

Applied Business

Advanced GCE A2 H426/H626

Advanced Subsidiary GCE AS H026/H226

Report on the Units

June 2008

H026/H226/MS/R/08

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

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 syllabus 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 2008

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

CONTENTS

Advanced GCE Applied Business (Double Award) (H626)

Advanced GCE Applied Business (H426)

Advanced Subsidiary GCE Applied Business (Double Award) (H226)

Advanced Subsidiary GCE Applied Business (H026)

REPORTS ON THE UNITS

Unit/Content	Page
Chief Examiner's Report	1
F242 Understanding the business environment	3
F243 The impact of customer service	5
A/S Principal Moderator's Report	7
A2 Principal Moderator's Report	20
F248 Strategic decision-making	45
F256 Business law	47
F257 Managing risk in the workplace	50
Grade Thresholds	52

Chief Examiner's Report

Chief Examiner's Report

Reports by the Principal Examiners/the Principal Moderator for the June 2008 series of the GCE Applied Business external assessments follow. It is important that these reports are considered carefully by Centres as candidates are prepared for future examination series.

Generally there are many examples of excellent practice within Centres which prepared candidates for these examinations with due attention to the specification and the pre-released case studies where appropriate. As ever there were instances of candidates, sometimes entire centres, where there are whole sections of basic knowledge missing and/or the candidates do not appear to have much knowledge of the case study.

Some issues:

Use of the context. Once again, this continued to be an issue in both the examined and portfolio units. The examined units are written to make the context as user friendly and accessible as possible and, while this will vary from unit to unit and session to session, the contexts are generally within the sphere of reference for most candidates. In units F256 and F257 where the case study is not pre-issued it is essential that candidates pick up on the context in the examination itself and **use it**. There are still many general answers which struggle to get out of 'Level 1'. Those candidates who use the case studies and appendices (where applicable) as part of their argument and counter-argument were highly rewarded – there were some excellent examples of this on F248. Once again, the choice of portfolio units was an issue – Centres must consider very carefully the firms, and indeed the units, which they decide to use. All of this meant that there were some significant adjustments made to marks in the moderation process.

Levels of response. There is evidence that this aspect is improving as many candidates continue to address the issue of effectively demonstrating the skills of analysis and evaluation (in context of course). For many, however, this is still not the case. If candidates are not equipped with these skills, then they are massively disadvantaged, particularly on the examined units when they must demonstrate these skills under timed pressure. **It is essential that candidates get as much practice as possible, using past papers, specimen papers or other, at writing analytically and evaluatively.** Too many 'good' candidates (ie they have the knowledge) are still 'failing' because of this inadequacy.

Answer the question. It is examination practice as much as anything, but candidates need to ensure that they read the question very carefully and not put their own interpretation on it. A classic example is the 'use of strategic tools' question on unit F248 – far too many candidates attempt apply the tool rather than assess its actual usefulness to the firm.

The specification. Ensure that candidates have been taught the full content of the specification. There was clear evidence from whole Centres that various 'technical' aspects had been missed and these clearly disadvantaged candidates to the tune of 10-20% of the marks. Such instances included the decision trees on unit F248.

With a careful reading of the following reports from the Principal Examiners and the Principal Moderator and, accordingly, taking any necessary action, candidates should be at least as well prepared as they are at the moment, but probably better.

Reports on the Units take in June 2008

To improve on the above issues it is vital that centres use the following sources of help:

- Principal Moderator's report
- Individual centre reports on moderation
- INSET offered by OCR
- Coursework consultancy service (OCR)
- eCommunity – OCR website
- AS exemplar CD – available from OCR publications
- Teacher Assignments for each unit – OCR website

F242 Understanding the business environment

General Comments

Apart from the questions on break-even analysis, the candidates who have used past papers to prepare for the examination should have been familiar with most of the questions. The case study also flagged up most of the issues for which candidates needed to prepare. Whilst most candidates appeared to have familiarised themselves with the case study, a proportion failed to include genuine application in their answers. It was evident that some candidates did not carry a ruler or a calculator with them. In some cases, the candidates lost marks for being unable to complete the calculations.

Comments on Individual Questions

- 1(a) The great majority of candidates gained one mark for stating shareholders will not lose their personal possessions. The second mark was awarded for stating the fact that shareholders will only lose their investment into the business. This mark was less accessible.
- 1(b) Although a large number of candidates gained full marks on this part of the question, the weaker candidates appeared to be confused between stakeholders and shareholders.
- 1(c) The great majority of candidates scored eight marks achieving Level 3. Most of the answers were in context with quotes from the case study. The understanding of private limited companies was generally good amongst candidates at this level.
- 2(a) Candidates' performance on this part of the question was mixed with the overwhelming majority of candidates scoring 50% of the marks. Some candidates lost marks by describing three activities which were classified as belonging to the same category, most commonly profit and loss account, break even analysis and cash flow forecast. Vague descriptions which did not explain how ICT could be used or how ICT was more advantageous compared to the manual methods were not awarded marks. Candidates should be encouraged to explain clearly the advantages of ICT or show familiarity with commonly used software packages to access the expansion marks. Making vague statements, e.g. it is faster or simpler should be avoided.
- 2(b) This was a relatively straightforward question part on which many candidates gained full marks. Most candidates showed a good understanding of the benefits and drawbacks of introducing ICT on a farm.
- 3(a) As in 1(a), the second mark proved to be accessible only to the more able candidates. Most candidates scored one mark for stating 'a stakeholder is someone who has an interest in a business'.
- 3(b) Most responses were vague, with a lot of one-word answers. Candidates were able to identify stakeholder interests accurately on the whole; however, they appeared to struggle with explaining how BFL is judged by the different stakeholders as this was one of the few questions that candidates had not encountered on past papers.
- 3(c) A difficult question part for most candidates, although the majority achieved Level 2 for listing different stakeholder influences. Only a small number of candidates achieved Level 3 for comparing the different levels of influence stakeholders can have on the Farm. The weaker candidates discussed stakeholders' interests instead. Such an approach was not awarded any marks.

Reports on the Units take in June 2008

- 3(d) Candidates most commonly scored two marks, as few recognised Simon's action as unethical. Only the stronger candidates scored above two marks.
- 4(a) Once again most definitions offered failed to gain full marks. The majority of candidates did not express the link to output thus losing one mark.
- 4(b) A question part which discriminated well, as only the more able candidates scored full marks. A good majority did not realise that they had to round the figure up and thus lost one mark. The weaker candidates struggled with break even analysis as in previous sessions. A common mistake being the adding up of selling price and variable cost, and some also failed to add up the fixed costs as required. It is good practice to write down the formula, which was worth one mark.
- 4(c)(i) Very poorly done on the whole with a good number of candidates not attempting the question part. The calculation of profit and loss proved to be more difficult than break even.
- 4(c)(ii) This was another question which differentiated the stronger candidates from the weaker ones and appeared to be even more difficult than (c)(i). Candidates were perhaps unfamiliar with the layout of the question as variance analysis had been presented in a table form in previous sessions.
- 4(d)(i) A straight-forward question part which differentiated well. Only the stronger candidates scored full marks.
- 4(d)(ii) As in (i) above, it was a pleasure to see some candidates using the unit contribution approach.
- 4(e)(i) Approximately half of the candidates correctly attempted this question. A good question which discriminated well.
- 4(e)(ii) Most candidates who attempted this question part answered correctly, even though they either failed to answer (i) above or answered it incorrectly.
- 4(f)(i) A much more difficult question part than 4(e)(i), on which only approximately a third of the candidates scored full marks and showing good understanding of the effects of a higher fixed costs on BFL.
- 4(f)(ii) As 4(e)(ii) above, a relatively straight forward question part for most candidates.
- 5(a) Some candidates evidently mis-read the rubric and offered answers which were not related to the ice cream venture. Candidates who elaborated on their answers scored better than those who offered short or one-word answers. Evidently some candidates were still confused over strengths v. opportunities and weaknesses v. threats. Only external factors were awarded marks. Most candidates understood the effects of economic factors well.
- 5(b) This was the most difficult question of the paper. Vague responses which did not mention any objectives, either marketing or non marketing ones, were given Level 1 marks. To achieve a Level 2, candidates were required to explain how different elements of SWOT help BFL to achieve objectives. For Level 3, candidates had to explain how different elements of SWOT help BFL to achieve its marketing objectives. For Level 4, candidates needed to recognise the limitations of SWOT in the context of the Farm. This question part discriminated well.

F243 The impact of customer service

General Comments

Although this session's paper was set at the correct level for AS candidates, a proportion of the responses were disappointing and the standard of answers given appears to be dropping. Context is a real issue; with the paper being pre-release, there is no excuse for not knowing the scenario and various issues within it in a huge amount of detail, and yet an alarming number of candidates are just not contextualising their answers. Many feel that making vague sweeping statements about 'keeping customers happy' and 'getting them to return' constitutes an AS level answer. The extreme of this (which is becoming increasingly common) is where candidates copy huge chunks out of the case study hoping that the answer will be in there somewhere, without adding their own explanations or opinions.

Candidates are also still not getting to grips with the evaluative questions, making statements about how something definitely will (or will not) increase sales or improve customer service, without discussing the extent to which this might happen or the implications in the long term.

Comments on Individual Questions

- 1)(a) This question awarded four basic marks regarding specific customer needs and yet was poorly done; a large proportion of responses were either simply too vague, e.g. 'quality', or 'to be satisfied', or referred to the needs of the firm, for example, 'to make a profit'.
- 1(b) Most candidates were able to identify four different types of customer mentioned in the case study.
- 1(c) In this standard question, candidates had to discuss the consequences to CBL of not becoming more customer service focused; on the whole, candidates did well and scored at least Level 3 or above.
- 2(a) Overall, the majority of candidates were able to state four acts or regulations which would protect customers.
- 2(b) The responses to this part of the question were generally disappointing; either chunks of the case study were copied out without explanation as to why they were examples of good customer service, or incredibly vague reasons were given, e.g. 'this keeps the customer happy,' or 'the customer will like this.'
- 2(c) Many candidates failed to get to grips here with the fundamental angle of the question and discussed the benefits/drawbacks of a computerised ordering system, rather than how training on the system would improve the customer service at CBL, which is what the question required.
- 3(a) A surprising number of candidates were unable to describe how a mystery shopper might be used, particularly in context, to assess customer service. Many answers could have referred to any method of market research.
- 3(b) This part of the question appears in some form in every paper and yet it is still badly done, with either the ways stated are too vague, e.g. 'questionnaire' 'ask customer', or, as with the previous question, the explanation could apply to any form of market research, not just the one stated.

Reports on the Units take in June 2008

- 3(c) A large proportion of the candidates on this part of the question took one side of the argument regarding the implications of CBL just selling dance music without acknowledging the other side, and so were not awarded higher than Level 2; even though in some cases their points were extremely well thought out and constructed.
- 4(a) This was a very straightforward question part and it was clear that many candidates had a good knowledge of the legal implications of storing data and wrote a lot, but because it was not in context with the case study they could only be awarded three out of a possible nine marks.
- 4(b) In a similar vein to the previous question, candidates were able to discuss the benefits and drawbacks of sending out a newsletter but many did not contextualise them or explain what those benefits/drawbacks meant overall for CBL.
- 4(c) As with question 3(c), candidates here tended to write about either the positives or the negatives of having an in-store DJ without discussing the other side of the argument. Those who did provide a balanced argument then did not always go on and discuss the extent to which sales would be boosted (or not) by such an approach.

A/S Principal Moderator's Report

Principal Moderator's Report

The majority of Centres which submitted work for this moderation session followed OCR procedures, adhered to set deadlines and accurately completed documentation which enabled the moderation process to progress smoothly. However, many Centres did not adhere to the 15 May deadline for the receipt of the completed MS1 by the allocated Moderator and failed to inform OCR or the Moderator of the delay. This did cause difficulty for Moderators in the scheduling of their work. Centres should also note that for entries of 10 candidates or less the portfolios should be sent straight to the Moderator with the MS1 forms. Centres should note that it is their responsibility to forward MS1 forms and candidate work to the allocated Moderator by the set deadlines and, if a sample is required, it must be returned within **three** days of receiving the sample request. Centres should note that failure to meet such deadlines could delay the receipt of results for their candidates.

Centres must ensure that all sections of the Unit Recording Sheet have been completed accurately, including correct total marks for the unit, candidate number and Centre number, teacher comments and the location of evidence, in order to facilitate the moderation process. Centres must also ensure the marks on the MS1 form match the marks on the Unit Recording Sheet for each candidate and each unit.

Assessment

Many Assessors demonstrated good practice by annotating candidate work with assessment criteria references and by giving clear and constructive written feedback. The teacher comments section of the Unit Recording Sheet enabled Assessors to justify the marks awarded for each assessment objective. It was helpful when page numbers were included within the location section of the Unit Recording Sheet. Some Assessors failed to provide written comments or annotate candidate work. In these circumstances it was not clear to the Moderator how assessment decisions had been made. Without this information it becomes more difficult for the Moderator to confirm the marks awarded to the candidate.

Where assignments had been used, it was most helpful for copies to be submitted with the actual work. This gave a clear indication of the tasks which were given to candidates.

