



Accredited



Specification

Level 1/2 Cambridge National Award in Business (60 glh)

Level 1/2 Cambridge National Certificate in Business and Enterprise (120 glh)

September 2012

OCR
Oxford Cambridge and RSA

Cambridge Nationals are vocationally related qualifications that take an engaging, practical and inspiring approach to learning and assessment.

They're industry relevant, geared to key sector requirements and very popular with schools and colleges because they suit such a broad range of learning styles and abilities.

Created to bring together the Wolf Report recommendations and industry need

The Cambridge Nationals in Business and Enterprise have been founded upon the recommendations of the Wolf Report and created in partnership with teachers and education specialists. This collaborative approach has resulted in qualifications that offer students a solid foundation for their future studies and careers.

Cambridge Nationals and Cambridge Technicals – How they differ

Cambridge Nationals in Business and Enterprise are targeted at 14-16 year olds in a school environment. They're available as an Award and a Certificate, with the Certificate being the same size as a GCSE. They use both internal and external assessment and meet the DfE's requirements for attainment tables and headline performance measures.

Cambridge Technicals are targeted at students aged 16+ in either a school or FE environment. They allow for greater flexibility with the choice of units that make up the qualification and are both internally and externally assessed. In addition, the Level 3 qualifications have UCAS points, supporting progression to HE.

A few good reasons to work with OCR

- You can enjoy the **freedom and excitement** of teaching Business and Enterprise qualifications that have been developed to help you inspire students of all abilities
- We've built specifications **with you in mind**, using a clear and easy-to-understand format, making them straightforward to deliver
- Our **clear and sensible assessment** approach means that assessment material and requirements are clearly presented and sensibly structured for you and your students
- **Pathways for choice** – we have the broadest range of vocational qualifications, and Cambridge Nationals provide an ideal foundation for students to progress to more advanced studies Business and Enterprise related careers
- **Working in partnership to support you** – together with teachers, we've developed a range of practical help and support to save you time. We provide everything you need to teach our specifications with confidence and to ensure that your students get as much as possible from the programme of learning
- Cambridge Nationals are **supported with new innovative support products** and training – to help you get started, prepare to teach and share best practice

Sign up to teach – let us know you will be teaching this specification to ensure you receive the support you need. Simply visit www.ocr.org.uk/cambridgenationals for more information.



OCR Cambridge Nationals in Business and Enterprise

Business skills are essential for success in employment and provide fundamental knowledge required by employers, in addition to providing transferable skills for future study. Cambridge Nationals deliver these skills and understanding, effectively engaging and inspiring students of all abilities to achieve.

The Cambridge Nationals in Business and Enterprise consist of two qualifications: the Award in Business (60 glh comprising two units) and the Certificate in Business and Enterprise (120 glh comprising three units).

| Units | Assessment Method | GLH | Award 60 GLH | Certificate 120 GLH |
|---|-------------------------------------|-----|--------------|---------------------|
| R061: Introduction to business | Written paper – 1 hour | 30 | M | M |
| R062: Planning for work | Centre assessed task, OCR moderated | 30 | M | M |
| R063: Setting up and running an enterprise | Centre assessed task, OCR moderated | 60 | N/A | M |

Key: M = mandatory unit

Assessment and moderation

We've introduced external assessment. Unit R061 contains a written paper which is set and marked by OCR. Units R062 and R063 will be moderated by OCR and we will provide model assignments for both.

Simple and sensible certification

Units are graded Pass, Merit or Distinction for Level 1. Level 2 students have the same grades, but with a new grading of Distinction* to inspire students to achieve more.

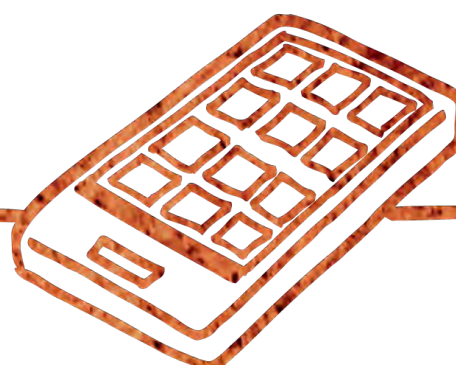
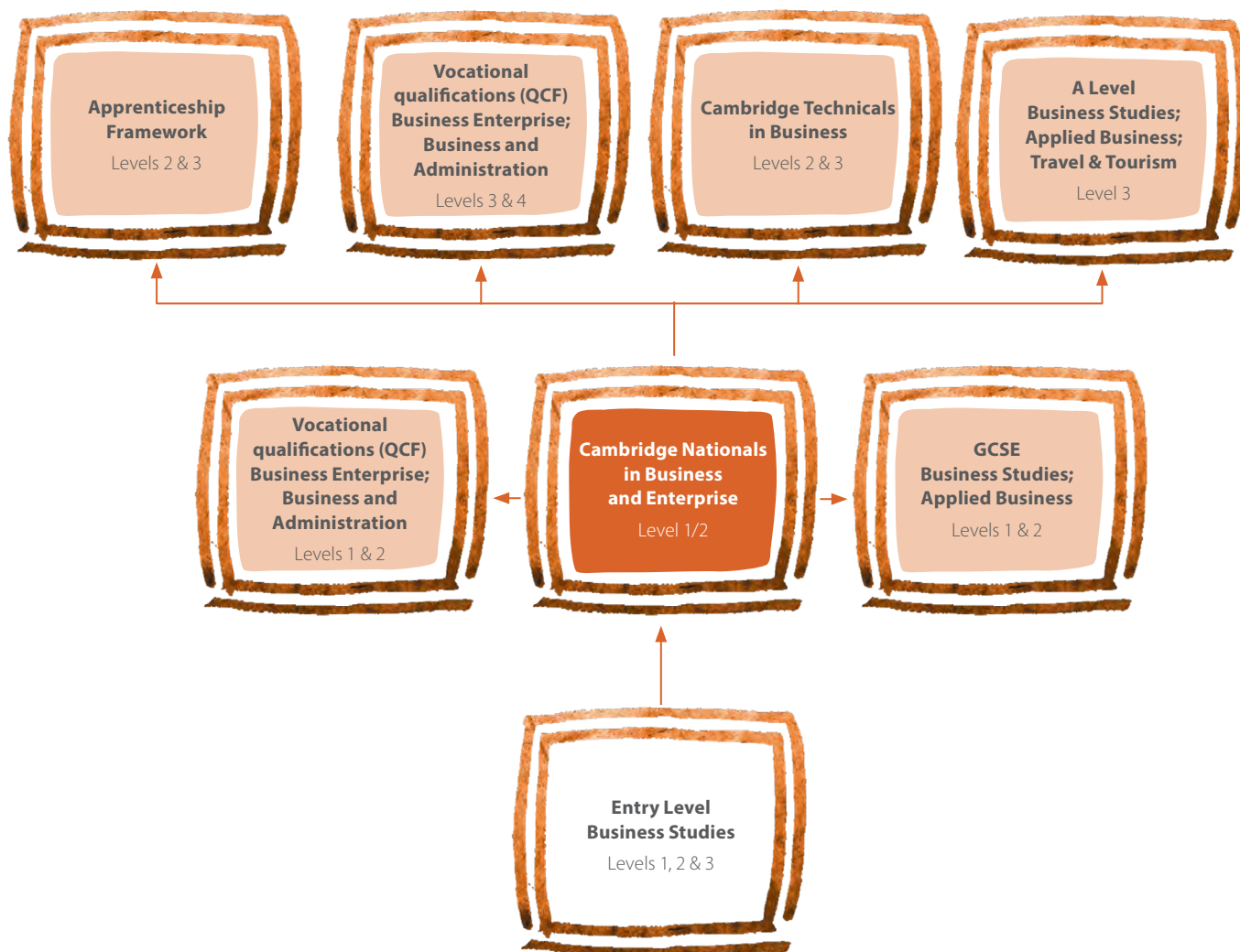
The seven characteristics for attainment tables

Seven characteristics will be necessary for vocational qualifications that are included in future attainment tables. The seven characteristics are:

- **Appropriate size:** The Certificate is 120 glh, meeting the requirement for size
- **Detailed grading:** Cambridge Nationals from OCR are graded Pass, Merit and Distinction for Level 1, and Pass, Merit, Distinction and Distinction* for Level 2
- **External assessment of at least 20%:** The Cambridge National Certificate (120 glh) includes 25% of external assessment
- **Synoptic assessment:** The breadth of the content within Cambridge Nationals ensures that students achieve a broad level of knowledge and experience which can then be applied in different contexts
- **Progression:** Students can progress either to Cambridge Technicals Level 2 and Level 3 or via the traditional A and A/S Level route
- **Proven track record:** With over 3,000 centres and over 1.5 million registrations to date, OCR has a proven track record in providing vocational qualifications
- **Appropriate content:** The content for each qualification was developed in partnership with students, centres, educational specialists and industry-specific experts.

Next steps for your students – future progression to other qualifications

The Cambridge Nationals in Business and Enterprise provide an opportunity for your students to progress to a wide range of general and vocational qualifications.



Continuing Professional Development (CPD) and learning resources

Our support is carefully designed to help you at every stage, from preparation through to the delivery of our specifications.

Continuing Professional Development (CPD)

As with all our qualifications, there will be a range of events and activities to support you. The reputation of our Professional Development is second to none and we will continue to build up our reputation in providing exemplary support.

To keep up to date visit www.ocreventbooker.org.uk

Learning resources are an important part of any qualification and the Cambridge Nationals are no exception. We have developed a suite of support and learning resources that provide what teachers tell us they want.

We've worked in partnership with teachers and education specialists to develop ideas and ensure that there is a range of tasks that suit differing levels and abilities of students.

By working in this collaborative way, we have ensured that our range of resources support classroom activities, from lesson planning and teaching to monitoring student progression and success.

This includes our 'teaching links', offering additional resource information, and teaching tools such as games and activities directly linked to some units.

Other resources include:

- Administration guides and tools that include online tools and a progress tracker
- Sample assessment materials
- Teaching packs, including introductory unit presentations

These resources are free and available from www.ocr.org.uk



Preparing for first teaching

Adopting a new specification can appear daunting. There's quite a lot of information to weigh up: the demands of the course, the quality of support, and the needs and expectations of teachers and candidates. Here's some advice to help you make the best decision.

7 Steps to First Teaching



MAKE THE MOST OF THE OCR WEBSITE

The unit specifications will be available online. While the overall programme of study might be familiar, it's important to check each unit specification to make sure that you're happy with the learning outcomes, knowledge, understanding and skills.



TAKE A TOUR OF THE SAMPLE ASSESSMENTS

They give a clear idea about the type of tasks to be undertaken. OCR will provide model assignments for centre assessed units (R062 and R063). They can be used directly or adapted to suit your needs.



MAKE GOOD MARKING DECISIONS

The specification contains information on performance indicators, which indicate the level of attainment associated with grades, marking criteria glossary of terms and guidance on assessment for you to use in addition to the marking criteria to support your marking decisions.



GET SOCIAL

Visit our social media site (www.social.ocr.org.uk). By registering, you'll have FREE access to a dedicated platform where teachers can engage with each other – and OCR – to share best practice, offer guidance and access a range of support materials produced by other teachers, such as lesson plans, presentations, videos and links to other helpful sites.



