

Vocational Qualifications (QCF, NVQ, NQF)

Being Entrepreneurial

Level 2 Award Being Entrepreneurial – Identifying Opportunities – **10341**

Level 2 Award Being Entrepreneurial – Identifying and Pitching Opportunities – **10342**

Level 3 Award Being Entrepreneurial – Evaluating Opportunities – **10343**

Level 3 Award Being Entrepreneurial – Evaluating and Pitching Opportunities – **10344**

OCR Report to Centres September 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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Being Entrepreneurial, Level 2 and 3 Award - 10341-10344

Overview:

Over the past year the numbers of Centres completing this new suite of qualifications has increased, which is pleasing to see, particularly within the Level 2 Awards. Centres have engaged learners in relevant entrepreneurial concepts using a variety of different, original and OCR-based resources. Some centres provide learners with scenarios to consider when deciding upon their entrepreneurial ideas. It is important that if centres use this method, assessors must ensure that the given scenario enables learners to fulfil all of the of the assessment criteria. At times, this was not always the case.

Learners were clearly engaged with the qualification this year and most evidence they produced showed a variety of different skills pertinent to the qualifications.

General Comments

Most centres tend to complete the Level 2 Award in full (10341 and 10342) so that learners may achieve the full award. Learners' evidence generally consisted of physical portfolios of evidence, often containing a variety of different documents. In addition, centres provided extra evidence in the form of media files or documents on USB sticks, sent directly to the moderator. Centres are reminded that they may submit e-portfolios. B. It is important that where learners complete group work, they must individually complete evidence of the assessment criteria and show this clearly within the portfolio. Centres must ensure that the Unit Record Sheets are completed in full so that the moderator can easily find the relevant evidence using this system. Centres also send the internal standardisation records to the moderators, and generally this is easy to follow and shows that centres are using this important aspect of assessment correctly, to the benefit of both assessors and learners. All required documentation relating to the qualification is available on the OCR website within the Being Entrepreneurial area. This includes Submission cover-sheets, Candidate evidence record sheets etc. Moderators were pleased to note that most centres had annotated learners' work throughout each portfolio of evidence. W This is necessary for confirming the evidence location stated on the Candidate evidence record sheets. Learners have used their entrepreneurial skills to develop some really interesting and original ideas which could potentially make it to market in the future. This emerged clearly from the variety of portfolios assessed and moderated through this academic year.

Once centres have claimed their learner units on Interchange, all learner work should be sent as soon as possible to the moderator either by post or by the e-portfolio system. Delay at this stage might lead to delayed results for the centre.

Comments on Individual Units

Within the Level 2 qualification Unit 1, learners successfully demonstrated their ability to identify both verbal and non-verbal communication skills. Most learners completed these two separate assessment criteria (1.1 and 1.2) within one document, giving clear explanations and descriptions. To fulfil the 1.3 assessment criteria, some centres gave learners different scenarios whereby learners could explain when verbal or non-verbal communication skills should be used within a pitch situation. Other learners created their own situations. Both methods worked well, and generally LO1 was completed to a high standard within the Level 2 unit.

For LO2 2.1, learners planned their pitches in a variety of practical ways, such as using specific planning aids, notes, designs etc. Most were easy to identify but centres must ensure that the

evidence can be followed and understood by a moderator who is viewing the documents externally. Sometimes it can be difficult to identify which document relates to which criterion if it is not clearly labelled and as required on the Candidate evidence record sheet. 2.2 was sometimes short of evidence. Learners are required to demonstrate that, once they have planned their pitch, it is practiced in front of others, e.g. their peers, and that the comments made by others are then used to improve the pitch. There must be evidence of this process having taken place.

LO3 3.1 and 3.2: Learner evidence was very good, with learners completing different types of pitches to fulfil the criteria. Some Centres record the pitches (3.1) and the responses to questions (3.2), back these up with a fully completed OCR witness statement and send these to the moderator, along with the other evidence. This was really beneficial as it enables moderators to view learners' ideas and also the methods they selected in order to pitch to an audience. It is important to note that the specification states: 'Please note a witness statement of the pitch is not acceptable evidence on its own of the learner's achievement of Learning Outcome 3. The witness statement could support a digital recording, written documents, presentation etc.'

For the final aspect of Unit 1 LO4 learners were very honest about their communication skills, the methods used and how they responded to questions relating to their pitch. Some used pre-defined tables or forms completed by centres, and others created their own reviews, asking themselves specific questions in order to fulfil the criteria. Again, 4.2 was generally well completed, with some learners deciding to describe in substantial detail how their delivery (of the pitch) could be improved. Some Centres took this even further, comparing some ideas with others by showing how a pitch could be - and actually was - improved - by comparing it with another, particularly in a competitive situation. Overall, the Level 2 Unit 1 unit was completed to a high standard.

Within the Level 2 Unit 2, Learners were able to clearly identify entrepreneurial skills and mind-sets to fulfil the LO1 1.1, 1.2 assessment criteria. They used a variety of different methods, including the use of mind-maps, descriptions within a document or information booklets. Learners grasped this aspect of the unit very well.

OCR have produced a variety of different lesson elements and assessment material and this is on the website for centres to use. Nearly all centres opted to use the skills audit as evidence for LO2 covering 2.1. Learners would benefit from analysing their own audit, as stated in the Learning Outcome, to ensure that they can determine the usefulness and enhance their understanding of completing such an activity.

The evidence for LO3 3.1 was generally mixed. To fulfil the criteria successfully, learners must complete either techniques or approaches for a feasible opportunity. Some centres asked learners to complete examples of both techniques and approaches, but it should be noted this is not a requirement of the specification. Most centres fulfilled the requirement that two or more techniques or approaches need to be applied by learners. The majority of learners demonstrated these skills by mind-maps and lateral thinking. Where learners are already aware of the mind mapping technique, then centres should teach other options and so expand and increase learners' abilities.

For LO4, descriptions for 4.1 were very thorough, with learners using a variety of different ways to describe the benefits of the opportunities that had been identified. Most learners approached the LO4 as a whole, as one document covering 4.1, 4.2, 4.3 and 4.4 in different sections. Centres were effective in guiding the learners through the command words: explain, identify and describe. The Cambridge Technical Command Verb Skills Guide on the OCR web site is a really good resource that can be used for this qualification in order to help learners understand the differences in the way they should respond to different command verbs. If witness statements are used as evidence within a portfolio, it is important that the document is completed in full and describes all the relevant activities that took place. All descriptions must be individual and

related to the particular learner, so that a third party can determine whether or not the criteria have been successfully met. Simply listing the assessment criteria is not sufficient, so it is important that such documents are completed fully and correctly to ensure the evidence illustrates the work produced by the learner. Overall, the Level 2 Unit 2 was completed to a good standard.

No centres completed the Level 3 qualification this year.

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