It is the responsibility of Assessors to ensure that each candidate has produced authentic/original evidence. A Centre Authentication Form for Coursework (CCS160) must be signed by the Assessor(s) and must accompany each unit submitted.

Candidates must ensure that any material used from the Internet is correctly attributed. Where material is taken directly from the source, candidates must supplement it with their own explanation, demonstrating their understanding. Where candidate work contains inaccuracies, Assessors should annotate the work to this effect, thus enhancing the candidate's own learning. This also indicates to the Moderator that the work has actually been assessed.

Assessors are reminded that they should make direct reference to the unit specifications when writing assignments and seeking clarification of the type of evidence candidates' are required to include within their portfolios. Assessors are also reminded that they should make reference to the assessment objective amplification grids when assessing candidates work. These can be found with the specifications on pages 49-52.

It was also noted that those Centres which had followed the assignments written by OCR had, on the whole, been able to better structure their candidates work enabling them to access the higher grades. The teaching and learning support materials can be located on the CD produced by OCR or downloaded from the website.

Unit 1: Creating a Marketing Proposal

The banner of the assessment evidence grid requires candidates to produce a marketing proposal to launch a new product or service. Some candidates are still failing to choose suitable products and are often merely trying to re-launch an established product. This ultimately results in candidates only changing, at best, two parts of an already established marketing mix. In some cases the product was actually currently available and the only modifications being specified were a new colour. Centres should check the suitability of candidates' proposed new products/services prior to them completing their initial research. This should help prevent candidates selecting products which are (a) unsuitable or (b) already available on the market.

Assessors are also required to use the witness statement supplied within the OCR specifications to justify the marks awarded for AO2.

The banner states that candidates are required to investigate a medium to large sized business. However, it was noted that the majority of candidates who achieved the highest marks for this unit in previous moderation sessions had focused on small/medium sized businesses which were locally based. This enabled them to conduct relevant research which was used to good advantage throughout their delivery of AO2. These candidates also found it easier to develop their judgements as to the likely success of their marketing proposal.

On reflection, it is now felt that candidates could extend their investigations into smaller local businesses, as long as they are able to gain sufficient information in order to meet all the assessment objectives.

Assessment Objective One

This section, on the whole, was covered well by the majority of candidates sampled. Assessors must remember that this section does not need to be directly related to the selected business and mark band 3 marks can be achieved by the candidate who produces purely theoretical coverage which is considered to be clear and comprehensive. Candidates should be encouraged to use generic examples to help demonstrate clear and comprehensive coverage of each section.

It was evident through this series that candidates had a much better understanding of the role functional areas play in supporting marketing activity. There was less evidence of candidates simply explaining the role of each department with no or little linkage to marketing.

Candidates often found the use of a made up scenario, for example the selected business is just about to launch a new product, helped them demonstrate a clear and comprehensive understanding of this section.

Candidates do appear to struggle with the concept of marketing objectives. Coverage of this section was often muddled with the general aims and objectives of a business. Candidates often explain the aims and objectives of their selected businesses under the heading of marketing objectives – which frequently they are not.

Candidates need to demonstrate that they understand marketing objectives are one of the techniques a business will use to achieve its overall aims. For example, the overall aim of a business might be to increase profit by 6% over the next six months. The marketing department would then be set the objective of running an advertising campaign during, say, July and August in order to increase repeat custom of product X by 5%. Alongside this the production department would be set the objective of reducing wastage by 3% throughout the next six months. Both of these objectives would ultimately help the business achieve its initial aim of increasing profit by 6%.

The marketing mix was often covered in detail and fully explained with candidates demonstrating a clear and comprehensive understanding of this section of the assessment objective.

Candidates should be encouraged to use generic examples to demonstrate a clear and comprehensive understanding, enabling them easier access to mark band 3.

Assessment Objective Two

Candidates must include their presentation slides, prompt cards and, where appropriate, the notes used to accompany the presentation. As mentioned above, Assessors are required to complete the witness statement supplied by OCR. The more detailed this evidence is, the easier it is for the Moderator to agree the Centres' marks. It was a surprise to find that some candidates' portfolios still did not contain a witness statement or any other evidence to indicate that the presentation had actually taken place. It then becomes impossible for Moderators to agree the marks awarded for this assessment objective.

In order to achieve mark band 3, candidates' evidence must be clearly targeted to their selected customer and their marketing proposal must be fully substantiated from both primary and secondary research.

Within their presentations, candidates must clearly state what their selected product is, how they will promote it, where they will sell it, and what price they will charge for it. A lot of candidates lost marks because they merely stated what they 'might' do with no reference back to the research undertaken. An example would be –'I will charge 30-50p for my product '. The candidate makes no clear indication of how or why they have come to such a decision. Candidates are also required to change at least three parts of the marketing mix if they decide to develop a product which already has an established marketing mix. Often candidates who had decided to use Cadburys as their selected business just stated they would sponsor Coronation Street. This was often not even backed up with the current audience figures for this programme and, therefore, at best this can only achieve marks within mark band 1.

It was noted that candidates often failed to provide any form of justification for the type of promotional media they had selected to use. Candidates should consider target audience, readership numbers, and cost in order to justify their choices. A surprising number of candidates failed to investigate their competitors in order to justify the price to be charged for their product/service.

Assessment Objective Three

This assessment objective had a number of inherent problems. Candidates often failed to collect their primary research from the correct target audience. If the new product is aimed at people over the age of 19, the majority of the candidate's primary research should **not** be conducted within the 16-19 age range. Another problem was candidates who had collected vast amounts of secondary research which they then failed to analyse or use.

When analysing their data candidates must make reference to section 1.2.3, Market Research in the What You Need To Learn section of the specification. This clearly sets out the techniques candidates are expected to use in order to complete their statistical analysis. Particular attention is drawn to the fact that candidates are required to use the marketing tools SWOT and PEST. These should be used to draw together the candidate's research. Centres should also note that the Boston Matrix, Ansoff's Matrix and the product life cycle are **not** requirements of this unit.

Too often candidates' analysis simply involved the production of pie charts and graphs through the use of computer software and then a simple explanation which consisted of the terms 'the majority', 'most people', etc. This type of evidence can, at best, achieve the lower end of mark band 2. Candidates must be encouraged to analyse their research clearly, stating how it will inform the development of their marketing proposal.

Assessment Objective Four

Judgements on the potential success of the marketing proposal were often weak. They lacked the depth required to achieve mark band 3. In order to achieve the higher marks, candidates must consider their proposal making two sided judgements, considering both the possibility of success and failure. This was often lacking within the work of candidates seen at this stage. Candidates should be encouraged to consider the disadvantages and advantages, short term versus long term and the internal and external impact of their proposal on their selected business.

Within this section, candidates need to focus on all of the elements of their marketing proposal. For example, will the price set for the new product meet the needs of their potential consumers; will the suggested promotional campaign reach these people? Too often candidates just focus on the potential success of their product and forget the other three elements of the marketing mix. Candidates should make reference to section 1.2.6, How to Judge Potential Success in the 'What You Need To Learn' section of the specification for guidance.

Unit 2: Recruitment in the Workplace

This unit remains quite a logistical challenge for some Centres. There was evidence of very good practice, but at the other end of the scale very little evidence of candidates' own work. The best portfolios were based on jobs which were realistic for the candidate to apply for. For example, receptionists, clerical positions or part time jobs based in shops. Where inappropriate jobs had been chosen, potential applicants found it very difficult to complete application forms as they did not have the necessary qualifications for the position being interviewed. It was also rather disappointing to witness some candidates failing to take the role play situation seriously and completing application forms with inappropriate information. Centres attention is also drawn to the final paragraph under section 2.2.2, page 21 of the specification. It states "you will be assessed both on your ability to produce relevant and appropriate recruitment documentation specific to your chosen job role and recruitment documentation relevant to the post(s) advertised by your group peers".

This unit, at times, remained a logistical challenge for the Moderators – often being unable to distinguish between original recruitment documents, candidates' own documents or those of the group. Centres must ensure that candidates clearly label each of their documents. They need to provide a road map for the Moderator – is this document one the candidate produced or the final one which was used by the group for the interviews? It is also recommended that candidates include copies of the original documentation of the selected business so that the Moderator can assess the degree of original and individual work.

Whilst candidates can work in groups to actually perform the interview, they are required to produce individual evidence that they have met the requirements of the assessment grid. This was not the case in some of the candidates' work sampled. There was still evidence of Candidate B designing the job advertisement, and Candidate C designing the person specification, etc. This is not acceptable. Under the sub-heading AO2 there is a flow diagram which illustrates the process candidates should follow if they are (a) working individually or (b) working in a group.