ENJOY SUPPORT AND GUIDANCE

It's wise to review our Report to Centres for generic guidance and explore the summary of key issues from previous assessment series. These will be available on the OCR website once the qualifications have been through their first cycle of assessment.



GET GREAT TRAINING

Check OCR's website to see if there is a convenient course available. OCR's Professional Development courses are an excellent way to get practical advice on the best ways to deliver Cambridge Nationals.



EXPLORE EXTERNAL WEBSITES

It's often worthwhile carrying out an internet search to see if there is any free or paid-for resource material available. But please always check that whatever material you incorporate into your teaching meets the qualification's assessment requirements.

OCR Cambridge Nationals in Business and Enterprise

Level 1/2 Cambridge National Award in Business (60 GLH) J804

**Level 1/2 Cambridge National Certificate in Business and Enterprise
(120 GLH) J814**

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Introduction to Cambridge Nationals in Business and Enterprise

1.1 Qualification aims

The Cambridge Nationals in Business and Enterprise will offer opportunities to develop business skills demanded by employers in the UK today. They will enhance the learner's readiness for the world of work by developing transferable skills such as planning, research and analysis, working with others and effective communication. These qualifications will challenge all learners, including high attainers, by introducing them to demanding new materials and skills. They will encourage independence and creativity, and provide tasks that engage with more taxing aspects of the National Curriculum (including business planning, detailed self-assessment and analytical review skills).

These qualifications will assess the application of business skills through their practical use, and an understanding of business and enterprise through both practical and knowledge-based activities. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects, with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The Cambridge Nationals in Business and Enterprise have been designed to provide opportunity for synoptic delivery and assessment across all three units. As a result, learning outcomes have real connections across and between units, allowing a holistic approach to delivery. Whilst these identified connections are made clear within this document, there may well be others that can be made, through developing engaging and innovative delivery.

Whilst centres are free to deliver the units in any order they choose, OCR strongly recommends that for the Cambridge National Certificate in Business and Enterprise, R063: *Setting up and running an enterprise* is delivered after completion of R061 and R062, to bring together the knowledge, understanding and skills developed by the learner during the course of the qualification.

This specification contains OCR's Cambridge National Award in Business and OCR's Cambridge National Certificate in Business and Enterprise for first teaching from September 2012.

1.2 Qualification summary

The Cambridge Nationals in Business and Enterprise comprise two qualifications:

The OCR Level 1/2 Cambridge National Award in Business consists of two mandatory units.

The OCR Level 1/2 Cambridge National Certificate in Business and Enterprise consists of three mandatory units.

1.3 Guided learning hours (GLH)

The OCR Level 1/2 Cambridge National Award in Business requires 60 GLH in total.

The OCR Level 1/2 Cambridge National Certificate in Business and Enterprise requires 120 GLH in total.

1.4 Prior learning/attainment

Learners who are taking courses leading to either of these qualifications should normally have followed a corresponding Key Stage 3 Programme of Study within the National Curriculum.

1.5 Overview of the qualifications

| Units | Assessment method | GLH | J804 Award 60 GLH | J814 Certificate 120 GLH |
|---|--|-----|----------------------|-----------------------------|
| R061: <i>Introduction to business</i> | Written paper OCR set and marked 1 hour – 60 marks (60 UMS) Learners answer all questions | 30 | M | M |
| R062: <i>Planning for work</i> | Centre assessed tasks OCR moderated Learners should spend approximately 8–10 hours on the assessment tasks 60 marks (60 UMS) | 30 | M | M |
| R063: <i>Setting up and running an enterprise</i> | Centre assessed tasks OCR moderated Learners should spend approximately 16–20 hours on the assessment tasks 60 marks (120 UMS) | 60 | n/a | M |

Key: M = mandatory unit

A bank of model assignments is available free of charge from the OCR website for the centre assessed units R062 and R063.

2.1 Guidance on unit content

Use of i.e./e.g. in unit content

The unit content describes what has to be taught to ensure that learners are able to access the highest marks.

Teachers will need to ensure that any modifications to tasks, from the bank of model assignments for the centre assessed units, do not expect the learner to do more than they have been taught, but they must enable them to access the full range of marks as described in the marking criteria.

For externally assessed units, where the content contains i.e. and e.g. under areas of content, the following rules will be adhered to when setting questions:

- a direct question may be asked where the unit content is shown with an i.e.
- where unit content is shown as an e.g., a direct question will not be asked about that example. Any questions relating to the area of content will offer learners the opportunity to provide their own relevant examples, as the unit has not specified which examples they should be familiar with.

2.2 Unit R061: Introduction to business

Aims

This unit will provide learners with knowledge and understanding of how different forms of business ownership operate. It will cover how businesses are run in terms of their form of ownership, the impact of external factors on business success, understanding the different objectives businesses may have, and the key functional areas within a business which enable it to operate effectively.

Many areas taught in this unit will also be built upon and additionally assessed in an applied context in unit R063, such as; business objectives, finance, marketing, production/operations, human resources and external factors. This may well influence the way this unit is chosen to be delivered.

Learners will be taught different forms of business ownership and consider which of these forms of ownership are appropriate for different forms of business. They will be introduced to the concept of business objectives and understand how, and why, they are important to a business, and indeed why they may change over time.

Learners will also look at factors which impact on small, medium and large businesses such as basic social and economic factors and understand the restrictions that these factors place on business activity. They will also begin to consider how a business operates in terms of its key functional areas and the specific activities and responsibilities within each area.

The unit encourages learners to take the knowledge they have acquired from the teaching, and investigate how this relates to businesses in the real world. The external assessment will draw on the learners' research and assess what they have learned, in an applied context, to a fictional business.

On completion of this unit, learners will have developed analytical and evaluative skills by conducting research on real businesses and applying this in the examination so that they have an understanding of business operations and their application in a realistic context. The skills and knowledge acquired by completing this unit will be transferable to further learning in their qualification, in terms of being able to apply business knowledge to enterprise activities in other units. It will also assist learners entering the world of work in terms of understanding how businesses operate.

Learning Outcome 1: Understand business ownership

For the purpose of this unit, the different forms of business ownership are:

- sole trader
- partnership
- public limited companies (plc)
- private limited companies (Ltd).

Learners must be taught:

- the characteristics of each form of business ownership
- the benefits and drawbacks of each form of business ownership
- reasons for changing from one form of business ownership to another
- the suitability of each form of business ownership for trading locally, nationally and internationally.

Learning Outcome 2: Understand business objectives

Learners must be taught:

- the purpose of business objectives
- different types of business objective, i.e.:
 - profit
 - social benefit (e.g. charities)
 - sales
 - market share
 - to provide effective service to the public
 - survival
 - growth
- why business objectives may change over time
- the importance of business planning
- the impact of change on business objectives.

Learning Outcome 3: Understand key functional areas of business

Learners must be taught key concepts in:

- finance, i.e.:
 - raising finance
 - costs, revenue and profit
 - cash flow
 - break-even
- marketing, i.e.:
 - market segmentation
 - market research, i.e.:
 - primary market research
 - secondary market research
 - the activities carried out within marketing to create the marketing mix, i.e.:
 - product
 - price
 - promotion
 - place
- production and operations, i.e.:
 - producing goods and services
 - quality control
 - resource control
 - logistics
- human resources management, i.e.:
 - recruitment
 - training
 - retention
 - pay
 - working conditions
 - performance management.

Learning Outcome 4: Understand how external factors impact on businesses

Learners must be taught:

- the external factors which impact on a business, i.e.:
 - social (e.g. demographics)
 - technological (e.g. emerging technologies, internet)
 - environmental (e.g. greener working practices, green consumerism)
 - ethical (e.g. moral issues, corporate social responsibility)
 - political (e.g. change in government)
 - legal (e.g. health and safety, minimum wage, copyright)
 - economic (e.g. recession/recovery).

Learners must be taught how:

- external factors impact on business objectives, i.e.:
 - impact on profit
 - impact on social benefit
 - impact on sales
 - impact on market share
 - impact on providing effective service to the public
 - impact on survival
 - impact on growth.

Assessment guidance

During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of **analysis** and **evaluation** in particular contexts.

Links between units and synoptic assessment

1. LO2 (Understand business objectives) can be applied in the context of an enterprise in R063 LO2.
2. LO3 (Understand the key functional areas of business) can be applied in the context of an enterprise in R063 LO2 and LO3.
3. LO3 (Understand key functional areas of business) can be applied to the research of organisations and job roles undertaken in R062 LO1.
4. LO4 (Understand how external factors impact on businesses) can be applied in the context of an enterprise in R063 LO1.

2.3 Unit R062: Planning for work

Aims

This unit will provide learners with skills and knowledge which will assist them with planning for their future career and preparing for entering the world of work. Learners will gain an understanding of job roles within businesses, they will take part in the recruitment process, and they will evaluate how they currently see themselves in terms of their career aims. They will then create a career plan to help them understand how to achieve these aims.

They will learn why it is important for businesses to recruit the right staff with the right skills in order to produce goods/services to meet customer requirements. They will also learn about the recruitment process, including finding out about job descriptions, person specifications and how these are used by businesses to recruit. Learners will gain knowledge of how businesses use these tools, and then go on to use this knowledge as applicants. They will learn techniques for self-assessment, how to identify employment areas of interest to them and how to match job role requirements to their own self-assessment. They will learn how to apply for a job and how to produce a career plan. Learners will be able to use this work as a basis to plan for future employment opportunities.

On completion of this unit, learners will be equipped with the skills and knowledge to help them plan for employment. It will also provide them with knowledge of the different roles which are available in a business enterprise. This has direct links to unit R063: *Setting up and running an enterprise*, where the learner's awareness of their own skill-set, in relation to different roles and responsibilities within an enterprise, is key.

Learning Outcome 1: Be able to assess the requirements of job roles

Learners must be taught:

- how and why businesses recruit.

Learners must be taught how to:

- find out about job roles in different areas of employment
- find out about current working practices (e.g. self-employed, office-based, homeworking, remote working and use of technology)
- identify suitable job roles
- identify skills and experience required by employers.

Learning Outcome 2: Be able to take part in the recruitment process as an applicant

Learners must be taught how to:

- assess own characteristics, i.e.:
 - business skills
 - competencies
 - attitudes
 - personality traits
 - aspirations
- produce a CV (curriculum vitae)
- complete an application form, i.e.:
 - paper-based
 - online
- create an application cover letter
- plan for job interview, i.e.:
 - research employer
 - identify potential interview questions and answers
 - identify potential questions to ask at interview
 - incorporate other relevant information, (e.g. journey to interview, appropriate attire, guidelines for online interview).

Learning Outcome 3: Be able to plan for a career

Learners must be taught how to:

- evaluate own performance, i.e.:
 - review a self-assessment
 - suitability of chosen job role
 - suitability of own application documentation
 - suitability of interview planning
- produce a personal career plan, i.e.:
 - SMART (specific, measurable, attainable, realistic, timely) targets
 - achievements
 - skills gaps
 - training needs.

Links between units and synoptic assessment

1. LO1 (Be able to assess the requirements of job roles) links to knowledge of key functional areas (i.e. human resources – recruitment) developed in R061 LO3.
2. LO2 (Be able to take part in the recruitment process as an applicant) can be applied in R063 LO3.
3. LO3 (Be able to plan for a career) can be applied in R063 LO5.

