

Vocational Qualifications (QCF, NVQ, NQF)

Understanding Business Enterprise

Level 1 Award Understanding Business Enterprise – **10315**

Level 2 Award Understanding Business Enterprise – **10316**

Level 3 Award Understanding Business Enterprise – **10317**

OCR Report to Centres 2013-2014

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

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

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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1 The qualifications and standards

- **Structure and content**

Centre Assessment:

Best practice is illustrated by those centres that carefully assess all the work and return it, where necessary, to their candidates for amendments, changes etc having given clear guidance as to what is needed. These centres often use the comments facility so that any changes etc can be seen by the external moderator.

There are still some centres, however, who either do not appear to do any assessment, generally much less frequent this year, or do so in a cursory manner so that candidates with opposing approaches to the same task are both credited with a pass. This leads to candidates not being successful. It is also disturbing to see that some work is passed as correct when it is plainly wrong. When it says give two reasons and there is only one then the work cannot pass. This seems to occur rather frequently in Unit 1 so centres are urged to carefully set the correct standard from the very beginning.

It is good to feel that more assessors are both having the moderator's reports passed on to them and are reading and acting on the comments. It still appears in a few cases, however, that the reports do not reach the assessor who cannot, therefore, put right any issues highlighted by the moderator. Centres must ensure that assessors, and where appropriate internal moderators, see a copy of every report and that these are made available to new assessors. While moderators do not wish to disadvantage candidates they must maintain national standards so that continuation of incorrect practice will lead to lack of success.

Internal Moderation:

Although this is not compulsory many of the centres whose work is always accepted do ask someone else to internally moderate the work. This is clearly good practice as it may allow errors not previously spotted to be picked up and dealt with before submission.

In nearly all cases where this takes place candidates are successful all the time.

Administration/Documentation:

While the vast majority of centres provide cover sheets for each candidate's work and send the printout from Interchange showing names, units submitted and most importantly the claim number some still fail to send one or the other or even both. This causes not only considerable annoyance to the moderator, but is likely to delay the whole process in a few cases for a considerable time.

OCR Support and Resources:

A problem which many centres find is that there is no textbook for the courses. Which means they are dependent on tutors' notes, business studies books and, where access is available, the internet.

Centres report that since January they have found contact with OCR more difficult. Instead they have relied more on their moderator or on the Chief Moderator.

Assessment Summary:

Overall, there has been continual improvement in standards. A number of centres have obtained, on a regular basis, a very high standard of work from their candidates, while most centres have candidates who achieve a satisfactory or better standard.

2 Developments

The qualifications are only done by a handful of schools so the reforms to GCSEs and A Levels are unlikely to have a significant effect either way. A few schools are seeing one or other of the qualifications, 09896 and 10315, as possible ways of delivering 'financial awareness' across years. This could be an area for development.

The Government is continuing the need to get people into work and these qualifications could be ways of delivering the skills which would help this.

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