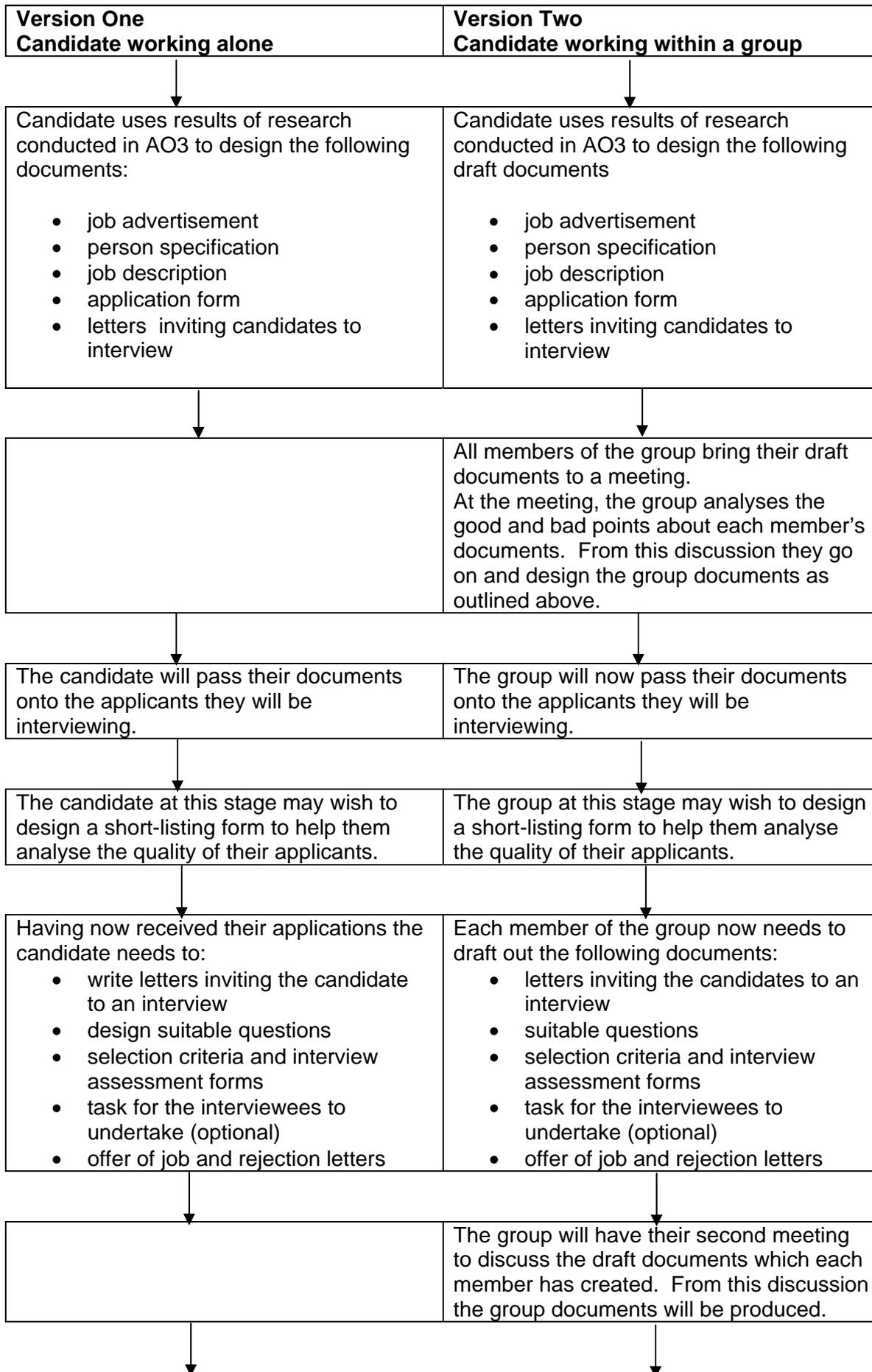
Assessment Objective One

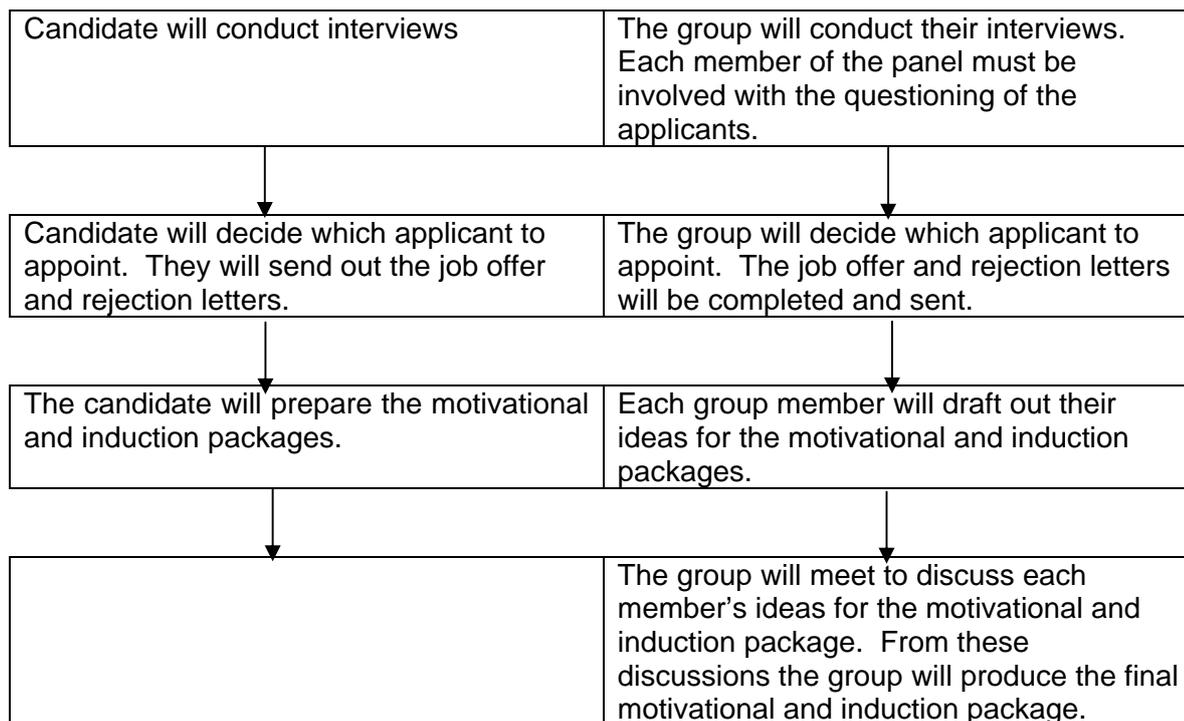
The majority of candidates sampled were able to produce a detailed description of the processes of recruitment and selection. Candidates' coverage of induction was patchy ranging from extremely detailed to pure identification of the topics which would be covered in an induction programme. Candidates' coverage of motivation should focus on section 2.2.5 of the 'What You Need To Learn' section of the specification. They are only required to cover financial and non-financial motivators. Candidates do not need to cover motivational theorists. Coverage of the legal framework tended to focus on the acts at a basic level with very little application as to how these would impact on the recruitment and selection process. This area needs to be developed if candidates are to be awarded marks in the mark band 3 range. Centres should also note that theoretical coverage of section 2.2.1, Job Roles, is not required.

Assessment Objective Two

This assessment objective assesses:

- the candidates' materials produced to recruit and select an individual – including job advertisement, person specification, job description, application form, letters inviting candidates to interview, interview selection documentation;
- the actual interview;
- the motivational package;
- the induction package;
- letters informing successful and non-successful candidates.





In order to aid the moderation process, each of the documents produced throughout the different stages must be clearly labelled within the candidate's assignment.

It is good practice to include a witness statement which identifies how the candidate conducted the interviews. This could be completed by peer observers. This evidence would also enable candidates to develop their AO4 evidence.

As stated above, candidates need to include copies of the recruitment documents they completed as part of their role as an interviewee.

Assessment Objective Three

A number of Centres still submit work where there is no evidence of research having taken place. Placing copies of other businesses' recruitment and selection documents in an appendix does not count as analysis.

In order to achieve this assessment objective, candidates need to collect at least two of the following documentation:

- job advertisements;
- person specifications;
- job descriptions;
- application forms;
- different types of letters – illustrating correct business layout and terminology;
- motivational packages (if possible);
- induction packages (if possible).

Having collected this evidence, candidates are then required to analyse each document identifying what they feel are its good and bad points and whether they conform to equal opportunity legislation as identified in Section 2.2.6 of the 'What You Need To Learn' section. Candidates are then required to explain how this analysis has helped to inform the design of their own documents. This last stage is vital if candidates are to achieve mark band 3. Sadly, it was often lacking in some of the assignments sampled throughout this moderation session.

Assessment Objective Four

The weaker candidates sampled often only made judgements about their own performance during the interview process and weak judgements concerning the documentation produced and its fitness for purpose. A new trend has seen candidates evaluating every document they produced and omitting to cover the other bullet points found under section 2.2.8 of the specification. Very few candidates were able to consider the impact weaknesses within their recruitment and selection documentation would have on how the candidate performed at the interview. They made simple statements such as 'in our application form we did not leave enough room for the candidates to write their qualifications in'. They then failed to make a judgement about the possible impact this could have had on the interview process.

Candidates are also encouraged to make reference to Section 2.2.8 of the 'What You Need To Learn' section of the specification which develops the areas candidates could consider when making judgements concerning effectiveness.

Unit 5: ICT Provision in a Business

In order for candidates to successfully complete this unit it is paramount that the correct business is selected. Where case studies had been selected they often lacked the detail necessary to allow candidates to achieve much more than mark band 1. Candidates were still selecting businesses which currently **use a substantial amount of ICT**. This meant that all candidates could recommend was upgrading or an additional piece of ICT software or hardware. This does not constitute an ICT proposal.

Whichever route is selected for this unit, a real business, or a case study, candidates need to be able to find out the information outlined below in order to compile a detailed assignment that could achieve top mark band 3 grades.

- What ICT provision does the business currently have?
- How is ICT currently used in the business? For example, if the business has a word processing package, who uses it and for what reason is it used. This information should also link into the different departments within the business and how they are currently making use of ICT.
- What does the business want to achieve by installing ICT? What different functions is the new package supposed to be able to perform? How does the business envisage it improving efficiency?
- An estimated budget and timescale for the project.

Candidates also need to introduce the business – what it does, how big it is, etc. This is vital scene setting not just for the candidate to consolidate ideas but for the Moderator who finally looks at the assignment.

Assessment Objective One

This was most successfully achieved when it was tackled as a theory only section. Candidates are required to demonstrate their theoretical understanding of sections 5.2.1., 5.2.2, 5.2.3 and 5.2.4. This will provide candidates with sufficient knowledge and understanding to develop their own ICT package. Candidates should be encouraged to develop the section on how the different functional areas could use ICT. This would aid candidates when recommending software for their own ICT proposal. Generally, the coverage of software was weak in that it did not state how businesses might employ the various forms and what ultimate benefits it would/could bring to the businesses.

Assessment Objective Two

This assessment objective is achieved through a presentation. Candidates must include their presentation slides, prompt cards, and where appropriate, the notes used to accompany the presentation. Assessors must complete the witness statement supplied by OCR. This is found on page 63 of the specification. The more detailed the evidence produced by the candidates and assessor, the easier it is for the Moderator to agree the Centres' marks.

In order to achieve mark band 3, candidates' evidence must be clearly targeted to their selected business. The proposal must be fully substantiated from both their primary and secondary research. Candidates should have been able to clearly identify what their selected business hopes to achieve through the development of its ICT provision. This will then directly link to the hardware and software the candidate goes on to recommend during the presentation.

The ICT proposal must clearly outline both the hardware and software which is recommended, the reasons why the equipment and software have been recommended and the ultimate benefits and drawbacks the proposal will bring to the business. A lot of candidates sampled merely stated that they would recommend various different computers, printers and servers with no explanation of why. Candidates also recommended different software packages, again without any explanation of how and why they would/could be used by the business.

Assessment Objective Three

In order to achieve this assessment objective candidates are required to conduct a variety of primary research and secondary research. The first should focus on the business being investigated reflecting the points raised above. The second, where possible, should involve investigating a similar business to find out how it currently uses ICT and the benefits and drawbacks it brings to the business. Candidates may also find it useful to interview someone who has ICT expertise who could offer suggestions concerning suitable packages. Secondary research should focus on the different types of hardware and software which the candidate could recommend when they finally present their ICT proposal. This should include potential suppliers and the possible cost of the hardware and software being recommended.

Assessment Objective Four

Candidates should make reference to section 5.2.7 of the specification which provides a framework on which to develop the evaluation. In order to develop an evaluation beyond mark band 1, candidates must back up their statements making reference to their research conducted for AO3. This will only be possible if candidates have been able to conduct detailed primary research into the workings of the selected business. The last bullet point cannot be used if the candidate fails to calculate the cost of their ICT proposal.

Unit 6: Running an Enterprise Activity

Generally candidates appeared to have chosen suitable enterprise activities in order to complete the unit, with quite a few Centres amalgamating the unit successfully with Young Enterprise.

A considerable number of assignments moderated had combined the coverage of AO1 and AO2. However, Centres are encouraged to ensure that candidates do demonstrate a clear and comprehensive theoretical understanding of the concepts being assessed within this section before awarding mark band 3 for assessment objective one. One example of good practice seen was where a written explanation of each bullet point section had been supplied and then the candidate had gone on to explain how their group had dealt with each individual aspect. For example, candidates had explained why it was important to have meetings and keep records of agendas and minutes and then showed evidence of their own agendas and minutes.

Assessment Objective One

As already stated the highest marks were gained by those candidates who had covered sections 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5 and 6.2.6 in theory prior to applying the concepts to their own enterprise activity.

Assessment Objective Two

Candidates need to show clear evidence of how they have dealt with each of the sections listed in AO1. Candidates lost marks as they often failed to give sufficient detail of how they had dealt with these considerations when planning and running the profit-making enterprise activity. It was often obvious that the group had run a successful event, but the write up usually lacked sufficient detail to inform the Moderator of what had been happening. A particular weakness was section 6.2.2, developing an effective team. Many candidates had applied Belbin but failed to back up their statements. For example, they simply stated 'Jane is well organised.....'. This statement needs to be backed up with examples which clearly illustrate that Jane is a well organised person. Another weak area concerned required resources. Candidates failed to clearly identify and describe the exact resources which they would require to run their event.

Assessment Objective Three

Within the AS specification this is the only time that AO3 is completed after AO2. Whilst candidates may need to undertake some research and subsequent analysis in order to find out what would be the most suitable enterprise to run, this does not count towards their AO3 evidence.

In order to achieve AO3 candidates must follow the guidelines as specified in section 6.2.7 of the 'What You Need To Learn' section of the specification. Candidates are required to research and analyse different stakeholders' opinions of their enterprise. This should include:

- surveys with the participants who took part in the enterprise activity;
- questionnaires to other group members on how they felt the group interacted throughout the activity;
- face to face discussion with a group member, getting them to carry out a SWOT analysis on your contribution to the activity;
- discussions with other stakeholders, eg suppliers.

The majority of Centres had carried out the correct research as outlined above. However, having conducted the required research the written work was often descriptive rather than an analysis of the information. Candidates need to begin considering the impact of the results from their primary research on the future running of a similar event. This should help candidates develop their evidence for AO4.

Assessment Objective Four

It was all too common to see candidates having undertaken detailed research into different stakeholders' opinions to then fail to use any of this evidence when considering potential future changes to the enterprise activity.

Candidates are strongly recommended to make reference to section 6.2.8 of the specification. Using the bullet points within this section, they then must make judgements backing up their suggestions using their analysis conducted in AO3.

Unit 7: Financial Providers and Products

Centres are now able to choose between a number of different case studies in order to complete this unit. It was surprising to see that some Centres were still using the stimulus material which involved Z-A Trucks Ltd, which is probably the most challenging. Use of the latest stimulus material was not seen that frequently during this series. Using the information contained within any of the case studies, candidates are required to produce two financial packages. Centres must be aware that if a loan is required for the selected business, candidates must at least try and research the cost of a business loan rather than a personal loan. If the information for a business loan is not accessible, candidates must explain why they have had to use figures quoted for personal loans.

AO4 is still proving problematic for Centres. It is the responsibility of the Centre to supply candidates with a suitable and realistic change of circumstance for the business and the individuals involved within the case study being used.

Assessment Objective One

The candidates who achieved mark band 3 for this assessment objective usually covered this as a purely theoretical exercise. Tackling the assignment in this fashion allows candidates to demonstrate their understanding of the financial services market and all the products and providers which are currently available in the market. Candidates are required to demonstrate an understanding of all the bullet points outlined in sections 7.2.1, 7.2.2 and 7.2.4 of the specification.

Assessment Objective Two

In order to achieve this assessment objective, candidates must produce two separate financial packages – one which meets the personal financial needs as outlined in the case study and one that meets the needs of the business. Within each financial package, candidates must recommend one product and provider rather than making general statements. For example, 'Lilly could get her mortgage from the Halifax or HSBC'. Candidate must clearly state which financial provider they recommend and why.

In order to access the higher mark band 3 marks, candidates should be quoting figures for the financial products being recommend. This should then lead into a costing statement which illustrates if the recommended packages are actually affordable.

Assessment Objective Three

This assessment objective is the research the candidate needs to undertake in order to recommend suitable financial packages. Candidates are required to research a number of different financial providers and packages and analyse their findings. Candidates should consider affordability and also constraints as outlined in section 7.2.4 of the specification. Candidate's recommendations in AO2 should be clearly linked to their analysis conducted within AO3.