2.4 Unit R063: Setting up and running an enterprise

Aims

This unit will provide learners with an understanding of enterprise activities in a business context. The learner will develop skills which will help to: identify and plan enterprise activities, contribute towards the implementation of an enterprise activity, and review both their own contribution to the enterprise and how successful the enterprise activities were.

The teaching and assessment of this unit builds on many of the areas covered in unit R061, including the external factors that affect business enterprises, the key functions of business (finance, marketing, production/operations and human resources), and their relevance to an enterprise activity. It also builds on the skills developed in unit R062 when skill-sets are matched to roles, and encourages the application of these skills during the planning stages of an enterprise.

Learners will look at what an enterprise activity is and factors which make one viable. They will be able to identify any constraints which may affect the success of an enterprise and consider how to overcome these. Learners will be encouraged to generate their own innovative ideas for an enterprise activity, which if deemed viable, will form the basis for the rest of this unit.

The unit encourages learners to work collaboratively and will enhance their communication, presentation, team-working and negotiation skills. It also develops time-management and project planning skills, skills that will help learners relate what they are learning in the classroom to the real world of work. Learners will have the opportunity to take on different roles and tasks within the enterprise activity, encouraging them to work towards both team objectives and to manage individual areas of personal responsibility. Although activities may be largely team-based, it is the learner's individual contribution to the enterprise activity which will be assessed. It is therefore important that each learner is aware of how each separate business function operates and how these functions must co-ordinate with each other to ensure the overall success of the enterprise.

On completion of this unit, learners will have identified and planned an enterprise activity, and then gone on to implement these plans. They will have developed evaluative skills by conducting a thorough review of both their own contribution to the activity and of the enterprise itself, identifying areas for improvement. The skills and knowledge acquired by completing this unit will be transferable to further learning or the world of work – project planning, time-management, creative thinking, teamwork and decision-making are all highly-valued attributes in both areas.

Learning Outcome 1: Be able to select viable enterprise activities

Learners must be taught:

- what an enterprise activity is, and the different forms it may take (e.g. production, web-based services, events)
- the factors which help to make an enterprise activity viable, i.e.:
 - differentiation of product or service
 - availability of resources
 - competitiveness
 - break-even.

Learners must be taught how to:

- generate and research business enterprise ideas, i.e.:
 - use idea-generation techniques (e.g. mind mapping, brainstorming, storyboarding)
 - conduct SWOT (strengths, weaknesses, opportunities, threats) analysis
 - analyse own research findings
 - make decisions based on analysis.

Learning Outcome 2: Be able to plan enterprise activities

Learners must be taught how to:

- formulate business plans, i.e.:
 - protecting a business idea
 - identifying target market
 - researching target market
 - setting business objectives
 - setting price
 - developing promotional activities (e.g. advertising, special offers)
 - considering staffing requirements
 - estimating costs and revenue
 - operational considerations (e.g. identifying suppliers, location).

Learning Outcome 3: Be able to implement enterprise activity plans

Learners must be taught how to:

- organise and run formal and informal meetings, i.e.:
 - time-management
 - facilitating discussion.

Learners must be taught:

- business communication skills, i.e.:
 - verbal
 - remote communication (e.g. video conferencing, webcams, telephone)
 - written business documentation (e.g. agenda, minutes of meeting, short report, email, notice (memo), business presentation).

Learners must be taught how to:

- create a project implementation plan, i.e.:
 - dividing projects into manageable stages
 - allocating tasks/roles
 - allocating resources
 - setting targets for individuals and teams
 - contingency planning.

Learning Outcome 4: Be able to contribute to the running of enterprise activities

Learners must be taught how to:

- collaborate with others to achieve objectives (e.g. resolving differences, negotiation, delegation, giving and receiving advice and instructions, giving constructive feedback)
- monitor progress of activities against plans
- address issues as they arise, i.e.:
 - customer service issues
 - resource issues (e.g. staff, raw materials).

Learning Outcome 5: Be able to review the success of enterprise activities

Learners must be taught how to:

- review, using a range of sources of evidence (e.g. self assessment, feedback from others, financial records, minutes from meetings)
- compare the outcomes of enterprise activities with objectives
- evaluate level and quality of own contribution to the success of enterprise activities (e.g. achievements, attitudes, behaviours, capabilities)
- identify potential improvements to activities.

Links between units and synoptic assessment

1. LO2 (Be able to plan enterprise activities) links to knowledge of business objectives in R061 LO2.
2. LO2 (Be able to plan enterprise activities) and LO3 (Be able to implement enterprise activity plans) links to knowledge of key functional areas in R061 LO3.
3. LO1 (Be able to select viable enterprise activities) links to knowledge of external factors in R061 LO4.
4. LO3 (Be able to implement enterprise activity plans) links to the ability to assess personal characteristics, developed in R062 LO2.
5. LO5 (Be able to review the success of enterprise activities) links to the ability to evaluate own performance in R062 LO3.

Assessment of Cambridge Nationals in Business and Enterprise

3

3.1 Overview of the assessment in the Cambridge Nationals in Business and Enterprise

| Entry code | Qualification title | GLH | Reference |
|---|---|-----|------------|
| J804 | OCR Level 1/2 Cambridge National Award in Business | 60 | 600/5079/2 |
| Made up of: Units R061 and R062. | | | |
| J814 | OCR Level 1/2 Cambridge National Certificate in Business and Enterprise | 120 | 600/5080/9 |
| Made up of: Units R061, R062 and R063. | | | |

Unit Details

Unit R061: *Introduction to business*

30 GLH
1 hour written paper
60 marks (60 UMS)
OCR set and marked

This question paper:

- will be based on learners' knowledge and understanding acquired through the unit learning
- contains questions which will be based on a pre-released research brief
- consists of four sections, each comprising short answer and extended response questions.

Unit R062: *Planning for work*

30 GLH
Approximately 8–10 hours internal assessment
60 marks (60 UMS)
Centre assessed and OCR moderated

The centre assessed task:

- will be based on a model assignment*
- will be based on learners' own research of employment areas and job roles
- will assess the quality of written communication.

Unit R063: *Setting up and running an enterprise*

60 GLH
Approximately 16–20 hours internal assessment
60 marks (120 UMS)
Centre assessed and OCR moderated

The centre assessed task:

- will be based on a model assignment*
- will be based on learners' work towards an agreed enterprise activity
- will assess the quality of written communication.

To claim the Certificate (120 GLH), learners must complete unit R061, unit R062 and unit R063.

*A bank of model assignments is available free of charge from the OCR website for the centre assessed units R062 and R063.

3.2 Links between units and synoptic assessment

The Department for Education (DfE) has recently announced that only those qualifications that provide evidence of synoptic assessment that demonstrates pupils' broad understanding of what they have studied in their courses will be counted in the school attainment tables.

This qualification is designed with that requirement in mind. It has been written in a way that allows learners to sequentially build up their knowledge, understanding and skills between the units and over the course of their programme of learning, which will support them in the assessment of their units.

While we will not prescribe in which order the units are assessed, it is important to be aware of the links between units and the requirement for synoptic assessment so that the teaching, learning and assessment can be planned accordingly; then when being assessed learners can apply their learning in ways which show they are able to make connections across the qualification.

Synoptic assessment is included in unit R063.

This specification will support synoptic assessment by:

- showing teaching and learning links between the units across the specification
- giving guidance, with the marking criteria for the centre assessed units, about where learners could apply the knowledge and understanding from other units to improve their performance.

This qualification supports synoptic learning and assessment by employing the following principles:

- to provide content that will allow for holistic delivery and the application of prior or concurrent learning
- to enable learners to demonstrate an ability to use and apply a range of different methods and/or techniques
- to provide assessment that encourages learners to put forward different ideas and/or explanations to support decisions they have made
- to develop learners' ability to suggest or apply different approaches to contexts, situations
- to develop and assess learners' use of transferable skills
- to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses
- to enable learners to evaluate and justify their decisions, choices and recommendations.

R061 links to other units

1. LO2 (Understand business objectives) can be applied in the context of an enterprise in R063 LO2.
2. LO3 (Understand the key functional areas of business) can be applied in the context of an enterprise in R063 LO2 and LO3.
3. LO3 (Understand the key functional areas of business) can be applied to the research of organisations and job roles undertaken in R062 LO1.
4. LO4 (Understand how external factors impact on businesses) can be applied in the context of an enterprise in R063 LO1.

R062 links to other units

1. LO1 (Be able to assess the requirements of job roles) links to knowledge of key functional areas (i.e. human resources – recruitment) developed in R061 LO3.
2. LO2 (Be able to take part in the recruitment process as an applicant) can be applied in R063 LO3.
3. LO3 (Be able to plan for a career) can be applied in R063 LO5.

R063 links to other units

1. LO2 (Be able to plan enterprise activities) links to knowledge of business objectives in R061 LO2.
2. LO2 (Be able to plan enterprise activities) and LO3 (Be able to implement enterprise activity plans) links to knowledge of key functional areas in R061 LO3.
3. LO1 (Be able to select viable enterprise activities) links to knowledge of external factors in R061 LO4.
4. LO3 (Be able to implement enterprise activity plans) links to the ability to assess personal characteristics, developed in R062 LO2.
5. LO5 (Be able to review the success of enterprise activities) links to the ability to evaluate own performance in R062 LO3.

3.3 Grading and awarding grades

All results are awarded on the following scale:

- Distinction* at Level 2 (*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1)

The shortened format of the grade will be displayed on Interchange and some administrative documents provided by OCR. However the full format of the grade will appear on the certificates issued to learners.

The boundaries for Distinction at Level 2, Pass at Level 2 and Pass at Level 1 are set judgmentally. Other grade boundaries are set arithmetically.

The Merit (Level 2) is set at half the distance between the Pass (Level 2) grade and the Distinction (Level 2) grade. Where the gap does not divide equally, the Merit (Level 2) boundary is set at the lower mark (e.g. 45.5 would be rounded down to 45).

The Distinction* (Level 2) grade is normally located as far above Distinction (Level 2) as Merit (Level 2) is below Distinction (Level 2).

To set the Distinction (Level 1) and Merit (Level 1) boundaries, the gap between the Pass (Level 1) grade and the Pass (Level 2) grade is divided by 3, and the boundaries set equidistantly. Where this division leaves a remainder of 1, this extra mark will be added to the Distinction (Level 1)-Pass (Level 2) interval (i.e. the Distinction (Level 1) boundary will be lowered by 1 mark). Where this division leaves a remainder of 2, the extra marks will be added to the Distinction (Level 1)-Pass (Level 2) interval, and the Merit (Level 1)-Distinction (Level 1) interval, i.e. the Distinction (Level 1) boundary will be lowered by 1 mark, and the Merit (Level 1) boundary will be lowered by 1 mark.

For example, if Pass (Level 2) is set judgmentally at 59, and Pass (Level 1) is set judgmentally at 30, then Distinction (Level 1) is set at 49, and Merit (Level 1) is set at 39.

Grades are indicated on qualification certificates. However, results for learners who fail to achieve the minimum grade (Pass at Level 1) will be recorded as *unclassified* (U or u) and this is **not** certificated.

These qualifications are unitised schemes. Learners can take units across several different series. They can also re-sit units. Please refer to section 7.3 'Unit and qualification re-sits' for more information.

