, and showed how they would overcome any weaknesses. These plans clearly identified dates, qualifications/experience which would be needed to be successful in their chosen area of employment.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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