Assessment Objective Four

In order to achieve this assessment objective, Centres need to supply the candidates with a future change in circumstance(s) for both the individual and business described within the case study. The recommended change should reflect what could possibly happen within a five to ten year period. Candidates are then required to consider if the financial package they have recommended in AO2 will be able to meet these new financial needs. Candidates are not required to undertake any further research or come up with alternative financial packages.

General Points on McCoy's Precision Engineering Ltd

Business – the case study clearly identifies that MPEL is suffering from serious cash-flow problems. The business is obviously profitable but without liquid funds it will soon become insolvent. The candidate's main investigations should focus on the possibility of debt factoring. Candidates should be able to explain how debt factoring would work and the advantages and disadvantages this would have for the business. A loan could be considered but generally this would just increase outgoings rather than address the immediate problems of MPEL. If a loan is recommended candidates must also consider how the business could improve its overall credit control in order to collect its outstanding debts.

Candidates wishing to achieve mark band 3 for AO2 and AO3 should be able to give detailed estimates of the actual cost of debt factoring.

Jim's Individual Needs – the case study clearly identifies the products which need investigating in order to help Jim resolve his own financial problems. Candidates should consider consolidating his credit card debts with a personal loan which should attract a lower rate of interest. The loan could also include the £3,000 needed to take his parents to Australia. Travel insurance is another product which will be required. This might be quite expensive given the age of his parents. Due to the recent economic down turn and the increase in mortgage rates it may be difficult for candidates to improve on his mortgage payments. However, candidates should be encouraged to investigate mortgage providers – if only to prove that his current repayments cannot be beaten in today's economic climate.

There is no right solution to any of the stimulus material – rather one is interested in tracking the thought process of the candidate as they progress through the unit – looking into the needs of both the business and the individual, investigating the financial services market and suggesting a suitable outcome for each context. Candidates may, through their investigations, suggest that certain financial products are inappropriate given the financial circumstances of the individual and the selected business. This approach is perfectly acceptable as long as the rationale is provided by the candidate as to why certain assumptions have been made in relation to the stimulus material.

Unit 8: Understanding Production in Business

In order to achieve this unit, candidates' need to produce a report which illustrates how a business produces a particular item. Candidates do need to have undertaken a visit to a production company in order to successfully complete this unit.

Generally, the candidates sampled had undertaken a wide range of research and visited a varied number of production businesses.

If the Centre is able to establish a good link with a production business, this unit is relatively easy to complete. However, Assessors must consider the demands of the specification prior to arranging a visit. If the potential company is unwilling to provide the information required candidates are 'set up' to fail from the beginning. OCR realises that it is difficult to obtain all of the figures in order to evidence section 8.2.2, operational efficiency, and, therefore, some realistic 'made up' figures could be substituted. Candidates should be able to obtain the remainder of the information required to complete the unit. Special attention should be given to the information available on stock control, quality control and health and safety. Prior to the visit the Assessor must ask themselves are the candidates going to be able to collect sufficient information in order for them to complete the unit?

The majority of the candidates sampled tackled the unit in the same way combining AO1, AO2 and AO3.

Assessment Objective One

In order to achieve this assessment objective, candidates need to clearly explain their theoretical understanding of the role of the production functional area, its interaction with other departments and different aspects relating to production, including operational efficiency, organising production, ensuring quality, stock control and legal constraints. The theory section was generally covered well and in detail by the majority of candidates.

Assessment Objective Two

The usual practice was for candidates to apply their understanding of each section directly below their theoretical coverage. On the whole the higher achieving candidates did this extremely well. The lower ability candidates' work tended to be more theoretical with a lack of application to the selected business. The major area of weakness was section 8.2.2, operational efficiency. Candidates who had participated in an 'unsuccessful' visit were often unable to apply each section to their selected business due to the lack of information available. This had the effect of dramatically reducing their mark for this section of the unit. Candidates' coverage of stock control and health and safety is also often found to lack depth of application.

Assessment Objective Three

Candidates achieve this assessment objective through their development of AO2. Those candidates who took detailed notes throughout their visit/tour should be able to develop AO2 to mark band 3 and also score highly for this assessment objective. It is also useful if candidates include their notes from the visit and records of questions asked in order to support the mark awarded for this section.

Assessment Objective Four

This assessment objective pulls the whole unit together by assessing the candidate's ideas on how the different sections investigated could be improved. It is once again recommended that candidates should be guided by the bullet points as outlined in section 8.2.8 of the 'What You Need To Learn' of the specification. The higher scoring candidates do need to make clear reference to their initial research into the production process when making judgements.

A2 Principal Moderator's Report

The majority of the Centres which submitted work for this moderation session followed OCR procedures, adhered to set deadlines and accurately completed documentation which enabled the moderation process to progress smoothly. However, many Centres did not adhere to the 15 May deadline for the receipt of the completed MS1 by the allocated Moderator and failed to inform OCR or the Moderator of the delay. This did cause difficulty for Moderators in the scheduling of their work. Centres should note that it is their responsibility to forward MS1 forms and candidate work to the allocated Moderator by the set deadlines, eg the sample must be returned within **three** days of receiving the sample request. It was noted that some Centres were taking up to a further 10 days to send the requested assignments to their Moderator. Centres should note that any failure to meet such deadlines could delay the receipt of results for their candidates.

Where there are 10 or fewer candidates for any unit, Centres are required to send the candidate portfolios with the MS1 forms to the Moderator by 15 May.

Centres must ensure that all sections of the Unit Recording Sheet have been completed accurately, including correct total marks for the unit, candidate number and Centre number, teacher comments and location of evidence, in order to facilitate the moderation process. This information helps moderators understand the rationale behind the marks awarded for each assessment objective. Centres must also ensure the marks on the MS1 form match the marks on the Unit Recording Sheet for each candidate and each unit.

Assessment

Many Assessors demonstrated good practice by annotating candidate work with assessment criteria references and by giving clear and constructive written feedback. The teacher comments section of the Unit Recording Sheet enabled Assessors to justify the marks awarded for each assessment objective. It was helpful when page numbers were included within the location section of the Unit Recording Sheet. Some Assessors failed to provide written comments or annotate candidate work. In these circumstances, it was not clear to the Moderator how assessment decisions had been made.

Where assignments had been used, it was most helpful for copies to be submitted with the actual work. This gave a clear indication of the tasks which were given to candidates. It was generally noted that where Centres had followed the assignments produced by OCR, candidates' work was generally more structured enabling them to provide the correct evidence for each assessment objective.

It is the responsibility of Assessors to ensure that each candidate has produced authentic/original evidence. A Centre Authentication Form for Coursework (CCS160) must be signed by the Assessor(s) and must accompany each unit submitted.

Candidates must ensure that any material used from the Internet is correctly attributed. Where material is taken directly from the source, candidates must supplement it with their own explanation, demonstrating their understanding. Where candidate work contains inaccuracies, Assessors should annotate the work to this effect, thus enhancing the candidate's own learning.

Assessors are reminded that they should make reference to the assessment objective amplification grids when assessing candidates work.

OCR has released a detailed assignment for each of the portfolio units found within the A2 specification. Centres may find it useful to make reference to these in order to help structure their own assignments. These can be downloaded from OCR's website.

Unit 10: A Business Plan for the Entrepreneur

The banner of the assessment evidence grid requires candidates to produce a business plan for a new business enterprise of their choice. Candidates often selected business ideas which were way above their capabilities. This greatly limited their ability to create a **realistic** plan in order to achieve AO2. The best plans were created by candidates who had selected small enterprises based on their own knowledge, interests and experience. This point is further clarified within the specification on page 112, third paragraph.

Assessment Objective One

In order to achieve this assessment objective candidates are required to provide theoretical coverage of sections 10.2.1, reasons for construction of a business plan; 10.2.2, information within a business plan: and, finally, 10.2.5 constraints which impact on implementation.

To help candidates achieve mark band 3 this is best tackled as an independent section with candidates using generic examples to help them demonstrate their knowledge and understanding of sections 10.2.1 and 10.2.2. In order to complete section 10.2.5 candidates should be encouraged to relate this section to their own business idea. Clearly identifying the constraints relevant to their own business plan at this early stage will help them evaluate their impact in AO4.

Assessment Objective Two

This section is the actual business plan and, as such, should be presented as a 'stand alone' document which could be shown to a potential stakeholder. If candidates have decided to use a business plan format provided by a third party they must ensure that it allows them to fully meet the requirements of section 10.2.2. This could involve adapting the layout or adding extra information. The information used within the business plan must be fully supported/justified through the research and subsequent analysis carried out in AO3.

There were a significant number of business plans which were based on unsubstantiated ideas and comments. Some of the common problems are outlined below.

- Failure to fully research media selected for advertising – for example, if a newspaper had been selected what is its target market, what are its readership figures?
- Lack of justification for price to be charged – what are competitors charging? Decisions should not just have been based on what 10 people stated in the candidate's primary research.
- Lack of research into the machinery and equipment required. Only one set of prices researched. What would be the best buy? Why select that particular product?
- Lack of justification and often unrealistic figures used for the number of the products the business would sell/number of people who would use the service. No reference to competitor numbers. Usually just based on the primary research or candidates own assumptions and gestations.
- Very few candidates considered the different stages of production in sufficient detail.
- Little consideration of timing of production to meet customer needs.
- Break even forecasts were often difficult to understand as there was no explanation of where the figures had come from. Figures were often 'plucked out of thin air' and not based on an analysis of research.

- Cash-flow forecasts, although completed correctly, were often based on figures which appeared to be the candidates own assumptions and ‘gestations.’ Candidates must fully justify their sales and expenses.

These points are further clarified within the specification under section 10.4, Guidance for Teachers, pages 112 and 113.

Assessment Objective Three

Centres should pay attention to section 10.2.3 of the specification which clearly states that candidates ‘need to ensure that research is wide-ranging’. This must include both primary and secondary research as laid out within this section.

Candidates are then required to analyse the information, drawing out key information which should be included in their own business plan. Candidates should be advised that in order to access the higher marks, each of their decisions should be supported by at least two different types of research. Candidates too often relied solely on their limited primary research to inform decisions within their business plan. Some business plans were based on extremely limited research and lacked any sense of viability or realism. Clarification of the depth of analysis required is further explained within the specification on page 113, fourth paragraph.

Candidates are required to use a variety of statistical techniques when analysing their data. The frequent use of ‘10 out of 20 stated’, and ‘the majority of respondents said’ will only achieve mark band 1 for analysis. Frequently, candidates produced pages of computer generated graphs and charts which lacked analysis and gained no marks. Candidates should be drawing conclusions throughout their analysis of the primary and secondary data which will then be used within their own business plans.

Assessment Objective Four

In order to achieve this assessment objective, candidates are required to prioritise the constraint they feel will have the greatest impact on their business plan. This was lacking in the work of the weaker candidates. If there is no evidence of prioritisation candidates cannot achieve mark band 3.

Having prioritised the constraints, candidates must then consider the impact each one would have on the implementation of their plan. Reference to initial research must be made. Candidates were unable to access the higher grades as they often failed to consider the ‘knock on’ effect which a constraint might have on other aspects of their business plan. For example, if we consider finance as the main constraint - without adequate funds the business may not be able to undertake the marketing it initially identified. This might then limit the number of customers who would become aware of the business and, hence, decrease the number of sales. Candidates often only considered ‘short term’ impacts and often failed to consider the ‘long term’ implications of some constraints. For example, environmental concerns are currently headline news and possible legislation could have an impact on the business in the long term.

Unit 11: Managerial and Supervisory Roles

This unit is a complex unit to complete and candidates need clear guidance as to how to differentiate their evidence for AO3 and AO2. Candidates need to be very clear about the information they are trying to obtain from their selected manager/supervisor.

The unit has the same behaviour patterns as unit 8, Understanding Production in Business, in the AS specification. Candidates need to undertake their research following section 11.2.3 of the specification. They should then produce a basic analysis of their questionnaire – pulling out examples which will support their report. Having completed their research, candidates should then complete their report which forms AO2. Some of their analysis will be evident within this report and, therefore, credit for AO3 can be awarded here as well.

The main problem with the unit, at this stage, is candidates muddling their AO2 and AO3 evidence. There is often no stand alone report produced. Some candidates only focused their analysis and subsequent conclusions on management styles and motivational theorists. They omitted to describe how their manager performs their role (section 11.2.1) – planning, organising, etc.

The higher scoring candidates were those who had been able to gain good access to their selected manager/supervisor through work experience or work shadowing. Candidates who had only interviewed a manager/supervisor were less able to gain sufficient information to fully cover section 11.2.1 due to a lack of a observation of their selected manager/supervisor 'in action'. The knock on effect of this was that candidates were often unable to substantiate the statements they were making through the use of examples.

Assessment Objective One

In order to achieve this assessment objective, candidates need to produce theoretical coverage of sections 11.2.1 (both sets of bullet points) – the business context in which the report will take shape, 11.2.3, the last section under secondary research; different types of managerial/supervisory styles, motivational theorists; and, finally, 11.2.5 evaluation of the factors which can influence the environment in which a manager/supervisor performs her/his role.