When working out learners' overall grades, OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A learner's uniform mark for each unit is calculated from the learner's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro-rata basis.

When unit results are issued, the learner's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 40/60.

The uniform mark boundaries for each of the assessments are shown below:

| Unit GLH | Max Unit Uniform Mark | Unit Grade | | | | | | | |
|-------------|--------------------------------|-----------------------|----------------------|----------------|---------------|----------------------|----------------|---------------|---|
| | | distinction* at L2 | distinction at L2 | merit at L2 | pass at L2 | distinction at L1 | merit at L1 | pass at L1 | U |
| 30 | 60 | 54 | 48 | 42 | 36 | 30 | 24 | 18 | 0 |
| 60 | 120 | 108 | 96 | 84 | 72 | 60 | 48 | 36 | 0 |

The learner's uniform mark for unit R061 will be combined with the uniform mark(s) for the centre assessed unit(s) to give a total uniform mark for the qualification. The learner's overall grade will be determined by the total uniform mark. The following table shows the minimum total mark for each overall grade:

| Qualification | Max Uniform Mark | Qualification Grade | | | | | | | |
|---------------|------------------------|-----------------------|----------------------|----------------|---------------|----------------------|----------------|---------------|---|
| | | Distinction* at L2 | Distinction at L2 | Merit at L2 | Pass at L2 | Distinction at L1 | Merit at L1 | Pass at L1 | U |
| Award | 120 | 108 | 96 | 84 | 72 | 60 | 48 | 36 | 0 |
| Certificate | 240 | 216 | 192 | 168 | 144 | 120 | 96 | 72 | 0 |

3.4 Performance descriptors

The performance descriptors indicate the level of attainment associated with Distinction at Level 2, Pass at Level 2 and Pass at Level 1. They are for use at awarding meetings. They give a general indication of the levels of attainment likely to be shown by a representative learner performing at these boundaries.

Performance descriptor – Distinction at Level 2

Learners will be able to work confidently and independently to create materials which reflect thoughtful planning, skilled development and perceptive evaluation.

They will be able to apply knowledge, understanding and skills in a variety of contexts – exploring, identifying, selecting and using a range of business skills to produce effective business solutions. They will be able to use a variety of business skills confidently, which will add value in the workplace and in higher education.

They will be able to produce work that is complete and coherent, demonstrating originality and depth of understanding.

They will be able to:

- recall a wide range of information regarding the effective performance of business
- understand and perceptively analyse business problems
- create solutions which demonstrate a detailed consideration of audience and are fit for purpose
- understand and use a wide range of business terminology correctly
- actively contribute to the implementation of enterprise activities with minimal guidance
- perceptively evaluate the impact of business
- demonstrate a wide range of research, analytical and evaluative skills
- work independently and manage time efficiently.

Performance descriptor – Pass at Level 2

Learners will be able to work with independence to create materials which reflect effective planning, development and evaluation.

They will be able to apply knowledge, understanding and skills – identifying, selecting and using a range of business skills to produce business solutions. They will be able to use a variety of business skills which will add some value in the workplace and in higher education.

They will be able to produce work that is complete and coherent, demonstrating independence and understanding.

They will be able to:

- recall information regarding the effective performance of business
- understand and analyse business problems
- create solutions which demonstrate consideration of audience and are generally fit for purpose
- understand and use business terminology correctly
- contribute to the implementation of enterprise activities with some guidance
- evaluate the impact of business
- demonstrate research, analytical and evaluative skills
- work independently to given timescales.

Performance descriptor – Pass at Level 1

Learners will be able to show evidence of independent work to create materials which have been planned, developed and evaluated.

They will be able to apply knowledge, understanding and skills in a limited range of contexts. They will have some understanding of how to identify, select and use business skills to produce business solutions. They will be able to use a basic range of business skills which will add limited value in the workplace and in higher education.

They will be able to produce work which demonstrates some evidence of independence and understanding.

They will be able to:

- recall some information regarding business performance
- understand business problems
- create solutions which demonstrate some awareness of audience and have a limited fitness for purpose
- use some basic business terminology
- contribute, with guidance, to the implementation of enterprise activities
- understand the basic impact of business
- demonstrate some research and evaluative skills
- work with guidance to given timescales.

3.5 Quality of written communication

Quality of written communication is assessed in all centre assessed units and is integrated in the marking criteria.

Learners are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use a suitable structure and style of writing
- use specialist terminology, where applicable.

This section provides guidance on the completion of the centre assessed units.

4.1 The centre assessed units

Each of the centre assessed units (R062 and R063) is designed to provide learners with the opportunity to build a portfolio of evidence to meet the learning outcomes for that unit.

We recommend that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate industrial contact, vocationally experienced delivery personnel, and real life case studies.

Units R062 and R063 are centre assessed and externally moderated by OCR. Centres can choose whether they would like moderation via the OCR Repository, postal or visiting moderation.

Appendix B of this specification contains assessment guidance for the centre assessed units, which should be referred to in conjunction with the unit content and marking criteria grids to inform delivery of the units. The assessment guidance aims to provide clarification regarding the scope of the learning required in specific areas of the units where this is felt to be beneficial.

4.2 Setting tasks for the centre assessed units

4.2.1 R062 and R063

A bank of model assignments is provided by OCR for units R062 and R063. Centres must select from the model assignments provided, to use when assessing their learners. The assignments will be available free of charge from the OCR website. Learners are able to work on the tasks anytime until the date the centre collects the work for internal assessment. OCR will review the model assignments annually which may result in an assignment being withdrawn and replaced. It is up to the centre to check the OCR website to see which model assignments are available to be used. We will give approximately 12 months' notice if a model assignment is to be withdrawn and replaced so that we do not disadvantage any learners who have already started working on an assignment that is to be replaced.

Centres can make modifications to the model assignments that OCR provides so that the assignment can be put within a local context that learners might relate to more easily, or to allow for differences in the materials, equipment and facilities available at different centres. Guidance on what can be modified is given in each assignment in the section 'Information for Teachers' under *Scope of permitted model assignment modification*. If modifications are made to the model assignment, whether to just the scenario or to both the scenario and tasks, it is up to the centre to ensure that all learning outcomes can be met and that learners can access the full range of marks.

The duration of the assessment is included in the guided learning hours for the unit. Guidance will be given within the section 'Information for Teachers' in each model assignment as to approximately how long learners should expect to spend on each task.

The OCR model assignments are provided for summative assessment and not as practice materials.

Teachers must ensure learners are clear about the tasks they are to undertake and the criteria which they are expected to meet.

4.2.2 Methods of assessment

It is the assessor's responsibility to choose the best method of assessing a learner in relation to their individual circumstances. The methods chosen must be:

- valid
- reliable
- safe and manageable, and
- suitable to the needs of the learner.

Valid

Validity can also be compromised if a learner does not understand what is required of them. For example, one valid method of assessing a learner's knowledge and understanding is to question them. If the questions posed are difficult for the learner to understand (not in terms of the content but the way they are phrased, for example) the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a learner's understanding of how the equal opportunities policy operates within the organisation. It would be more appropriate for the learner to incorporate the policy within a report describing different approaches to equal opportunities.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal moderators must make sure that all assessors' decisions are consistent.

Safe and manageable

Assessors and internal moderators must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the learner.

Suitable to the needs of the learner

OCR is committed to ensuring that achievement of these awards is free from unnecessary barriers. Centres must follow this commitment through when designing tasks and/or considering assessment.

4.3 Completing the tasks

Teachers/assessors are expected to supervise and guide learners when undertaking work that is centre assessed. It should be remembered, however, that the final pieces of work must be produced solely by the individual learner.

When supervising tasks, teachers/assessors are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Centre assessed work should be completed in the course of normal curriculum time, and supervised and marked by the teacher/assessor. Some of the work, by its very nature, may be undertaken outside the centre, for example, research, testing etc. As with all centre assessed work, the teacher/assessor must be satisfied that the work submitted for assessment is the learner's own.

Learners are free to revise and redraft work without teacher/assessor involvement before submitting the work for assessment. The advice provided prior to final submission should only enable the learner to take the initiative in making amendments, rather than detailing what amendments should be made. This means that teachers must not provide templates, model answers or detail specifically what amendments should be made.

Adding, amending or removing any work after it has been submitted for final assessment will constitute malpractice.

4.3.1 Presentation of the final piece of work

Learners must observe the following procedures when producing their final piece of work for centre assessed tasks:

- work can be word processed or hand written
- tables, graphs and spreadsheets may be produced using appropriate ICT
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- a completed cover sheet must be attached to work submitted for moderation. The cover sheet must include the following information as well as the marks given for each of the assessment criteria:
 - centre number
 - centre name
 - candidate number
 - candidate name
 - unit code and title
 - assignment title.

4.4 Marking and moderating centre assessment

All centre assessed units are internally marked by centre staff using OCR marking criteria and guidance and externally moderated by the OCR-appointed Moderator.

The centre is responsible for appointing someone to act as the assessor. This could be the teacher who has delivered the programme or another person from the centre.

The marking criteria must be used to mark the learners' work. These specify the levels of skills, knowledge and understanding that the learner is required to demonstrate.

The following assessment methods are considered suitable for teachers/assessors to adopt for these qualifications alongside the assessment of the evidence submitted by the learner:

- **observation** of a learner doing something
- **questioning** of the learner or witness.

Observation

The teacher/assessor and learner should plan observations together but it is the teacher/assessor's responsibility to record the observation properly.

Questioning

Questioning the learner is normally an ongoing part of the assessment process, and may in some circumstances provide evidence to support achievement of learning outcomes.

Questioning is often used to:

- test a learner's understanding of work which has been completed outside of the classroom
- check if a learner understands the work they have undertaken
- collect information on the type and purpose of the processes a learner has gone through.

If questioning is to be used as evidence towards achievement of specific learning outcomes, it is important that teachers/assessors record enough information about what they asked and how the learner replied, to allow the assessment decision to be moderated.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses can be used for other purposes. Teachers/assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of a verbal statement is a form of witness statement and could provide valuable evidence. Further guidance on the use of witness statements can be found in Appendix A.

4.4.1 Use of a 'best fit' approach to marking criteria

The assessment tasks should be marked by teachers/assessors according to the OCR marking criteria using a 'best fit' approach. For each of the marking criteria, teachers/assessors select the band descriptor, provided in the marking grid, that most closely describes the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions.

The award of marks **must** be directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.
- Where there is more than one strand within the band descriptors for a learning outcome and a strand has not been addressed at all, it is still possible for the answer to be credited within that mark band depending upon the evidence provided for the remaining strands. The answer should be placed in the mark band most closely reflecting the standard achieved across all strands within the band descriptors for a learning outcome; however in this scenario, the mark awarded for that band should reflect that a strand has not been addressed.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work convincingly meets the statements, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work adequately meets the statements, the most appropriate mark in the middle range should be awarded
- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statements for the higher band, the lowest mark for that band should be awarded.

Teachers/assessors should use the full range of marks available to them and award full marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from learners working at that level'.

4.4.2 Annotation of learners' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on learners' work, and cover sheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

4.5 Authentication

Teachers/assessors must be confident that the work they mark is the learner's own. This does not mean that a learner must be supervised throughout the completion of all work, but the teacher/ assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the learner's work.

Wherever possible, the teacher should discuss work-in-progress with learners. This will not only ensure that work is underway in a planned and timely manner, but will also provide opportunities for teachers/assessors to check authenticity of the work.

