

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 2017

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 2017

CONTENTS

Cambridge Nationals

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

OCR REPORT TO CENTRES

Content	Page
R062 Planning for Work	4

R062 Planning for Work

General Comments:

It was good to see that improvements had been made to the marking of the unit and the quality of evidence submitted by candidates. Marking was much more accurate reflecting the actual standard of the work received. There was no evidence of malpractice this session which was good and it was pleasing to see that more candidates are accessing tasks in both assignments. 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 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 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 the job descriptions or person specifications or changing their job role throughout the assessment without giving any explanation as to why with the biggest impact on changing career plan. Candidates should still look to use proper and realistic job descriptions and person specifications and referencing to synoptic element to be improved.

2. Comments on Individual Questions:

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, and applied these to specific businesses 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. There are still too many centres who are unrealistic in their students' aspirations. In particular, getting a whole cohort of candidates to be a project leader was seen in one Vesten unit. Some centres seem to have grasped the idea of an employment area at last with some good customisation of job descriptions and person specifications. However, there are still too many not doing this and over assessing LO1. More real examples would help. Better in terms of areas of employment and they were also more realistic on the whole. There is still a problem of customisation and really using the JD and PS, but once again there was more evidence than previously.

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. This was improved on previous sessions. 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 however this is not always followed through the assignment and the work loses its way due to a lack of planning. More evidence to show the qualifications and skills required to match their own qualities and expected qualifications would enhance the evidence presented.

Learning outcome 2 (LO2)

Candidates achieved the higher marks when their self-assessment was thorough and self-reflective. However not all the self-assessments were realistic and usable. 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 loosely linked to the chosen role.

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 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 should be encouraged to proofread their work. Documentation is still very variable. There were some excellent examples of customised application forms with extra information but there are still a lot of inaccuracies in letters in particular.

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. Some candidates still did not use an actual advertisement which is essential to identify key feature of the application. 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. This needs to be taught as a skill in order for better candidates to achieve the higher mark bands. Also these reviews still rely on the candidate 's commitment to the chosen role, this remains a problem especially in the second part of the learning outcome. When the candidates had simply described what they had done without making any judgement then they could only achieve relatively low marks. Evaluation remains an issue. Candidates still go through the motions and often only look at the positive aspects of the process. The skill of evaluation needs to be taught and the self-reflection has to be relevant to the position applied for.

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 2017