The theoretical section under 11.2.3 (research) also forms part of the candidates' AO3 evidence. It was often apparent that candidates had only used one source when researching different manager/supervisor styles and motivational theorists. This had the impact of potentially lowering their AO3 mark.

Generally candidates completed this section successfully. The higher performing candidates used examples to illustrate section 11.2.5 which worked particularly well and demonstrated their depth and breadth of understanding.

Assessment Objective Two

Candidates should produce a stand alone report which clearly outlines how their selected manager/supervisor approaches his/her current managerial/supervisory role within the selected business. This report should be fully supported through the analysis undertaken by the candidate in AO3.

In order to gain the higher marks, candidates need to ensure that their report includes the following points.

How their selected manager/supervisor:

- plans
- organises
- motivates
- monitors and directs
- problem solves
- trains and mentors
- appraises.

Reports on the Units take in June 2008

All of these bullet points need to be supported with examples. For example, the candidates should use a scenario which clearly outlines how the manager/supervisor plans their day, week, month, etc.

The next stage is for the candidate to consider how each of the following affects the managerial/supervisory set-up within the selected business:

- culture of the organisation
- objectives of the organisation
- structure of the organisation
- availability of resources within the organisation.

This section could form part of the candidate's introduction to their report.

The final stage involves the candidate describing which type of management style(s) their manager/supervisor uses and how this links to motivational theorists.

The candidates sampled during this session generally had made good links with businesses and arranged interviews with relevant managers/supervisors. Their questionnaires were often correctly targeted but failed to provide sufficient information for the candidate to cover the first set of bullet points in sufficient depth. The higher scoring candidates were those who either worked with the selected manager/supervisor or who were able to work shadow their selected manager/supervisor. In order to achieve mark band 3, candidates will be required to provide examples of how their manager/supervisor deals with each of the sections outlined above.

Assessment Objective Three

In order to achieve this assessment objective, candidates need to focus on sections 11.2.2 and 11.2. 3 of the specification (page 117). Primary research focuses on interviews with the selected manager/supervisor and fellow workers. Part of AO3 is written up within AO1 when the candidate is looking at the different types of managerial/supervisory styles and motivational theorists.

Candidates sampled this session had obtained a face to face discussion with their selected manager/supervisor and often also fellow workers. There was also evidence of candidates following the guidelines on the type of questions which should be asked during the interviews. However, candidates were not always able to analyse this information in order to compile their report. Their analysis should enable them to cover section 11.2.1 of the specification.

Assessment Objective Four

Candidates must make reference to section 11.2.5 (page 118) of the specification before tackling this assessment objective.

This section does not lend itself particularly well to prioritisation. Candidates often have to use possible scenarios in order to evaluate the factors which they think would have the greatest influence on the environment in which the manager/supervisor performs his/her role. It was, therefore, considered that mark band 3 could be awarded for this unit without the clear demonstration of prioritisation. However, candidates will still need to consider the short term and long term impacts of their statements in order to achieve mark band 3.

The key word in this section is 'influence the environment'. Therefore candidates need to link the analysis of their research into the current culture, objective, structure and availability of resources (11.2.1) when undertaking this section.

Unit 12: Launching a Business On-line

The interpretation of the evidence candidates need to produce has caused a number of Centres a few problems. The banner clearly states that – ‘You will produce an e-commerce strategy for a business which has yet to develop e-commerce provision’. Some Centres had selected businesses which already have a website and provide the facilities for customers to purchase their products on line. The subsequent consequence of this was that candidates were merely reiterating what the business was already doing.

Candidate’s success in this unit is going to be linked to the selection of the correct business. It is a unit which could lend itself to a case study as long as it is sufficiently detailed to enable candidates to access the higher marks available.

Assessment Objective One

This assessment objective states – ‘Your understanding of how e-commerce would be used by your chosen business, the benefits and drawbacks of e-commerce provision to your business and the issues in setting up and running a website.’ Ultimately, OCR will be accepting evidence which is either linked to the selected business or presented in purely theoretical terms. Candidates need to ensure they cover the three distinct sections of 12.2.2 – how e-commerce would be used by the business, the benefits and drawbacks of such a policy and section 12.2.5, the issues involved with setting up and running a website. Both sections must be covered here, front end and back end.

In order to help candidates achieve the higher marks, OCR would suggest that this section is tackled from a theoretical viewpoint, with candidates using a variety of examples taken from a range of different businesses to demonstrate clear and comprehensive coverage.

Assessment Objective Two

Candidates are required to produce the front end of the website, which is directly applied to the requirements of the selected business. The front end of the e-commerce strategy can be presented in one of three ways:

- PowerPoint slides
- Internet itself
- concept board with accompanying text.

It was good to see some excellent practice with candidates clearly illustrating how their website would work – this included the front page right through to the point of sale. Some candidates had only produced the home page of their website giving limited explanations of the recommended hyperlinks. As stated above, candidates need to produce a variety of slides, concepts or web pages which clearly show how at least one hyperlink would work right through to the final purchase of the product/service.

There should be clear evidence that the proposal is based on the analysis of their research undertaken in AO3.

In order to secure top marks for this assessment objective, candidates should consider explaining how their website would meet all the bullet points listed under section 12.2.5 - Front End. This will also enable the candidates to clearly link their research to their final product.

Assessment Objective Three

Candidates must show evidence of planning their research in order to fulfil the demands of section 12.2.3 – planning the strategy. A well laid out plan should enable candidates to correctly target their research.

Candidates' primary research should focus on the questionnaires and surveys with potential customers, discussions with website designers and, finally, a discussion with the selected business concerning what it hopes to achieve through the development of an e-commerce provision.

Candidates' secondary research should analyse similar websites which are marketing a similar portfolio of products to the selected business. Candidates should use the following headings when analysing competitor's websites:

- availability
- image
- product information
- accessibility
- security
- user-friendliness
- aesthetics
- ease of payment.

In order to achieve the higher marks, candidates should then draw a conclusion from their analysis clearly stating how this research will influence the development of their own website.

Top scoring candidates had used the above bullet points to structure their analysis, clearly stating how their findings would influence the development of their own website. Unfortunately, a lot of candidates had completed a simplistic analysis of competitor websites, often failing to follow the bullet points above. Having completed their analysis, candidates then often failed to draw conclusions concerning how this would influence the development of their own website.

Assessment Objective Four

Candidate's evaluations should focus on what measures they would take to deal with the manageability of the back end of the website. Candidates should be guided by the bullet points under section 12.2.5 – Back End (page 129). Candidates need to prioritise the issue they feel would have the greatest influence on the manageability of the website for their selected business.

Candidates can only achieve mark band 3 if their statements, conclusions and evaluations make direct linkage to the research undertaken in AO3. They also need to consider short term, long term, success and potential failure whilst drawing their conclusions.

Unit 13: Promotion in Action

This is a particularly popular unit. However, there does appear to be some misunderstanding about the evidence candidates are expected to produce. Candidates are required to produce a promotional strategy (at least two promotional media) for promoting a new product or service of their choice. On page 141 of the specification it clearly states that candidates should 'choose a business with an already varied product portfolio, allowing them to suggest a new product to add'. It also states 'it would also help if the product chosen allowed candidates to demonstrate creative skills by coming up with an original idea, as otherwise candidates will be tempted to stick too closely to current promotional activity used by their chosen business.'

Candidates must remember that this is a unit based on promotion and not just **another re-run of their original marketing assignment**. There was a lot of evidence of candidates appearing to be confused about what they were actually trying to achieve whilst conducting their research. There was also evidence of candidates trying to 're-vamp' their marketing assignments in order to achieve this unit. Unfortunately, this does not work as the research will have the wrong emphasis with candidates merely demonstrating a need for the new product or service, rather than ideas concerning how it could be effectively promoted.

Assessment Objective One

Candidates are required to provide theoretical coverage of section 13.2.5 – the various forms promotional activity can take and how and when each form of promotional activity is used. From section 13.2.6 they need to cover internal and external factors which can influence promotional activity. OCR would encourage all candidates to use a wide range of examples throughout this section in order to demonstrate their breadth and depth of understanding.

On the whole this section was completed well by the majority of candidates. Some had chosen to link this section to their selected business which is quite acceptable, as long as each aspect is covered in sufficient depth.

Assessment Objective Two

Candidates are required to produce two final concepts of their promotional material and the rationale behind their development.

When moderating the portfolios, it was often extremely difficult for moderators to see the links between the candidate's research and their final products. All too often candidates failed to produce any form of rationale for their choice of media. The main reason for this was their lack of targeted and accurate research carried out in AO3.

Assessment Objective Three

The starting point for this assessment objective is section 13.2.3, the planning of the strategy. The second set of bullet points should help the candidates focus on the type of questions they should be asking within their questionnaires.

If the candidates have not described how promotional activity takes place within their chosen business for its current range of products/services in AO1 they need to do so as an introduction to this section. This evidence could support their AO1 mark.

Candidates need to make reference to section 13.2.4 to establish the kind of research they should be conducting. When conducting their primary research, their main focus should be on the second bullet point. Candidates need to ensure that they focus on the types of promotional features which attract customers to purchase products or services. They should also try and establish what types of promotional campaign will meet the second set of bullet points in section 13.2.3. Too often candidates slanted their questionnaires too heavily to finding out what type of product/service customers wanted. To some extent candidates need to assume that there is already a demand for their selected new product or service and concentrate on how they are going to encourage people to 'buy in' through the use of promotional media.

Reports on the Units take in June 2008

Candidates' secondary research should focus on how other businesses, especially competitors, promote a similar range of products or services. When analysing this data candidates should use the following headings:

- aesthetics
- message
- fitness of purpose
- originality
- communication.

Evidence of the use of these headings was often lacking in the work of the lower scoring candidates.

Candidates' final analysis was often sadly lacking. A wide range of candidates who had used Cadburys only wanted to advertise through the continued sponsorship of Coronation Street. They failed to state what the viewing figures were, what age ranges watched this programme – did this actually match their target audience? In order to achieve mark band 3, candidate's recommendations must be supported by their analysis of their wide ranging and focused research. This should include readership numbers, age profiles, cost, etc. Some candidates designed leaflets, but failed to consider the cost of distribution or even how and to whom they were going to be distributed.

Often this section of candidates' work lacked detailed analysis and was, therefore, unable to access the higher marks.

Assessment Objective Four

Candidates need to prioritise the internal and external influences which they feel would have the greatest impact on their promotional activity. Their evaluations must clearly link back to their initial research. Often candidates were unable to fully evidence the internal constraints as they had not clearly stated what these were at the beginning of the assignment. Few candidates were able to show any understanding of costing, due to weak research.

Candidates' coverage of external influences was generally better as they could relate these areas to their own strategies.

Once again very few candidates considered possible failure and often did not consider a chain of events, short and long term implications.

Unit 14: Creating a Financial Strategy

Candidates had all correctly used the new stimulus material supplied by OCR.

Generally Centres were better prepared to cope with this unit. The work submitted by Centres demonstrated a wide range of marks which represented candidates' ability to grasp the concepts being assessed. However, it was still worrying to see that in some Centres all the candidates' work contained the same errors. This is an area which needs addressing before further submissions. If work is found to be identical in future submissions, the Centre may be reported for malpractice. There was, however, still evidence of good practice where Centres had made candidates work under test conditions and their work achieved the full range of marks.

Although OCR does not specify how the unit should be tackled identical work for AO2 would not be anticipated – except where it is 100% correct.

As the unit currently stands, it does require a specialist accounts teacher to teach the unit or at least be available for help and guidance. Some of the tasks within the case study do require a sound understanding of double entry book-keeping and this lack of specialist knowledge by teachers led to the downfall of some candidates.

There have also been a lot of comments that qualified accountants have also found the case study challenging, which of course they would as they are sufficiently qualified to only interpret accounts and pay other people to prepare them. This is the angle from which this case study has been written.

Assessment Objective One

Candidates achieve this objective through the coverage of Task A. Candidates are required to provide detailed coverage of each of the sub-sections (i)–(v). Whilst candidates often provided detailed theoretical coverage of sections (i) and (ii), the depth of the work often tailed off from this point. Candidates often completely missed out the second section of (iii) – ‘you need to demonstrate your understanding that this information can be found from various source documents, including invoices, credit notes, bank records, eg direct debits and till receipts’. The evidence produced for (iv) had been completed with various degrees of success. Those candidates who had produced the book-keeping guide for ‘dummies’ often did this section particularly well. Others merely copied examples out of the textbook. Section (v) was often missed by Centres or coverage was weak. This was supported by candidates’ inability to correct errors through the use of the journal and suspense account. More in depth teaching of this section would give candidates greater skills when completing the activities set in AO2.

Assessment Objective Two

Candidates achieve this assessment objective through the completion of Tasks B, C and D.

Task B – There was a mixed response to this task. There were obvious cases where Centres had delivered this section as a class exercise with candidates all having identical accounts and errors. Other Centres had undertaken the section under examination conditions with candidates producing very individual work. It was surprising to see that few Centres made use of the three column cash book, preferring to use separate bank, cash, discount received and discount allowed accounts – which is acceptable.

The writer’s answers are illustrated below for the recent series.