Learners must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the learner being disqualified. Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that learners understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Learners may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credibility they will gain from doing so, should be emphasised to learners as well as the potential risks of failing to acknowledge such material.

Both learners and teachers must declare that the work is the learner's own:

- **Each learner** must sign a declaration before submitting their work to their teacher. A learner authentication statement that can be used is available to download from the OCR website. These statements should be retained within the centre until all enquiries about results, malpractice and appeals issues have been resolved. **A mark of zero must be recorded if a learner cannot confirm the authenticity of their work.**
- Centres must confirm to OCR that the evidence produced by learners is authentic. **Teachers** are required to declare that the work submitted for centre assessment is the learner's own work by completing a Centre Authentication Form for each unit. If a centre fails to provide evidence of authentication, **we will set the mark for the learner(s) concerned to Pending (Q) for that unit until authentication can be provided.** The Centre Authentication Form is available to download from the OCR website and includes a declaration which teachers must sign.

4.5.1 Internal standardisation

It is important that all teachers/assessors work to common standards. Centres must ensure that, within each unit, the internal standardisation of marks across teachers/assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

4.5.2 Submitting marks

All work for centre assessment is marked by the teacher/assessor and internally standardised by the centre. Marks are then submitted to OCR; see Section 4.6 for submission dates of the marks to OCR.

There should be clear evidence that work has been attempted and some work produced. If a learner submits no work for a centre assessed unit, then the learner should be indicated as being absent from that unit. If a learner completes any work at all for a centre assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

4.6 Moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and to ensure that internal standardisation has taken place.

Centres can select from:

- **Moderated via OCR Repository (see section 4.6.1)**
- **Moderated via postal moderation (see section 4.6.2)**
- **Moderated via visiting moderation (see section 4.6.3)**

The deadline dates for entries and submission of marks for each moderation method are detailed below. Centres must ensure when selecting a moderation method that the appropriate entry and marks submission deadlines can be adhered to.

| Moderation method | January series | | June series | | November series (2013 onwards) | |
|-----------------------------------|----------------------|----------------------|----------------------|----------------------|--------------------------------|---------------------|
| | Entries | Marks | Entries | Marks | Entries | Marks |
| Moderated via OCR Repository | 21 st Oct | 10 th Jan | 21 st Feb | 15 th May | 4 th Oct | 5 th Nov |
| Moderated via postal moderation | 21 st Oct | 10 th Jan | 21 st Feb | 15 th May | 4 th Oct | 5 th Nov |
| Moderated via visiting moderation | 21 st Oct | 10 th Dec | 21 st Feb | 31 st Mar | Not available | |

When making your entries, the entry option specifies how the work is going to be moderated. For each unit, you must choose the same moderation method for **all** learners (i.e. all learners for that unit in that series must be entered using the same entry option). However, you can choose different moderation methods for different units and in different series.

Sample requests

Once you have submitted your marks, your exams officer will receive an email telling you which work will be sampled as part of the moderation. Samples will include work from across the range of attainment of the learners' work.

Each learner's work must have a Unit Recording Sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted via OCR Repository this cover sheet must also be submitted electronically within each learner's files.

OCR will require centres to release work for awarding and archive purposes and the co-operation of the centre is most appreciated in these instances, as it is imperative to have work available at awarding meetings. If this is required then centres will be notified as early as possible.

Centres will receive the final outcome of moderation when the provisional results are issued. The following reports will be issued via Interchange:

- Moderation adjustments report – This lists any scaling that has been applied to centre assessed units
- Moderator report to centres – This is a brief report by the moderator on the internal assessment of learners' work.

4.6.1 Moderated via OCR Repository

The OCR Repository is a secure website for centres to upload candidates' work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidates' work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to produce evidence and files that would normally be difficult for postal submissions, for example multimedia and other interactive unit submissions.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

All moderated units can be submitted electronically to the OCR Repository via Interchange: please check section 7.2.2 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

1. Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.
2. Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.
3. Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR [Interchange](#).

4.6.2 Moderated via postal moderation

Your sample of work must be posted to the moderator within three days of receiving the request. You should use one of the labels provided by OCR to send the learner's work.

We would advise you to keep evidence of work submitted to the moderator, e.g. copies of written work or photographs of practical work. You should also obtain a certificate of posting for all work that is posted to the moderator.

Work may be submitted in digital format (on CD) for moderation but must be in a suitable file structure as detailed in Appendix C at the end of this specification.

4.6.3 Moderated via visiting moderation

Your sample of work must be retained in the centre ready for the moderation visit.

The work that is presented to the visiting moderator as their initial sample must be available in rank order, by unit, to allow moderation to take place. All work not selected for initial sampling **must** be available to the visiting moderator during their visit should they need to extend their sample.

At the end of the visit, the moderator may need to take samples of work away or request for work to be posted to them for further consideration.

All learners' work must be retained securely within the centre until results are issued and it is certain that no Enquiries about results or appeal procedure is required.

5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- specification
- specimen assessment material for unit R061
- bank of model assignments for units R062 and R063.

5.2 Other resources

OCR has produced a range of resources, all available free of charge from the [OCR website](#).

Endorsed publications

OCR endorses a range of publisher materials to provide quality resources for centres delivering its qualifications. You can be confident that materials branded with OCR's 'Official Publisher Partnership' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.



These endorsements would not mean that such materials would be the only suitable resources available or necessary to achieve an OCR qualification.

5.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see [Event Booker](#) for further information.

5.4 OCR support services

5.4.1 Active Results

Active Results is available to all centres offering the Cambridge Nationals qualifications.

activeresults

Active Results is a free results analysis service to help teachers review the performance of individual learners or whole schools.

Devised specifically for the UK market, data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question-level data available from e-marking for unit R061
- you can identify the strengths and weaknesses of individual learners and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the [OCR website](#).

5.4.2 OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter learners online. In addition, you can gain immediate and free access to learner information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

6.1 Equality Act information relating to Cambridge Nationals in Business and Enterprise

Cambridge Nationals in Business and Enterprise require assessment of a broad range of competences and, as such, prepare learners for a wide range of occupations and higher level courses.

The Cambridge Nationals in Business and Enterprise qualifications were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled learners. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject.

Reasonable adjustments are made for disabled learners in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few learners will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* produced by the Joint Council for Qualifications www.jcq.org.uk.

The access arrangements permissible for use in this specification are as follows:

| Access arrangement | Yes/No | Type of assessment |
|--------------------------|--------|--------------------|
| Readers | Yes | All assessments |
| Scribes | Yes | All assessments |
| Practical assistants | Yes | All assessments |
| Word processors | Yes | All assessments |
| Transcripts | Yes | All assessments |
| BSL interpreters | Yes | All assessments |
| Oral language modifiers | Yes | All assessments |
| Modified question papers | Yes | All assessments |
| Extra time | Yes | All assessments |

6.2 Arrangements for learners with particular requirements

All learners with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

If a successful application for an access arrangement has been made for either GCSE or GCE, then there is no need to make an additional application for the same learner completing a Cambridge National qualification.

Learners who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination, may be eligible for special consideration. Centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Administration of Cambridge Nationals in Business and Enterprise

Full details of the administrative arrangements can be found in the Cambridge Nationals Admin Guide. The Admin Guide is available from the [OCR website](#).

7.1 Availability of assessment

There are three assessment series each year in January, June and November. All units will be assessed from January 2013. Assessment availability can be summarised as follows:

| | Unit R061 | Units R062, R063 |
|---------------|-----------|------------------|
| January 2013 | ✓ | ✓ |
| June 2013 | ✓ | ✓ |
| November 2013 | – | ✓* |
| January 2014 | ✓ | ✓ |
| June 2014 | ✓ | ✓ |
| November 2014 | – | ✓* |

Certification is available for the first time in January 2013 and each January, June and November thereafter.

* Visiting moderation is not available in the November series. Please see section 4.6 for details on the moderation methods available in each series.

7.2 Making entries

Centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Details on how to register with OCR can be found on the [OCR website](#).

Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and allocate a moderator for centre assessment.

It is essential that unit entry codes are quoted in all correspondence with OCR.

7.2.1 Making estimated unit entries

Estimated entries must be made prior to each assessment series. Estimated entries are used by OCR to allocate examiners and moderators to centres.

7.2.2 Making final unit entries

When making an entry, centres must quote unit entry code and component codes. For the centre assessed units, centres must decide whether they want to submit learners' work for moderation via the OCR Repository, or via postal or visiting moderation. Learners submitting work must be entered for the appropriate unit entry code from the table below.

| Unit entry code | Component code | Assessment method | Unit title |
|-----------------|----------------|-----------------------------------|---|
| R061 | 01 | Written paper | <i>Introduction to business</i> |
| R062 A | 01 | Moderated via OCR Repository | <i>Planning for work</i> |
| R062 B | 02 | Moderated via postal moderation | |
| R062 C | 03 | Moderated via visiting moderation | |
| R063 A | 01 | Moderated via OCR Repository | <i>Setting up and running an enterprise</i> |
| R063 B | 02 | Moderated via postal moderation | |
| R063 C | 03 | Moderated via visiting moderation | |

The short title for these Cambridge National qualifications is CAMNAT and will display as such on Interchange and some administrative documents provided by OCR.

7.3 Certification rules

Learners must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Learners may be entered for:

- OCR Level 1/2 Cambridge National Award in Business - certification code J804
- OCR Level 1/2 Cambridge National Certificate in Business and Enterprise - certification code J814.

Learners may be entered for certification of any combination of the Award and Certificate qualifications concurrently.

Unit results used to calculate the result for one qualification can be re-used toward certification of other qualifications of a different size. This means that, as learners progress through the course, they may certificate for the Award once they have completed the first two units and then 'top up' to the Certificate once they complete the third unit.

There are no terminal requirements for these qualifications therefore learners can complete units in any order.

7.4 Unit and qualification re-sits

Learners may re-sit each unit an unlimited number of times. The best unit result will be used to calculate the certification result.

Learners may enter for the qualification an unlimited number of times. Learners must retake at least one unit for a new result to be issued.

7.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more learners. Enquiries about results for all units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about results deadline).

Please refer to the JCQ Post-Results Services booklet and the OCR Admin Guide for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

For internally assessed units the enquiries about results process cannot be carried out for one individual learner; the outcome of a review of moderation must apply to a centre's entire cohort.

