

## **Cambridge Nationals Business and Enterprise**

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

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

**OCR Report to Centres January 2014**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2014

## **CONTENTS**

### **Cambridge Nationals**

**Level 1/2 Award in Business J804  
Level 1/2 Certificate in Business and Enterprise J814**

### **OCR REPORT TO CENTRES**

<b>Content</b>	<b>Page</b>
R062 Planning for Work	1

# 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. The Unit Recording Sheets were well completed by most centres. All centres should be encouraged to complete these 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 application to a specific job role, errors in the business documents, failing to use the job descriptions or person specifications or changing their job role throughout the assessment without giving any explanation as to why.

## Model Assignments

Centres are reminded to visit the permitted changes section of each Model Assignment before making significant changes to the model assignments. For example, the list of employment areas can be modified; however, the list should be limited and established before the assignment is given to the candidates. If centres focus their attention on one business, then their candidates should be encouraged to research employment areas and not just job roles.

## Internal standardisation

Centres must have a robust internal standardisation system in place in order to ensure a consistency of assessment across teaching staff. Failure to have a robust system in place will result in inconsistent judgements.

Given the number of entries for unit R063 this examination series, no Principal Moderator's report has been written for this unit. Centres are, however, advised to refer to the report which was produced after the June 2013 examination series.

## R062 – Planning for work

### Introduction

Those candidates who produced the best responses were those who followed the model assignment accurately and included well-constructed job descriptions and person specifications. Those candidates who provided weaker responses failed to include copies of the job descriptions and person specifications or they were so brief that any skills/competencies could not be used for a self-assessment or for the completion of the application documents.

### Application of the Learning Outcomes

#### Learning Outcome 1 (LO1)

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

Candidates who did well on this LO researched a wide range of different job roles and were able to show the differences between the roles and working practices. Those who presented theoretical evidence of working practices, therefore, achieved lower marks.

### **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 best responses to this learning outcome were when the candidates produced customised application forms and application letters which were fully tailored to the job role. The 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 relate it to the job description and person specification limited the mark which they could achieve.

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 responses were when 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.

The candidates achieved the 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. The plan clearly identified dates, qualifications/experience which would be needed to be successful in this 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**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

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

© OCR 2014