TASK B

Snips Ltd (Debtor)

01 May 2007	Balance b/d	2146	01 May 2007	Sales Returns	72
			01 May 2007	Balance c/d	2074
					214
		2146			6
02 May 2007	Balance b/d	2074			

A Cut Above (Debtor)

01 May 2007	Balance b/d	3295	01 May 2007	Bank	784
01 May 2007	Sales	230	01 May 2007	Discount Allowed	16
			01 May 2007	Balance c/d	2725
		3525			352
					5

Reports on the Units take in June 2008

02 May 2007 Balance b/d 2725

Harmony Studios (Debtor)

01 May 2007	Balance b/d	1066	01 May 2007	Sales Returns	25
01 May 2007	Sales	170	01 May 2007	Bank	490
			01 May 2007	Discount Allowed	10
			01 May 2007	Balance c/d	711
		<u>1236</u>			<u>123</u>
02 May 2007	Balance b/d	711			<u>6</u>

Mella (Creditor)

01 May 2007	Balance c/d	5583	01 May 2007	Balance b/d	4293
			01 May 2007	Purchases	1290
					558
		<u>5583</u>			<u>3</u>
			02 May 2007	Balance b/d	5583

Silvernet (Creditor)

01 May 2007	Purchases Returns	75	01 May 2007	Balance b/d	2368
01 May 2007	Balance c/d	2913	01 May 2007	Purchases	620
					298
		<u>2988</u>			<u>8</u>
			02 May 2007	Balance b/d	2913

Beauty Fixtures (Creditor)

01 May 2007	Bank	1170	01 May 2007	Balance b/d	1200
01 May 2007	Discounts Received	30			120
					<u>0</u>
		<u>1200</u>			

Sales

01 May 2007	Balance c/d	477593	01 May 2007	Balance b/d	476667
			01 May 2007	Harmony Studios	170
			01 May 2007	A Cut Above	230
			01 May 2007	Bank	526
		<u>477593</u>			<u>477593</u>
			02 May 2007	Balance b/d	477593

Purchases

01 May 2007	Balance b/d	230725	01 May 2007	Balance c/d	232585
01 May 2007	Mella	1240			
01 May 2007	Silvernet	620			
		<u>232585</u>			<u>232585</u>
02 May 2007	Balance b/d	232585			

Rent & rates payable

Reports on the Units take in June 2008

01 May 2007	Balance b/d	59500	01 May 2007	Balance c/d	70000
01 May 2007	Bank	7500			
01 May 2007	Bank	3000			
		<u>70000</u>			<u>70000</u>
02 May 2007	Balance b/d	70000			

Discounts allowed

01 May 2007	Balance b/d	10972	01 May 2007	Balance c/d	10998
01 May 2007	A Cut Above	16			
01 May 2007	Harmony Studios	10			
		<u>10998</u>			<u>10998</u>
02 May 2007	Balance b/d	10998			

Discounts received

01 May 2007	Balance c/d	14512	01 May 2007	Balance b/d	14482
		<u>14512</u>	01 May 2007	Beauty Fixtures	30
					<u>14512</u>
			02 May 2007	Balance b/d	14512

Carriage inwards

01 May 2007	Balance b/d	250	01 May 2007	Balance c/d	300
01 May 2007	Mella	50			
		<u>300</u>			<u>300</u>
02 May 2006	Balance b/d	300			

Motor vehicle expenses

01 May 2007	Balance b/d	6200	01 May 2007	Balance c/d	6335
01 May 2007	Bank	135			
		<u>6335</u>			<u>6335</u>
02 May 2006	Balance b/d	6335			

Bank interest received

01 May 2007	Balance c/d	42	01 May 2007	Balance b/d	27
		<u>42</u>	01 May 2007	Bank	15
					<u>42</u>
			02 May 2007	Balance b/d	42

Purchases returns

01 May 2007	Balance c/d	3540	01 May 2007	Balance b/d	3465
		<u>3540</u>	01 May 2007	Silvernet	75
					<u>3540</u>
			02 May 2007	Balance b/d	3540

Reports on the Units take in June 2008

Sales returns

01 May 2007	Balance b/d	1233	01 May 2007	Balance c/d	1330
01 May 2007	Harmony Studios	25			
01 May 2007	Snips	72			
		<u>1330</u>			<u>1330</u>
02 May 2007	Balance b/d	1330			

EITHER

Cash Book

	<u>Disc</u>	<u>Cash</u>	<u>Bank</u>		<u>Disc</u>	<u>Cash</u>	<u>Bank</u>
1 May 07		75	18965	01 May 2007			135
1 May 07			526	01 May 2007			7500
1 May 07	16		784	01 May 2007	30		1170
1 May 07	10		490	01 May 2007			3000
1 May 07			15	01 May 2007		75	8975
		<u>26</u>	<u>20780</u>		<u>30</u>	<u>75</u>	<u>20780</u>
2 May 07		75	8975				

OR

Cash

01 May 2007	Balance b/d	<u>75</u>	01 May 2007	Balance c/d	<u>75</u>
		<u>75</u>			<u>75</u>
02 May 2007	Balance b/d	75			

Bank

01 May 2007	Balance b/d	18965	01 May 2007	M V Expenses	135
01 May 2007	Sales	526	01 May 2007	Mudley CC Rates	7500
01 May 2007	A Cut Above	784	01 May 2007	Beauty Fixtures	1170
01 May 2007	Harmony Studios	490	01 May 2007	Rent	3000
01 May 2007	Bank Int Rec'd	15	01 May 2007	Balance c/d	8975
		<u>20780</u>			<u>20780</u>
02 May 2007	Balance b/d	8975			

TASK C

Trial Balance of Kutz Ltd as at 15 May 2007 (before adjustments)

	<u>DR</u> £	<u>CR</u> £
Sales		495,328
Purchases	237,610	
Ordinary shares @ £1 each		88,000
Retained profit		2,000
Vehicles (cost)	20,000	
Provision for depreciation of vehicles		4,000
Fixtures & fittings (cost)	65,500	
Provision for depreciation of fixtures & fittings		5,000
Discounts allowed	11,026	
Discounts received		14,613
15% Loan		150,000
Rent & rates	70,000	
Sales returns	1,649	
Purchases returns		3,600
Stock	100,000	
Director's dividends	12,000	
Wages	73,281	
Debtors	130,320	
Light & heat	14,256	
Bank	14,118	
Sundry expenses	32,545	
Creditors		61,827
Advertising expenses	13,763	
Motor vehicle expenses	6,980	
Carriage inwards	704	
Loan interest	20,625	
Cash	25	
Bank interest received		42
Depreciation of vehicle		
Depreciation of fixtures & fittings		
Accruals		
Prepayments		
Closing stock		
Bad debts		
Provision for doubtful debts		
Movement in provision for doubtful debts		
Suspense		
	8	
	<u>824,410</u>	<u>824,410</u>

Reports on the Units take in June 2008

ERRORS

1

DR Purchases	351	
CR Sundry expenses		351

2

DR Suspense	56	
CR Discounts received		56

3

DR Bank	539	
DR Discounts allowed	11	
CR Debtors		550

4

DR Advertising expenses	64	
CR Suspense		64

5

DR Creditors	9827	
CR Debtors		9827

Suspense A/c

15 May 2007	Balance b/d	8	15 May 2007	Error 4	64
15 May 2007	Error 2	56			
		<u>64</u>			<u>64</u>

TASK C

Trial Balance of Kutz Ltd as at 15 May 2007 (after adjustments)

	<u>DR</u> £	<u>CR</u> £
Sales		495,328
Purchases	237,961	
Ordinary shares @ £1 each		88,000
Retained profit		2,000
Vehicles (cost)	20,000	
Provision for depreciation of vehicles		4,000
Fixtures & fittings (cost)	65,500	
Provision for depreciation of fixtures & fittings		5,000
Discounts allowed	11,037	
Discounts received		14,669
15% Loan		150,000
Rent & rates	70,000	
Sales returns	1,649	
Purchases returns		3,600
Stock	100,000	
Director's dividends	12,000	
Wages	73,281	
Debtors	119,943	
Light & heat	14,256	
Bank	14,657	
Sundry expenses	32,194	
Creditors		52,000
Advertising expenses	13,827	
Motor vehicle expenses	6,980	
Carriage inwards	704	
Loan interest	20,625	
Cash	25	
Bank interest received		42
Depreciation of vehicle		
Depreciation of fixtures & fittings		
Accruals		
Prepayments		
Closing stock		
Bad debts		
Provision for doubtful debts		
Movement in provision for doubtful debts		
Suspense		
	814,639	814,639

TASK D WORKINGS ONLY

Extended Trial Balance for Kutz Ltd as at 31 May 2007

	<u>TB</u> £	<u>TB</u> £	<u>ADJ</u> £	<u>ADJ</u> £	<u>P&L</u> £	<u>P&L</u> £	<u>BS</u> £	<u>BS</u> £
Sales		500,000				500,000		
Purchases	242,019				242,019			
Ordinary shares @£1 each		88,000						88,000
Retained profit		2,000						2,000
Vehicles (cost)	20,000						20,000	
Provision for depreciation of vehicles		4,000		4000				8,000
Fixtures & fittings (cost)	65,500						65,500	
Provision for depreciation of fixtures & fittings		5,000		6050				11,050
Discounts allowed	11,238				11,238			
Discounts received		14,887				14,887		
15% Loan		150,000						150,000
Rent & rates	70,000			4000	66,000			
Sales returns	1,923				1,923			
Purchases returns		3,635				3,635		
Stock	100,000				100,000			
Director's dividends	12,000				12,000			
Wages	76,251				76,251			
Debtors	109,200			5200			104,000	
Light & heat	14,860		1600		16,460			
Bank	499						499	
Sundry expenses	35,977			1000	34,977			
Creditors		35,867						35,867
Advertising expenses	14,500				14,500			
Motor vehicle expenses	7,720				7,720			
Carriage inwards	1,094				1,094			
Loan interest	20,625		1875		22,500			
Cash	25						25	
Bank interest received		42				42		
Depreciation of vehicle			4000		4,000			
Depreciation of fixtures & fittings			6050		6,050			
Accruals				3475				3,475
Prepayments			5000				5,000	
Closing stock			150000	150000		150000	150000	
Bad debts			5200		5,200			
Provision for doubtful debts				4160				4,160
Movement in provision for doubtful debts			4160		4,160			
Suspense								
NET PROFIT					42472			42472
	803,431	803,431	177,885	177,885	668,564	668,564	345,024	345,024

Option 1

Trading Profit and Loss Account for Kutz Ltd for the year ended 31 May 2007

Sales		500,000
Sales returns		<u>1,923</u>
		498,077
Opening stock	100,000	
Purchases	242,019	
Purchases returns	3,635	
Carriage inwards	1,094	
Closing stock	<u>150,000</u>	
Cost of sales		<u>189,478</u>
Gross profit		308,599
Bank Interest received		42
Discounts received		<u>14,887</u>
		323,528
Discounts allowed	11,238	
Rent/ rates	66,000	
Wages	76,251	
Director's dividends	12,000	
Light & heat	16,460	
Sundry expenses	34,977	
Advertising expenses	14,500	
Motor expenses	7,720	
Loan interest	22,500	
Bad debts	5,200	
Provision doubtful debts movement	4,160	
Depreciation motor vehicles	4,000	
Depreciation fixtures & fittings	6,050	
		<u>281,056</u>
Net profit		42,472
Retained profit b/f		<u>2,000</u>
		<u><u>44,472</u></u>

Reports on the Units take in June 2008

Kutz Ltd Balance Sheet as at 31 May 2007

	<u>Cost</u>	<u>Provision for depreciation</u>	<u>Net Book Value</u>
FIXED ASSETS			
Motor vehicle	20,000	8,000	12,000
Fixtures and fittings	65,500	11,050	54,450
	<u>85,500</u>	<u>19,050</u>	66,450
CURRENT ASSETS			
Stock	150,000		
Debtors	99,840		
Bank	499		
Cash in hand	25		
Prepayments	<u>5,000</u>		
	255,364		
AMOUNTS DUE WITHIN 12 MONTHS			
Creditors	35,867		
Loan at 15% pa	150,000		
Accruals	<u>3,475</u>		
	<u>189,342</u>		
NET CURRENT ASSETS			<u>66,022</u>
Total Assets less Current Liabilities			<u>132,472</u>
FINANCED BY			
Ordinary shares			88,000
Retained profit			<u>44,472</u>
			<u>132,472</u>

OR

Option 2

Trading Profit and Loss Account for Kutz Ltd for the year ended 31 May 2007

Turnover

Sales		500000
Sales returns		<u>1923</u>
		498077

Less Cost of Sales

Opening stock	100000	
Purchases	242019	
Purchases returns	3635	
Carriage inwards	1094	
Closing stock	<u>150000</u>	
Cost of sales		<u>189478</u>
Gross profit		308599

Distribution Costs

0

Administrative expenses

Wages	76251	
Bad debts	5200	
Sundry expenses	34977	
Rent/ rates	66000	
Advertising	14500	
Motor expenses	7720	
Light & heat	16460	
Discounts allowed	11238	
Depreciation motor vehicles	4000	
Depreciation fixtures & fittings	6050	
Provision doubtful debts movement	<u>4160</u>	
		246556

Other operating income

Bank interest received		42
Discounts received		<u>14887</u>
		14929

Operating profit		76972
Interest payable and similar charges		22500
Profit on ordinary activities before taxation		54472
Tax on profit on ordinary activities		0
Profit on ordinary activities after taxation		54472
Dividends		12000
Retained profit for the financial year		42472
Retained profit b/f		2000
Retained profit c/f		44472

OR

Option 3

Trading Profit and Loss Account for Kutz Ltd for the year ended 31 May 2007

Turnover			498,077
Cost of sales			189,478
Gross profit			308,599
Distribution costs			0
Administrative expenses			246,556
Other operating income			14,929
Operating profit			76,972
Interest payable and similar charges			22,500
Profit on ordinary activities before taxation			54,472
Tax on profit on ordinary activities			0
Profit on ordinary activities after taxation			54,472
Dividends			12,000
Retained profit for the financial year			42,472
Retained profit b/f			2000
Retained profit c/f			44,472
Fixed Assets			
Tangible assets			66450
Current Assets			
Stock	150000		
Debtors	99840		
Cash at bank and in hand	524		
Prepayments	5000	255364	
Creditors: amounts falling due within one year		<u>189342</u>	
Net Current Assets			66022
Total assets less current liabilities			132472
Creditors: amounts falling due after more than one year			0
Provisions for liabilities and charges			0
			<u>132472</u>
Capital and Reserves			
Called up share capital			88000
Share premium			0
Revaluation reserve			0
Profit and loss account			44472
			<u>132472</u>

Assessment Objective Three

This assessment objective was based on responses to Tasks E and F.