7.6 Shelf-life of units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

Other information about Cambridge Nationals in Business and Enterprise

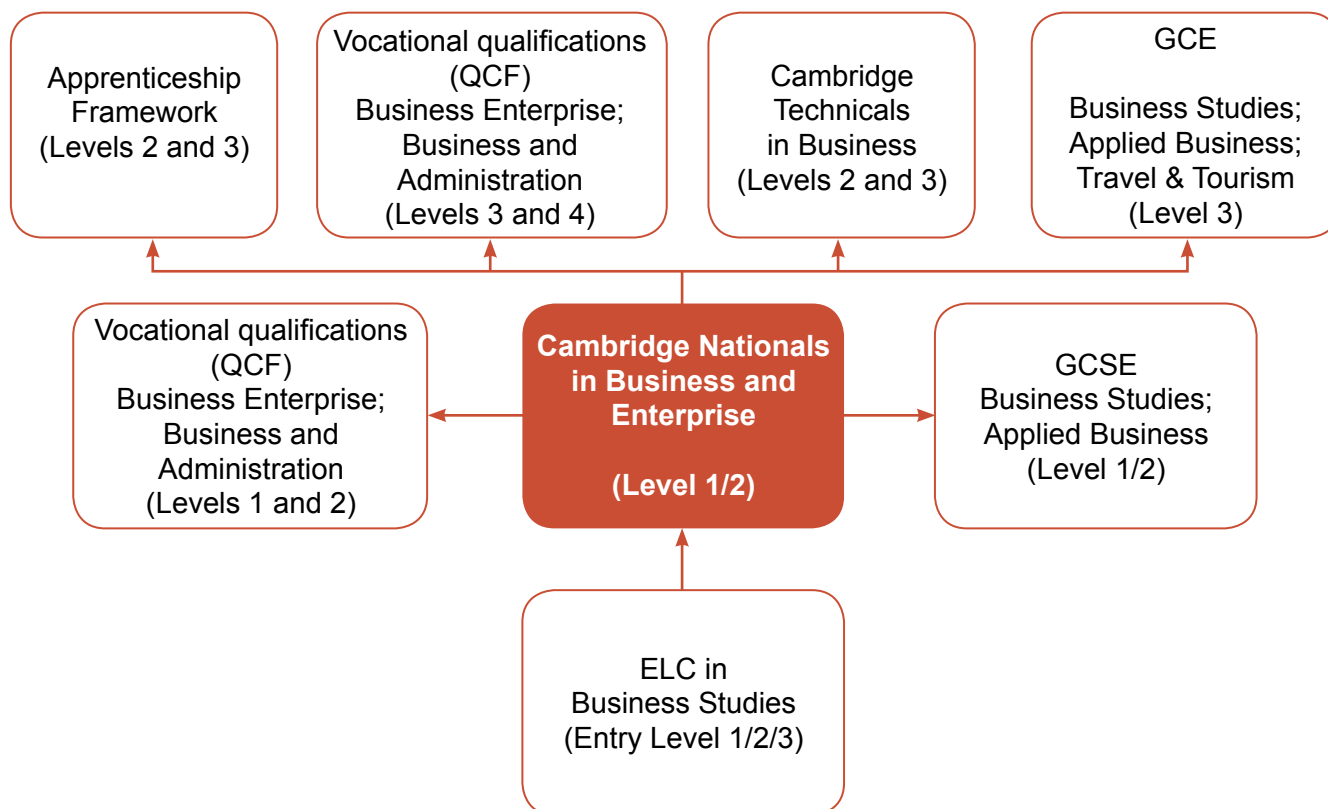
8

8.1 Overlap with other qualifications

There is some overlap between the content of these qualifications and that of GCSE in Business Studies.

There may be overlap of skills and content between the units of these qualifications and the functional skills in English at Level 1 and Level 2.

8.2 Progression from/to these qualifications



OCR offers a flexible and responsive range of general and vocational business qualifications that allow suitable progression routes for all types of learners.

Centres are able to use these qualifications to create pathways that provide learners with the underpinning skills and knowledge that will enable them to choose the most appropriate progression routes for their particular needs (further study, further education (FE) or employment).

There are opportunities for learners who have completed the Level 1/2 Cambridge National Award/Certificate in Business and Enterprise to progress to **GCSE qualifications**:

- Business Studies
- Applied Business
- Business and Communication Systems
- Leisure and Tourism.

For learners who want to progress to Level 3 qualifications they have the choice of various **GCE qualifications** which will further develop areas of their learning from Level 1/2:

- Applied Business
- Business Studies
- Travel and Tourism.

Learners can progress from Level 1/2 Cambridge National Award/Certificate in Business and Enterprise to other **vocational qualifications**:

- QCF Business and Administration suite of qualifications (Levels 1–4)
- QCF Business Enterprise suite of qualifications (Levels 2 and 3).

8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the nine strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.4 Criteria requirements

This specification complies in all respects with the Ofqual General Conditions of Recognition.

8.5 Language

This specification and associated assessment materials are in English only.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

These qualifications provide potential for centres to develop learners' understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues. This specification offers opportunities to contribute to an understanding of these issues in the following topics.

| Issue | Examples of opportunities for developing an understanding of the issue during the course |
|--------------------|--|
| Spiritual issues | <ul style="list-style-type: none"> ○ learning about the way business has changed the way people go about their daily lives (including communication, shopping, entertainment, education and training, banking and financial services, social networking, online/ remote working) |
| Moral issues | <ul style="list-style-type: none"> ○ learning about appropriate conduct of businesses and their staff, uses of company property both real and intellectual, malicious use of this property and the damage this can cause, and the safe and responsible conduct of a business |
| Ethical issues | <ul style="list-style-type: none"> ○ learning about the ethical considerations which affect business operations and decisions, including good practice ○ how business behaviour can affect the quality of life experienced by persons with disabilities and the responsibility to meet individuals' access requirements ○ learning how business has to take account of environmental considerations |
| Social issues | <ul style="list-style-type: none"> ○ social issues which can affect businesses, such as the response to negativity in the media relating to business practice, rising unemployment etc. |
| Legislative issues | <ul style="list-style-type: none"> ○ the main aspects of legislation relating to business and business enterprise: the Equality Act, trading standards, Copyright Design and Patents Acts and other legislation which applies to businesses |
| Economic issues | <ul style="list-style-type: none"> ○ learning how to make informed decisions about the choice and implementation of business enterprise activities, depending upon cost and the efficient management of money and resources |
| Cultural issues | <ul style="list-style-type: none"> ○ helping learners appreciate that businesses contribute to the development of our culture and are becoming increasingly central to our future ○ how learners need to show cultural awareness of the audience when communicating for business purposes |

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

These qualifications provide potential to heighten learners' awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

The specification incorporates learning about relevant health and safety, European and environmental legislation, and could include learning about how each of these factors has affected businesses and individuals.

Environmental issues

Learners could have the opportunity to learn about how changes in business practices have occurred due to increased awareness of environmental issues, e.g. waste disposal including recycling, energy-saving measures, transport-sharing initiatives, carbon footprint of businesses.

Learners could also explore the effect on natural resources of production and operational activities, including the sourcing of raw materials.

The understanding of environmental issues will only form part of the assessment requirements where they are relevant to the specific content of the specification and have been identified within the taught content. Learners may choose to produce work that has an environmental theme or to enhance their learning by carrying out further personal study.

8.8 Key Skills

These qualifications provide opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information and Communication Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit. The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

| Unit | C | | AoN | | IT | | WwO | | IoLP | | PS | |
|-----------|---|---|-----|---|----|---|-----|---|------|---|----|---|
| | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| Unit R061 | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | |
| Unit R062 | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Unit R063 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

8.9 Functional Skills

These qualifications provide opportunities for the development of the functional skills of:

- *English: Speaking and Listening, Reading and Writing*
- *Mathematics: Representing, Analysing and Interpreting*
- *ICT: Use ICT systems, Find and select information and Develop, present and communicate information*

at Levels 1 and 2. However, the extent to which this evidence fulfils the criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit. The following table indicates where opportunities may exist for at least some coverage of the criteria at Levels 1 and/or 2 for each unit.

| Unit | English | | | | | | Maths | | | | | | ICT | | | | | | |
|-----------|---------|---|---|---|---|---|-------|---|---|---|---|---|-----|---|------|---|-------|---|---|
| | S&L | | R | | W | | R | | A | | I | | U | | F&SI | | D,P&C | | |
| | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | |
| Unit R061 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | | | | |
| Unit R062 | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Unit R063 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

It is anticipated that the majority of evidence will be produced directly by the learner. Indirect evidence, such as witness statements, should only be used where it would be impractical for the learner to produce the evidence themselves.

Witness statements will, ideally, support the direct evidence produced by the learner.

- Care should be taken that a witness statement is impartial and free from bias. The use of relatives and close friends as witnesses should be avoided, if possible.
- In all cases the witness will be required to declare their relationship to the learner.
- A witness statement should record what the learner has done and in doing so should not seek to repeat or paraphrase the marking criteria.
- The evidence presented by the witness should record the learner's individual contribution and should focus on the contribution made by the individual learner, as distinct from that of the group or team as a whole.
- Witnesses should describe what the learner did and not assess the learner. It is the responsibility of the teacher/assessor to judge the learner's skill, knowledge and understanding against the marking criteria. In doing so the teacher/assessor will use the witness statement to determine the value of the evidence against the marking criteria and award marks accordingly.
- The teacher/assessor is responsible for briefing anyone who is to provide a witness statement. It is expected that the teacher/assessor will ensure that the witness is appropriately prepared and that any issues related to child protection have been fully considered.
- The role of the witnesses should be that of impartial observers and they should not become involved in carrying out the activity on behalf of the learner.
- In circumstances where a witness does assist the learner in accomplishing a task or activity, their input must be recorded within the statement so that the teacher/assessor can reflect this appropriately in the award of marks.

Where the above guidance has not been followed, the reliability of the witness statement may be called into question. In circumstances where doubt exists about the validity of a witness statement, it cannot be used as assessment evidence and no marks may be awarded on the basis of it. If the unreliability of a witness statement becomes apparent during the visiting moderation process, moderators will be instructed to adjust centre marks in accordance with this directive.

An exemplar template for recording a witness statement is available from the OCR website and centres are encouraged to use this to assist in recording witness evidence. However, witness evidence may take different forms including digitally recorded spoken commentary or video. In these cases additional accompanying documentation may be required to corroborate that the guidelines on witness statements detailed above have been followed.

Appendix B: Marking criteria for centre assessment

B

These qualifications are combined Level 1/2, therefore, the marking criteria for the centre assessed units span both levels.

Unit R062: Planning for work

Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

For a description of the key words in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix D.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a 'best fit' match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criterion should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement for the higher band, the lowest mark for that band should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they may be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the completion of units R061 and/or R063.

Marking criteria grid

LO1 : Be able to assess the requirements of job roles

| MB1: 1 – 5 marks | MB2: 6 – 9 marks | MB3: 10 – 12 marks |
|--|--|---|
| <p>Demonstrates basic understanding of some of the main reasons for, and methods of, business recruitment.</p> <p>Makes loosely informed decisions when choosing suitable employment area, identifying a narrow range of roles and working practices within it.</p> <p>Selects job role with limited rationale. Identifies a few relevant skills and competencies from a job description and a person specification.</p> | <p>Demonstrates a sound understanding of the main reasons for, and methods of, business recruitment.</p> <p>Makes mostly realistic decisions when choosing suitable employment area, identifying a range of roles and working practices within it.</p> <p>Selects job role with sound rationale. Identifies some relevant skills and competencies from a job description and a person specification.</p> | <p>Demonstrates a comprehensive and detailed understanding of the main reasons for, and methods of, business recruitment.</p> <p>Makes reasoned and fully realistic decisions when choosing suitable employment area, identifying a wide range of roles within it, demonstrating understanding of most types of roles and working practices.</p> <p>Selects job role with reasoned and thorough rationale. Identifies many relevant skills and competencies from a job description and a person specification.</p> |

LO2: Be able to take part in the recruitment process as an applicant

MB1: 1 – 4 marks

Assesses self in a **limited** way to produce **basic** self-assessment. Demonstrates cursory self-reflection during self-assessment and interprets findings using **limited** rationale.

MB2: 5 – 7 marks

Assesses self in detail to produce a **considered** self-assessment. Demonstrates **some** self-reflection during self-assessment and interprets findings using **sound** rationale.

MB3: 8 – 9 marks

Assesses self **critically** and **thoroughly** to produce a **comprehensive** and meaningful self-assessment. Demonstrates **thorough** self-reflection during self-assessment and interprets findings using well-argued, **reasoned** rationale.

MB1: 1 – 5 marks

Produces application documents (produces a CV, completes an application form and writes an application cover letter), which show **limited** relevance to chosen job role, addressing in a **superficial** way **some** points from the job description and person specification. A **few** of the skills, experience, behaviours, and attitudes needed to meet requirements in the job description and person specification are highlighted, with **limited** accuracy.

MB2: 6 – 9 marks

Produces application documents (produces a CV, completes an application form and writes an application cover letter) which show **some relevance** to chosen job role, addressing in detail **many relevant** points from the job description and person specification. **Some** of the skills, experience, behaviours, and attitudes needed to meet requirements in the job description and person specification are highlighted, with **some** accuracy.

MB3: 10 – 12 marks

Produces application documents (produces a CV, completes an application form and writes an application cover letter) which are wholly **relevant** to chosen job role, addressing **comprehensively** all **relevant** points from the job description and person specification. **Most** of the skills, experience, behaviours, and attitudes needed to meet requirements in the job description and person specification are highlighted with **detailed** accuracy.

Some content is **relevant**, though with a **basic** use of the **appropriate** structures and format. Makes use of specialist terminology with **limited relevance** and accuracy. There may be errors in spelling, punctuation and grammar which are intrusive and likely to impact on the meaning.

MB1: 1 – 3 marks

Prepares **basic** plan for job interview, showing **limited** links to the job vacancy. Research is **limited** and includes **basic** information on the employer. Any question preparation has **limited** relevance to the vacancy.

MB2: 4 – 6 marks

Prepares **sound** plan for job interview, showing **some** links to the job vacancy. Research includes **some relevant** information on the employer, and question preparation has **some relevance** to the vacancy.

MB3: 7 – 9 marks

Prepares **comprehensive** plan for job interview, showing **many clear** links to the job vacancy. Research includes **detailed** and **relevant** information on the employer, and question preparation is both **extensive** and has **full** relevance to the vacancy.

LO3: Be able to plan for a career

MB1: 1 – 4 marks

Evaluates own performance at the end of the application process with **limited** amount of detail. Identifies a **few relevant** strengths and weaknesses during the review of self-assessment, completion of application documents and plan for job interview.

Justifies **briefly** the suitability of chosen job role, with **limited** rationale.

MB2: 5 – 7 marks

Evaluates own performance at the end of the application process with **some** detail. Identifies **some relevant** strengths and weaknesses during the review of self-assessment, completion of application documents and plan for job interview.

Justifies with **detail** the suitability of chosen job role, with **some clear** rationale.

MB3: 8 – 10 marks

Evaluates in detail own performance at the end of the application process, demonstrating a balanced view of own performance. Identifies **many relevant** strengths and weaknesses during the review of self-assessment, completion of application documents and plan for job interview.

Justifies **comprehensively** the suitability of chosen job role, with **clear** and **reasoned** rationale.

MB1: 1 – 3 marks

Produces **basic** plan for personal career development, showing **limited** reference to self-assessment and subsequent evaluation.

Plan contains a **few** achievements, skills gaps or training needs relevant to chosen employment area. Identifies targets which have **limited relevance** to future personal development, and appear in a sequence showing **limited** logical reasoning.

MB2: 4 – 6 marks

Produces **detailed** plan for personal career development, showing **some** reference to self-assessment and subsequent evaluation.

Plan contains **some** achievements, skills gaps or training needs relevant to chosen employment area. Identifies targets which have **some relevance** to future personal development and which appear in a logical sequence.

MB3: 7 – 8 marks

Produces **comprehensive** plan for personal career development, showing **clear** reference to self-assessment and subsequent evaluation.

Plan contains **detailed** list of achievements, skills gaps and training needs which are **wholly relevant** to chosen employment area. Identifies targets which are **realistic**, highly **relevant** to future personal development and which appear in a logical and achievable sequence.

Assessment guidance

To be able to access the full range of marks learners will need to have access to job vacancies, job descriptions and person specifications.

LO1 Learners will have the opportunity to demonstrate understanding of recruitment practice, find out about different job roles in a selected area of employment and identify skills and experience required by employers.

LO2 Learners will have the opportunity to assess their own characteristics against skills and experience required by employers, produce application documents and plan for a job interview for their selected job vacancy.

LO3 Learners will have the opportunity to produce a personal career development plan based on their review of their own performance.

| What do learners need to produce? (evidence) | Examples of format of evidence (this list is not exhaustive) |
|---|--|
| Self-assessment with explanation relating to chosen employment area | <ul style="list-style-type: none"> • <i>Electronic files/evidence</i> • <i>Written/typed or recorded explanation</i> • <i>Personal development file</i> |
| Matching of own skills to job roles | <ul style="list-style-type: none"> • <i>Annotated printouts showing the skill set matched</i> • <i>Electronic files/evidence</i> • <i>Written/typed or recorded explanation</i> • <i>Personal development file</i> |
| CV Application form Application cover letter | <ul style="list-style-type: none"> • <i>Electronic files/evidence</i> • <i>Written/typed or recorded explanation</i> • <i>Personal development file</i> |
| Plan for an interview | |
| Personal career plan | |

Unit R063: Setting up and running an enterprise

Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

For a description of the key words in each marking criteria, please see the *Marking criteria glossary of terms* in Appendix D.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a 'best fit' match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criterion should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- If an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement for the higher band, the lowest mark for that band should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they may be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the completion of units R061 and/or R062.

Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific Learning Outcome. When completing work for assessment, learners should be encouraged to apply the **relevant** skills/knowledge/understanding from other units within the specification and not seek to incorporate input from all the previously studied units or content unless it is appropriate to do so. When assessing the learners' work teachers should focus on whether the skills/knowledge/understanding applied are relevant. The links identified on page 49 are guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

Marking criteria grid

| LO1: Be able to select viable enterprise activities | | |
|--|--|--|
| MB1: 1 – 4 marks | MB2: 5 – 7 marks | MB3: 8 – 9 marks |
| <p>Describes some of the factors that might influence the viability of an enterprise activity. Describes factors with some accuracy. Gives a limited explanation of the implications for running own enterprise activity.</p> <p>Generates a few original ideas. Identifies strengths, weaknesses, opportunities or threats of limited relevance to the activity.</p> <p>Makes a limited contribution to selection of an enterprise activity.</p> | <p>Describes many of the factors that might influence the viability of an enterprise activity. Describes factors in a clear and mostly accurate way. Gives a sound explanation of the implications for running own enterprise activity.</p> <p>Generates some original ideas. Identifies strengths, weaknesses, opportunities and threats which are mostly relevant to the activity.</p> <p>Makes a competent contribution to selection of an enterprise activity.</p> | <p>Describes most of the factors that might influence the viability of an enterprise activity. Describes factors thoroughly and accurately. Gives a thorough explanation of the implications for running own enterprise activity.</p> <p>Generates many original ideas. Identifies strengths, weaknesses, opportunities or threats which are wholly relevant to the activity.</p> <p>Makes a highly effective contribution to selection of an enterprise activity.</p> |
| LO2: Be able to plan enterprise activities ¹ | | |
| MB1: 1 – 6 marks | MB2: 7 – 10 marks | MB3: 11 – 15 marks |
| <p>Contributes to some of the elements of the business planning process, providing a limited contribution to the overall business plan.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification.</p> | <p>Contributes to many of the elements of the business planning process, providing some relevant contributions to the overall business plan.</p> <p>Draws upon some relevant skills/knowledge/ understanding from other units in the specification.</p> | <p>Contributes to most elements of the business planning process, providing many relevant, clear and reasoned contributions to the overall business plan.</p> <p>Clearly draws upon relevant skills/knowledge/ understanding from other units in the specification.</p> |

Synoptic link

¹ When learners are being assessed on their ability to contribute to elements of the business planning process, including the setting of business objectives, they can also be assessed on the application of their learning from R061 LO2 'Understand business objectives'

LO3: Be able to implement enterprise activity plans

| MB1: 1 – 6 marks | MB2: 7 – 10 marks | MB3: 11 – 15 marks |
|---|--|--|
| <p>Contributes to the organisation and running of formal and informal meetings, with limited involvement and effectiveness.</p> <p>Uses written, verbal and remote communication methods used within business, demonstrating a basic understanding of when it is appropriate to use each method. Demonstrates basic competency in the use of verbal and remote communication skills for specific business purposes.</p> <p>Produces business documents using some of the basic structural formats and conventions. There may be errors in spelling, punctuation and grammar which are intrusive and likely to impact on the meaning. Makes use of specialist terminology, with limited appropriateness of usage.</p> <p>Produces a basic project plan with limited relevant application to the activity. Applies basic project planning tools and techniques with limited effectiveness.</p> | <p>Contributes to the organisation and running of formal and informal meetings, in a way that is generally effective.</p> <p>Uses written, verbal and remote communication methods used within business, demonstrating a sound understanding of when it is appropriate to use each method. Demonstrates competent use of verbal and remote communication skills for specific business purposes.</p> <p>Produces business documents which mostly use appropriate structural formats and conventions. Occasional errors in spelling, punctuation and grammar will not affect the overall meaning. Uses specialist terminology in broadly appropriate ways.</p> <p>Produces a sound project plan of a broadly appropriate nature, outlining most facets of the activity. Applies sound project planning tools and techniques with mostly effective results.</p> | <p>Contributes to the organisation and running of meetings in a way that is highly effective and provides support to others.</p> <p>Uses written, verbal and remote communication methods used within business, demonstrating a thorough understanding of when it is appropriate to use each method. Demonstrates fluent verbal skills and effective remote communication skills for specific business purposes.</p> <p>Produces business documents which use appropriate structural formats and conventions. Contains few, if any, errors in spelling, punctuation and grammar. Uses specialist terminology appropriately and accurately.</p> <p>Produces a comprehensive and appropriate project plan, which clearly outlines the key phases and responsibilities within the activity. Applies the most appropriate project planning tools and techniques effectively and efficiently.</p> |

LO4: Be able to contribute to the running of enterprise activities

MB1: 1 – 5 marks

Collaborates with others in a **limited** way, performing a **few** tasks competently under instruction.

Monitors progress of activities against plans from time to time, advising others when deviation from planned activities occur.

Addresses **some** issues as they arise, with the support of others. Demonstrates a **basic** understanding of the issues involved.

MB2: 6 – 9 marks

Collaborates with others where **appropriate**, performing **some** tasks **independently** and able to give **brief** advice.

Monitors progress of activities against plans on a regular basis, recognising and reporting when deviation from planned activities may cause an issue.

Addresses **many** issues as they arise, demonstrating a **sound** understanding of the issues involved.

MB3: 10 – 12 marks

Collaborates with others where **appropriate** and advises others **clearly** when necessary. Performs **many** tasks **independently**, working **effectively** and **efficiently** with others where required.