There was a wide variety of evidence produced for Task E all of which was acceptable to meet the requirements. Where candidates had collected a variety of different final account templates, it would have been nice to have seen some form of analysis. Some Centres must place more emphasis on this task as it does count towards the grade which can be awarded for this assessment objective.

Within Task F, as stated above, the 'own figure rule' was applied. Generally, candidates were able to correctly calculate the relevant ratios. Their interpretation of these ratios was, however, rather mixed.

Some candidates simply stated the theory behind the ratio and then failed to make any linkage to the case study. The higher scoring candidates did try and relate their evidence back to the case study. It was surprising how many candidates did not understand that an increase in sales on its own will not increase profit margin. Very few candidates were able to link the ratios together – for example – gross profit margin will have an impact on net profit margin. They were, therefore, unable to access mark band 3 because of a failure to demonstrate integrated and strategic thinking.

Assessment Objective Four

Task G had to be completed in order to achieve this assessment objective. Although the case study did not indicate that candidates should prioritise their ideas, this is part of all AO4 criteria. Candidates were not penalised for omitting to do so during this moderation session. It is, however, a point which Centres should consider for future submissions.

A lot of candidates improved their initial AO3 mark here as they began to fully develop the analysis and the impact of the ratios calculated in AO3.

A lot of candidates lost marks here as they failed to produce a financial strategy. If they were able to ascertain the problems which the business was experiencing, they then failed, unfortunately, to explain what the business should do to resolve the problems. For example – growth in debtor days – instigate a system of credit control. The second stage required the candidates to consider the different ways in which the business could be expanded and then recommend what they thought Kutz Ltd should do in the future.

Candidates should remember that this task does direct them to write a report. Often their evidence was not presented in this format.

Unit 15: Launching a New Product or Service in Europe

This is a very difficult unit for candidates to access if they do not have an excellent link with their selected business.

One of the main problems with the work seen in this series was the fact that candidates were trying to do this unit without an established link with their business. Research from the Internet will not provide candidates with sufficient detail to meet the demands of this unit.

OCR would recommend that Centres get candidates to start off their assignment by giving a brief overview of their selected business, product and to where they intend to export their product or service. This will enable teachers to ascertain if the candidate is able to gain sufficient information to meet the rigors of the unit.

Assessment Objective One

This section is based on the theoretical coverage of 15.2.2 and should focus on general trends within the European Union as a whole. Some candidates only focused in detail on the selected country to which they intended to export their product or service.

Assessment Objective Two

This is the candidates' written summary which will show how their selected business will deal with the many issues it needs to consider when launching a product or service in European markets. Candidates should follow the bullet points outlined in section 15.2.4 – second set of bullet points (page 162). The candidates' written summary must be based on the analysis of their research carried out in AO3.

Unfortunately, a lot of candidates simply stated that their selected business would have to deal with each of these points, but failed to provide their own strategy as to how this might happen. Candidates really struggled to cope with this section due to their lack of research or the inaccessibility to the information which is required to meet the rigors of this section.

Assessment Objective Three

Candidates must start off this section by showing evidence of planning their research, 15.2.3. Within their plan, candidates must consider their objective(s), the types of research, and the sources of information they will use. Candidates should then be guided by section 15.2.4 when selecting the type of research methods they will use. Special attention should be given to the bullet points found on page 162 of the specification. These are the main aspects which candidates need to research in order to be able to compile their written summary for AO2.

The main failing within this section was the fact that all too often candidates were trying to gain this information from a business' website. They had no inside contact and, therefore, the quality and depth of their information was insufficient for them to be able to complete a detailed analysis which would feed into their AO2.

Assessment Objective Four

Candidates are required to prioritise the bullet points found under section 15.2.6, clearly stating which one they feel would have the most influence on the effectiveness of their strategy. As always, evaluations should be fully supported through the research conducted in AO3.

Unfortunately, the quality of the research undertaken for this unit was often weak and, therefore, the ability to develop a detailed evaluation was almost impossible.

Unit 16: Training and Development

The key to this unit is the link which candidates are able to build within their selected business. In order to complete the unit successfully, candidates need to be able to gain the following information:

- what competencies does the job the person they are going to interview require? – this is usually taken from job descriptions, person specifications
- what skills does the selected member of staff feel they have in relation to those stated on their job description/person specification?
- what skills does the selected member of staff feel they are lacking?
- what type of training would the potential employee feel would be beneficial to them?
- why does the selected business wish to upgrade the skills base of its staff? – what will be the ultimate benefits to the business?

Unfortunately, this information was not available to a wide variety of candidates who attempted this unit.

Assessment Objective One

Candidates should provide theoretical coverage of sections 16.2.2, the business context within which the strategy will take place; 16.2.5, production of an action plan – candidates need to focus on the different training methods and initiatives that businesses could use; and, finally, 16.2.6, evaluation of effectiveness. In order to help demonstrate depth and breadth, candidates could include generic examples to develop the overall content of their theory.

The majority of candidates sampled completed this section satisfactorily.

Assessment Objective Two

Candidates are required to produce training and development programmes for their two chosen functional areas. These must be directly related to their skills gap analysis conducted in AO3.

Candidates need to provide a detailed outline of exactly what their training programmes will entail. If they are intending to run 'internal courses' this should include information on the length of the course, aims and objectives, what workshops will take place, what these will entail and the learning outcomes for each. This is outlined in section 16.2.5. If candidates are recommending external training courses these should be fully explained.

The internal training programmes put forward for this series often lacked detail and did not directly link back to the research undertaken. They were often too general with very little description of what the training was hoping to achieve for the individuals or the business. Other candidates simply stated they would be sending employees on external courses. They failed to provide detailed descriptions of the aims and objectives of these courses, costs or the impact on the business.

Assessment Objective Three

Whilst planning their research, candidates must be aware of the different types of training programmes which are available. They should consider that different employees will have preferred styles of learning and, in order for training to be successful, an attempt must be made to meet these individual needs.

Candidates' primary research should focus on their skills gap analysis, analysing the short, medium and long term business objectives and management views on possible training.

Candidates' secondary research should focus on the different types of training which are available. They should analyse a variety of courses in order to either select a suitable external course or to help them create in-house courses of their own.

Unfortunately, the majority of candidates sampled had been unable to obtain sufficient information in order to produce a detailed and useful skills gap analysis. Often the information gained from their questionnaires was vague and did little to inform their final training and development programmes. Candidates were also unable to link their analysis of how meeting employees training needs would ultimately benefit the business.

Assessment Objective Four

This section evaluates how the effectiveness of the candidate's training and development strategy could be affected by internal and external constraints. Candidates should be encouraged to use the bullet points in section 16.2.6. In order to gain mark band 3, there must be evidence of prioritisation – which of the constraints does the candidate feel would have the greatest impact on the effectiveness of their training and development programme? Candidates

Reports on the Units take in June 2008

often considered how the internal influences would affect overall training within the selected business, rather than their own training strategy.

Within the portfolios sampled there was often very little linkage here back to research undertaken in AO3. Candidates were also unable to consider a possible chain of events, short and long term impacts of their proposed training and development programme.

Recommendations to Centres

- Please adhere to deadlines for submitting MS1 forms and candidate work to the appointed Moderator
- Please ensure that marks entered on MS1 forms match the marks awarded on the Unit Recording Sheet
- Please ensure that the total marks for all strands of a unit are correctly totalled on the Unit Recording Sheet
- Please ensure that all sections of the Unit Recording Sheet have been completed accurately including candidate number, Centre number, teacher comments and location of evidence.
- Where there are 10 or fewer candidates for any unit, send all the candidate portfolios with the MS1 forms to the Moderator.
- If assignments are used, please include copies of assignment briefs with the work of the candidates
- Assessors should provide clear written feedback to candidates, including what has and what has not been achieved.
- Candidates should be encouraged to adapt a structured approach to their work and present evidence clearly, eg. use of headings, page numbers and a contents sheet.
- Please include page numbers within the location section of the Unit Recording Sheet.
- Please encourage the use of Assessor annotation of candidate work.
- Please ensure that Assessors check the authenticity of evidence. Pages downloaded from the Internet do not constitute evidence.
- Ensure that internal moderation is carried out prior to external moderation.

F248 Strategic decision-making

General Comments

Most candidates clearly found much of this paper very accessible and had a good grasp of the main issues in the case study. Given that this paper has existed in a broadly similar format for a few sessions now (two or three strategic options to choose from, a large evaluative question, 10 or so marks worth of numeracy, etc.), it was surprising that candidates did not perform better than they did. It is essential that teachers fully utilise the past papers as they give an excellent guide as to style of questions, format and the general level of what is expected. Evaluation (in context) proves to be problematic for nearly all candidates and it is clear that some Centres have not prepared their candidates in terms of the case study or, indeed, some aspects of the specification. It goes without saying that this massively disadvantages candidates. There were few problems with time – most candidates needed and used the space at the back of the booklet and many used extra paper, so much did they have to say on the 20 mark question.

Comments on Individual Questions

- 1(a) This part of the question was generally well answered. Those candidates who were vague or who did not expand their answer scored one mark. Very few scored zero.

Allowances were made here with regards to what constitutes a 'strategic' objective, but no allowance could be made for the 'first year of trading'. Many candidates ignored this and gave objectives which were feasible over time, but not in a small company's first year. Therefore, 'expansion' was ruled out absolutely.

- 2(a) This part of the question was very well answered.

Candidates knew many problems of high labour turnover and this gave access to some straight forward marks. However, to access the second and third levels candidates had to use the context. This is specific to expedition leaders and here marks tended to be dropped. It is essential that candidates pick up on the specifics of the case and use the context – good expedition leaders are rare and hard to train – this is vital context to use in this part of the question.

- 3(a) Candidates tended to score two marks or zero, usually two marks.

- 3(b) Again, candidates generally knew how to complete the ARR calculation or they did not. Most did well on both methods of investment appraisal.

- 3(c) While the calculations proved relatively straight forward, the disadvantages did not. Very few candidates knew the disadvantages which are the most obvious downsides to these methods and plumped for general 'inaccuracies when predicting the future' type of responses. These were given one mark out of two.

- 4(a) As Principal Examiner I did not find one candidate who clearly knew how to complete a decision tree. Decision trees are 'fair game' to be tested, but it was clear that just about all candidates had no idea as to how to complete one. Given that it is a relatively straight forward series of multiplications, additions and subtractions it seems remarkable that the modal mark, by a colossal margin, was zero. Centres need to spend more time on this aspect of the specification.

Reports on the Units take in June 2008

- 4(b) Many candidates had a fair attempt at analysing (but seldom in context) the uses of decision trees. Those who either misread the question or did not know the answer tended to write about the choices facing EETL, rather than about the use of the tool itself. As it is a strategic decision making paper it is usual to have one question on the use of a 'tool' – this will continue to be the case. There was a lot which candidates could write about, such as the difficulty of guessing probabilities when you have never operated in the cruise ship market, (for instance).
- 5(a) This part of the question was very well answered. The only candidates who lost marks did so because their suggestions were massively unrealistic or were vague (eg 'use your own money' – as a loan? shares?)
- 5(b) This part of the question tended to be well answered. Candidates generally knew a lot of external factors and marks only tended to be lost through either repetition or a lack of detail as to the impact on EETL's financial position (ie they did not entirely answer the question).
- 6(a/b) Many candidates scored full marks on this part of the question. Some, however, got confused between product development and market development. Some whole Centres had no idea what Ansoff's Matrix is.
- 6(c) A glance at past papers will tell Centres/candidates that a large strategic decision question is coming towards the end of the paper where the candidates will have to evaluate the options. Most, nearly all in fact, candidates analysed three options and gained access to Level 3. What they failed to do was to a) evaluate and b) use the quantitative information in any kind of meaningful way. There was plenty to use – investment appraisal calculations, decision tree information, capital costs, etc. – but very little was made of it. Those who did use numbers to make their choice and clearly evaluated between the options gained very high marks indeed. Some candidates are still only looking at one option, which naturally limits their marks.
- 7 Marketing is one key aspect of strategic decision making, but seems to have been glossed over by many Centres. Aside from the decision tree, this was the worst 'written' answer on the paper, and not, I suspect, a function of time constraints. In a marketing strategy we are essentially looking for a combination of the four Ps in such a coherent way that educational tours could be 'priced', the 'product' adapted, 'promoted' and with an appropriate channel of distribution such that it forms a neat marketing 'package'. Very few candidates adopted this approach. Some gave lists of promotional ideas (and were given credit for this), but many talked about marketing in general terms, target market segments, methods of research and so on, but not a coherent strategy. Centres need to focus on this element of the specification.