Regularly monitors progress of activities against plans throughout the duration of the overall activity, recognising and reacting **effectively** when deviation from planned activities may cause an issue.

Addresses **most** issues as they arise, demonstrating a **comprehensive** understanding of the issues involved.

LO5: Be able to review the success of enterprise activities

MB1: 1 – 4 marks

Carries out a **basic** review of the implementation and running of the activity, using a **limited range** of evidence to justify findings.

Compares activity outcomes to activity objectives in a **basic** way, demonstrating a **limited** understanding of the implications of findings. Identifies and sets a **few** **basic** targets for improvement, with **limited** justification based on the findings of own review.

Assesses own contribution to the success of the activity in a **basic** way, using **limited** evidence to support this.

MB2: 5 – 7 marks

Carries out a **sound** review of the implementation and running of the activity, using a **range** of evidence to justify findings.

Compares activity outcomes to activity objectives in a **reasoned** way, demonstrating a **sound** understanding of the implications of findings. Identifies and sets **some** **relevant** targets for improvement, **most** of which are **justified** based on the findings of own review.

Assesses own contribution to the success of the activity in a **reasoned** way, based on evidence which is mostly **appropriate** and **relevant**.

MB3: 8 – 9 marks

Carries out a **comprehensive and detailed** review of the implementation and running of the activity, using a **wide** and varied **range** of evidence to justify findings.

Compares activity outcomes to activity objectives in a **comprehensive** way, demonstrating a **thorough** understanding of the implications of findings. Identifies and sets a **range of appropriate** targets for improvement, all of which are **justified** clearly by the findings of own review and by SMART principles.

Assesses own contribution to the success of the activity in a **critical and considered** way, based on **detailed, appropriate** and **relevant** evidence.

Assessment guidance

LO1 Learners will have the opportunity to generate their own business enterprise ideas, and the knowledge to test the viability of ideas for an enterprise activity.

LO2 Learners will have the opportunity to develop business plans for their chosen enterprise activity.

LO3 Learners will have the opportunity to set up and run meetings and activities with others, and produce relevant documentation from these meetings and activities to evidence the progression of the enterprise activity. They must be given the knowledge to produce a plan for an enterprise activity.

LO4 Learners will have the opportunity, within their chosen enterprise activity, to produce a range of evidence to show their individual contribution to that activity.

LO5 Learners will have the opportunity to produce a review of their own contribution to, and overall success of, the enterprise activity.

| What do learners need to produce? (evidence) | Examples of format of evidence (this list is not exhaustive) |
|---|---|
| A report describing the factors that might influence an enterprise activity | <ul style="list-style-type: none"> • <i>Written/word-processed report describing the factors</i> |
| An enterprise activity plan | <ul style="list-style-type: none"> • <i>Electronic files/evidence</i> • <i>Written/typed report</i> |
| Record of formal meetings | <ul style="list-style-type: none"> • <i>Meeting agendas</i> • <i>Minutes of the meetings</i> • <i>Transcript of meetings – with own contribution highlighted</i> • <i>Video/audio evidence of meeting – with own contribution highlighted</i> • <i>Business presentations delivered at meetings</i> |
| Record of informal meetings | <ul style="list-style-type: none"> • <i>Diary/log</i> • <i>Timeline</i> • <i>Review</i> |
| Record of communication | <ul style="list-style-type: none"> • <i>Observation/witness statements of formal meeting participation</i> • <i>Observation/witness statements of business presentations</i> • <i>Observation/witness statements of use of telephone</i> • <i>Observation/witness statements of use of video-conferencing/webcam</i> <p>Supporting documentary evidence may include:</p> <ul style="list-style-type: none"> • <i>Presentation documents</i> • <i>Supporting notes</i> • <i>Audio recording of meetings/presentations</i> • <i>Electronic files/evidence</i> • <i>Screenshots</i> • <i>Telephone records</i> • <i>Diary/log</i> |

| What do learners need to produce? (evidence) | Examples of format of evidence (this list is not exhaustive) |
|---|---|
| Record of communication (continued) | <ul style="list-style-type: none"> • <i>Review</i> • <i>Notices/memos</i> • <i>Meeting agenda</i> • <i>Meeting minutes</i> • <i>Written/typed reports</i> • <i>Emails</i> • <i>Audio recordings of telephone conversation</i> • <i>Audio/video evidence of use of video-conferencing/webcam</i> • <i>Telephone/webcam/video-conferencing meeting notes</i> |
| Record of progression of enterprise activity | <ul style="list-style-type: none"> • <i>Written/typed report</i> • <i>Diary/log</i> • <i>Electronic files/evidence</i> |
| Evidence of individual contribution to activity | <ul style="list-style-type: none"> • <i>Observation/witness statements</i> <p>Supporting documentary evidence may include:</p> <p>For activities involving promotion this might include:</p> <ul style="list-style-type: none"> • <i>Posters</i> • <i>Leaflets</i> • <i>Website screenshots</i> • <i>Social media pages</i> • <i>Direct mail shots</i> • <i>Adverts</i> • <i>Sales promotions</i> <p>For activities involving marketing this might include:</p> <ul style="list-style-type: none"> • <i>Market research methods</i> • <i>Market research data analysis</i> • <i>A marketing mix</i> <p>For activities involving HRM this might include:</p> <ul style="list-style-type: none"> • <i>Skills audit</i> • <i>Recruitment documentation</i> • <i>Organisational chart</i> • <i>Motivational methods</i> • <i>Appraisal methods</i> <p>For activities involving finance this might include:</p> <ul style="list-style-type: none"> • <i>Analysis of sources of finance</i> • <i>Final accounts</i> • <i>Cashflow forecasts</i> • <i>Evidence of book-keeping</i> |

| What do learners need to produce? (evidence) | Examples of format of evidence (this list is not exhaustive) |
|--|---|
| | For activities involving customer service this might include: <ul style="list-style-type: none"> • <i>Evidence of customer service training (e.g. role play)</i> • <i>Cue cards/script for use in serving customers</i> • <i>Video/audio evidence of customer service</i> • <i>Customer feedback questionnaires</i> |
| A review of the success of the enterprise activity | <ul style="list-style-type: none"> • <i>Self and peer assessment</i> • <i>SWOT analysis of activity</i> • <i>Minutes from meetings</i> • <i>Output from actions</i> • <i>Targets and action plan for the future</i> |

Appendix C: Guidance for the production of electronic internal assessment

C

Structure for evidence

The centre assessed units are units R062 and R063. For each learner, all the tasks together will form a portfolio of evidence, stored electronically. Evidence for each unit must be stored separately.

An internal assessment portfolio is a collection of folders and files containing the learner's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the learner's centre number, OCR candidate number, surname and forename, together with the unit code (R062, R063 etc), so that the portfolio is clearly identified as the work of one learner.

Each learner's internal assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the portfolio to OCR, the centre should add a folder to the folder tree containing the internal assessment forms including the Unit Recording Sheets.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save learners' work using an appropriate file format.

Learners must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Centre assessed tasks are designed to give learners an opportunity to demonstrate what they know, understand and can do using current technology. Learners do not gain marks for using more sophisticated formats or for using a range of formats. A learner who chooses to use only digital photographs (as required by the specification) and Word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each learner.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*.xml)

Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

| | |
|--|---|
| Accurately | Acting or performing with care and precision; within acceptable limits from a standard |
| Appropriate | Relevant to the purpose/task |
| Basic | The work comprises the minimum required and provides the base or starting point from which to develop. Responses are simple and not complicated; the simplest and most important facts are included |
| Brief | Accurate and to the point but lacking detail/contextualisation/examples |
| Clear | Focussed and accurately expressed, without ambiguity |
| Comment | Present an informed opinion |
| Coherent | Logical; consistent |
| Communicate | Make known, transfer information |
| Competent | Does something well; applies skill and knowledge |
| Complex | Consists of several interwoven parts, all of which relate together |
| Comprehensive | The work is complete and includes everything that is necessary to evidence understanding, in terms of both breadth and depth |
| Confident | Exhibiting certainty; having command over one's information/argument etc |
| Consider | Review and respond to given information |
| Considered | Reached after or carried out with careful thought |
| Create | To originate (e.g. to produce a solution to a problem) |
| Critical | Incisive - exposing/recognising flaws |
| Cursory | Brief and superficial in nature; showing little attention to detail |
| Describe | Set out characteristics |
| Design | Work out creatively/systematically |
| Detail | To describe something item by item, giving all the facts |
| Detailed | Point-by-point consideration of, e.g. analysis, argument |
| Effective | Applies skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result |
| Efficient | Performing or functioning in the best possible manner with the least waste of time and effort; having and using requisite knowledge, skill and effort |
| <p>Note on effective versus efficient: both express approval of the way in which someone or something works but their meanings are different. Effective describes something which successfully produces an intended result, without reference to morality, economy or effort, or efficient use of resources. Efficient applies to someone or something able to produce results with the minimum expense or effort, as a result of good organisation or good design and making the best use of available resources</p> | |
| Evaluate | Make a qualitative judgement, taking into account different factors and using available knowledge/experience |
| Explain | Set out the purposes or reasons |
| Extensive | Far reaching; comprehensive; thorough |
| Few | A small number or amount, not many but more than one |
| Fully | Completely; containing all required information |

| | |
|---------------------|--|
| Independent | Not relying on another or others for support or guidance |
| Informed | Having or prepared with information or knowledge |
| Justified | Reasoning is explained in full; well-grounded |
| Limited | The work produced is small in range or scope and includes only a part of the information required; it evidences partial, rather than full, understanding |
| List | Document a series of outcomes or events or information |
| Little | A very small amount of evidence, or low number of examples, compared to what was expected, is included in the work |
| Many | A large number of (less than 'most' see below) |
| Most | Greatest in amount; the majority of; nearly all of; at least 75% of the content which is expected has been included |
| Occasionally | Occurring, appearing or done infrequently and irregularly |
| Outline | Set out main characteristics |
| Plan | Consider, set out and communicate what is to be done |
| Present | <ol style="list-style-type: none"> 1. Produce an exposition/resumé for an audience, e.g. at the conclusion of the project to demonstrate what has been done and the outcome 2. Set out (project) aims, content, outcomes and conclusions clearly/logically for the use/benefit of others |
| Range | The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact |
| Reasoned | Justified; to understand and to make judgements based on practical facts |
| Reasonable | Enough to complete a task but not flawless, omissions/inaccuracies are present, the work, whilst not ideal, is of a quality and type which is acceptable for the task and level |
| Realistic | Interested in, concerned with, or based on what is real or practical |
| Relevant | Correctly focused on the activity |
| Simple | The work is composed of one part only, either in terms of its demands or in relation to how a more complex task has been interpreted by the learner |
| Some | About 50% of the content which would have been expected is included |
| Sound | Valid, logical, shows the learner has secured relevant knowledge/understanding |
| Superficial | Work completed lacks depth and detail |
| Structured | Having a clearly defined structure or organisation |
| Support | Teacher gives training, instruction, guidance and advice as appropriate, and monitors activities to assist learners in tackling/completing their projects, ensuring authenticity and a fair and accurate assessment |
| Thorough | Extremely attentive to accuracy and detail |
| Wholly | To the whole amount/extent |
| Wide | The learner has included many relevant details, examples or contexts thus avoiding a narrow or superficial approach, broad approach taken to scope/scale; comprehensive list of examples given |

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