F256 Business law

General Comments

Examiners were looking to reward candidates who demonstrated a good knowledge of business law and who were able to apply relevant points to the vocational context of the case study. The need (highlighted in January 2008's Principal Examiner's Report to Centres) to provide a fully supported judgement for higher marked level of response questions has been well actioned by Centres. Good candidates would, after analysing both sides of an argument, make a judgement with clear reasoning as to why this judgement had been made, thus scoring very high marks on these types of question.

Whilst levels of evaluation and analysis showed distinct signs of improvement, the overall performance of candidates on this paper was disappointing. It was clear that there were significant gaps in candidate knowledge of business law; many areas of which had only recently been tested on previous papers, and should, therefore, have been very familiar to candidates. There was a noticeable lack of knowledge on the creation of EU legislation, business dissolution and the distinction between the provisions of the Partnership Act and the statements contained in a Deed of Partnership. It is worth remembering that knowledge of all areas of the specification may be tested under examination conditions.

Comments on Individual Questions

- 1(a)(i), The distinction between the provisions of the Partnership Act and the use (and, therefore, 1(a)(ii) purpose) of a Deed of Partnership needs to be carefully taught. Centres should make and candidates fully aware that in the absence of a Deed of Partnership the provisions of the 1(c) Partnership Act apply. The main purpose of Deed of Partnership is to overrule the Partnership Act and clarify partner positions. In response to 1 (a) many candidates incorrectly stated that a Deed of Partnership was required to make a partnership legal, thus scoring no marks. Confusion between the Act and the Deed also resulted in poor responses to 1 (a) ii and 1 (c), with a high proportion of candidates showing knowledge of both the Deed and the Act, but the wrong way round, eg. stating the amount of sick pay a partner could have as a provision of the Act, when it would, in fact, be a clause in the Deed.
- 1(b) This part of the question was well answered by candidates. The best responses not only explained that in the event of financial difficulty the partners' personal possessions were at risk but contextualised it to include reference to Penny and Clive.
- 1(d) This part of the question caused all candidates at particular Centres difficulty, possibly indicating incomplete coverage of the specification. Other Centres provided a mixture of responses with many candidates managing to score some marks by referring to partners having limited liability. A good response would have indicated that the law allowed all but one partner to have limited liability. Please note that the partnership does not have limited liability, just some of its partners.
- 1(e) Many very pleasing responses were seen to this level of response marked question. The best answers explained the advantages and disadvantages of becoming a partnership with reference to the case study, before giving a fully supported decision as to whether Penny's decision was correct or not. Good contextual comments included reference to Penny's need for finance to expand the shop floor so there would be more bicycles immediately available for purchase, the need for technical skills as Mike (the employee) was not too reliable, and references as to why choosing a brother as a partner may or may not be a good idea. Candidates who then decided whether Penny made the right decision with prioritised reasons scored the highest of marks, eg "...the

most limiting factor to Penny Farthing's future was that most bicycles had to be ordered in and customers are likely to want their purchase instantly and will simply visit another shop. Penny was right to take on a partner in order to obtain the additional finance to expand, this would alleviate the problem and give Penny Farthing more sales."

- 2(a) This part of the question was well answered with many candidates achieving full marks. Money back, free bikes and compensation were the most common answers.
- 2(b) This part of the question demanded knowledge of the Customer Credit Act. Responses were, in general, either extremely good or very poor, possibly indicating, once again, limited coverage of the specification by some Centres. Some candidates talked in general about the need to ensure that the customer had the ability to repay the credit, this was not what the question asked for. The question required knowledge of the demands the Act places on a business which offers credit - acceptable answers included needing a license, stating APR on advertisements, signing only when all details are complete, etc.
- 2(c)(i) Candidates displayed a wealth of knowledge of the provisions of the Data Protection Act but this question demanded more – it demanded practical ways in which Penny Farthing might be affected. The simplest of responses could obtain full marks (three per point), e.g. Data must not be kept longer than necessary (the provision) means that Penny Farthing must have a system in place to delete data at regular intervals, costing staff time and money.
- 2(c)(ii) This part of the question was once again a level of response question requiring candidates to weight up both sides and give a reasoned judgement on the overall effect of the Data Protection Act on Penny Farthing. Most candidates made a reasonable attempt at a summing up and conclusion. Sadly, many had missed the bold type in the question which clearly indicated that the question was in the context of Penny Farthing expanding further. Analytical and evaluative comments needed to be in the context of expansion in order to score marks.
- 3(a) Most candidates had a knowledge of the Consumer Protection Act and quickly keyed into the safety aspect scoring full marks. Candidates who performed less well invariably confused this Act with the Sale of Goods Act or the Trade Description Act.
- 3(b) A question on the process of the creation of an area of law is frequently asked. In this case, and not for the first time, the question was asking about the creation of EU legislation. It was very apparent that many candidates did not have a clue as to how such legislation is formed, many confusing it with the creation of an Act of Parliament. Some candidates managed a passing reference to the role of the European Parliament or the Council of Ministers, but responses were generally very poor.
- 3(c) By the way of contrast this part of the question was answered extremely well. Candidates were generally able to weigh up the evidence and, in most cases, reached a reasoned conclusion, thus working their way up the level of response marks. The question required the candidates to discuss the case and make an overall decision (with prioritised reasons) as to what extent Penny Farthing would or would not be found liable.

Reports on the Units take in June 2008

- 4(a)(i) Intellectual property rights was a concept brought into the Business Law specification and relatively recently and pleasingly this year, for the first time, we saw that most candidates were able to provide a good response to this question, with many obtaining full marks on both parts of the question. Candidates who did less well confused trade marks with copyright and, therefore, wrote about protecting designs and inventions, rather than creating a symbol or emblem which uniquely identifies a business or brand.
- 4(a)(ii) Questions on business dissolution have often been set. This question was in the context of the case study and, therefore, the dissolution of a partnership. It was clear that some Centres may not have given full attention to this aspect of the specification which is disappointing. Many candidates discussed how to look for a new buyer or how to alter the Deed of Partnership to remove Penny, neither type of response achieving any marks. Candidates, ideally, would have discussed voluntary dissolution by the partners - follow the principles laid out in the Deed, pay back creditors, divide capital, etc - but would not have been penalised for going down the court route.

F257 Managing risk in the workplace

General Comments

This paper was well received by candidates with the majority finishing the paper in the time provided. Centres appear to have prepared candidates well for strategic management questions and health and safety issues. However, there was a general lack of knowledge when candidates were asked to introduce their own legal knowledge in response to validating the legal standpoint of employers or employees in the text. Focus on this area will increase the students ability to develop higher grades in future exams.

Comments on Individual Questions

- 1(a) A straightforward definition question which saw the majority of candidates attract both marks.
- 1(b) Many candidates were able to identify two health and safety issues but few applied their answer to the case study.
- 1(c) I was pleased to see that many candidates had no problems in identifying the steps in a risk assessment, although many did not apply the steps to this case.
- 2(a) Most candidates were able to identify and develop their answers on the effects of stress but only stronger candidates put this in context.
- 2(b) A good source of marks with most candidates able to identify causes of Dave's accident.
- 2(c)(i) Candidates' technical knowledge of this common act seemed weak. More time needs to be given to the legal aspects of health and safety in Centres to improve candidates' examination performance.
- 2(c)(ii) Predictably, candidates performing poorly on question 2(c)(i) were unable to display a knowledge of other laws or regulations. This represented a significant loss of marks for some candidates.
- 2(d) Candidates who took the time to read the question performed well here. However, some candidates simply outlined the benefits of contingency planning and scored zero marks. Candidates need to take note of the mark allocation in order to identify when to apply knowledge to the case.
- 2(e) This evaluative question required candidates to discuss the legal stand point of a claim against CCL. Better candidates were able to discuss both sides (employer and employee) of the case in order to judge the likelihood of the claim being successful. Weaker candidates simply repeated information from the text, therefore, limiting their marks.
- 3(a) A well managed strategic risk question allowing many candidates to analyse the strategic risks of backwards vertical integration. Higher ability candidates used theory such as Ansoff's Matrix to formulate strong arguments culminating in good evaluation. A few candidates' answers simply reflected the health and safety risks of the purchase, therefore, restricting their discussion.

Reports on the Units take in June 2008

- 3(b) Industrial action has always been part of this paper and I was pleased to see that candidates were able to identify a range of industrial actions. However, many candidates did not put this in to the context of the case study, therefore, limiting their marks.
- 4(a)(i) As with previous law papers, candidates seemed unable to demonstrate a working knowledge of the legal content of the specification. As such, on this knowledge question many candidates scored one out of three marks.
- 4(a)(ii) Candidates answers to this two part, six mark question were similar to other questions of this type. Although candidates could identify health and safety risks, they did not apply their answer to the case study scenario and so often scored two out of a possible six marks.
- 4(b)(i) Candidates had a good grasp of possible injuries occurring from computer based work and frequently gained full marks.
- 4(b)(ii) Candidates were frequently able to develop their answer from question 4(b)(i) and produce good working solutions to avoid injury. Candidates performed well here as on other health and safety related questions.
- 5 This question used tables and a chart in order to provide candidates with easily comparable data. Many candidates compared data sets to draw informed conclusions. However, weaker candidates repeated the data from each option without relating the machines' benefits and problems to the large order which needs to be satisfied. Therefore, this type of answer did not fully answer the question.

Grade Thresholds

Applied GCE (Applied Business) (H026/H226/H426/H626)
June 2008 Examination Series

Coursework Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F240	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
F241	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
F244	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
F245	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
F246	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
F247	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
F249	Raw	50	43	38	33	28	24	0
	UMS	100	80	70	60	50	40	0
F250	Raw	50	43	38	33	28	24	0
	UMS	100	80	70	60	50	40	0
F251	Raw	50	43	38	33	28	24	0
	UMS	100	80	70	60	50	40	0
F252	Raw	50	43	38	33	28	24	0
	UMS	100	80	70	60	50	40	0
F253	Raw	50	43	38	33	28	24	0
	UMS	100	80	70	60	50	40	0
F254	Raw	50	43	38	33	28	24	0
	UMS	100	80	70	60	50	40	0
F255	Raw	50	43	38	33	28	24	0
	UMS	100	80	70	60	50	40	0

Examined Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F242	Raw	100	77	68	59	50	42	0
	UMS	100	80	70	60	50	40	0
F243	Raw	100	76	69	62	56	50	0
	UMS	100	80	70	60	50	40	0
F248	Raw	100	77	69	61	53	46	0
	UMS	100	80	70	60	50	40	0
F256	Raw	100	67	59	51	43	36	0
	UMS	100	80	70	60	50	40	0
F257	Raw	100	74	67	60	54	48	0
	UMS	100	80	70	60	50	40	0

Specification Aggregation Results

Uniform marks correspond to overall grades as follows.

Advanced Subsidiary GCE (H026):

Overall Grade	A	B	C	D	E
UMS (max 300)	240	210	180	150	120

Advanced Subsidiary GCE (Double Award) (H226):

Overall Grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
UMS (max 600)	480	450	420	390	360	330	300	270	240

Advanced GCE (H426):

Overall Grade	A	B	C	D	E
UMS (max 600)	480	420	360	300	240

Advanced GCE (Double Award) (H626):

Overall Grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
UMS (max 1200)	960	900	840	780	720	660	600	540	480

Cumulative Percentage in Grade

Advanced Subsidiary GCE (H026):

2713 candidates were entered for aggregation this series

A	B	C	D	E
3.21	14.11	35.63	61.00	81.22

Advanced Subsidiary GCE (Double Award) (H226):

537 candidates were entered for aggregation this series

AA	AB	BB	BC	CC	CD	DD	DE	EE
1.31	4.58	8.06	16.99	24.62	38.13	53.38	66.01	79.74

Advanced GCE (H426):

1915 candidates were entered for aggregation this series

A	B	C	D	E
4.22	19.62	44.11	69.21	89.48

Advanced GCE (Double Award) (H626):

631 candidates were entered for aggregation this series

AA	AB	BB	BC	CC	CD	DD	DE	EE
1.21	6.57	12.63	20.59	32.18	46.71	64.36	79.07	88.06

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

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