Cambridge Nationals

Business and Enterprise

Level 1/2 Award in Business **J804**

Level 1/2 Certificate in Business and Enterprise **J814**

OCR Report to Centres November 2014

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

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

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

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General comments

Some candidates had produced good evidence to meet the requirements needed for higher marks to be awarded. The best responses were achieved when the candidates followed the model assignment alongside the marking criteria grid. The Unit Recording Sheets were well completed by most centres. All centres should be encouraged to complete these to show how marks have been awarded. Most of the candidates followed the model assignment with few deviations. Where weaknesses occurred in candidate work for unit R062 it was often due to a lack of application to a specific job role, errors in the business documents, failing to use the job descriptions or person specifications or changing their job role throughout the assessment without giving any explanation as to why. For unit R063 it was sometimes difficult to differentiate individual candidate contributions as identical portfolios/evidence were submitted without any supporting witness statements or commentaries.

A problem which remains is the continuing use of templates, together with the extent of the help and feedback provided to candidates. Page 24 of the specification outlines that this is not allowed and centres should read the specification very carefully to identify exactly what is and what is not allowed.

Model Assignments

Centres are reminded to visit the permitted changes section of each model assignment before making significant changes to the model assignments. For example, the list of employment areas can be modified; however, the list should be limited and established before the assignment is given to the candidates. If centres focus their attention on one business, then their candidates should be encouraged to research employment areas and not just job roles. Centres are reminded that although candidates will work in teams on unit R063, the evidence presented must be individual and it must show each candidate's individual contributions to each activity. If centres submit candidate work and claim marks for a candidate against a received email from another candidate, then there is no evidence from the first candidate. Centres must be careful about the evidence submitted.

Internal standardisation

Centres must have a robust internal standardisation system in place in order to ensure a consistency of assessment across teaching staff. Failure to have a robust system in place will result in inconsistent judgements.

R062 – Planning for work

Introduction

Those candidates who produced the best responses were those who followed the model assignment accurately and included well-constructed job descriptions and person specifications. Those candidates who provided weaker responses failed to include copies of the job descriptions and person specifications or they were so brief that any skills/ competencies could not be used for self-assessment or for the completion of the application documents.

Application of the Learning Outcomes

Learning Outcome 1 (LO1)

Candidates achieved higher marks when they took more than a traditional view of recruitment, eg they looked at online recruitment, recruitment agencies, networks, etc. The best responses were evidenced when the candidates used a job description and person specification to identify the skills and competencies and then used these to inform their decision as to a choice of employment area/job role.

Candidates who did well on this LO researched a wide range of different job roles and were able to show the differences between the roles and working practices. Those who presented theoretical evidence of working practices achieved lower marks. Candidates who identified an employment area rather than just jobs also did better than those who failed to identify an employment area.

Learning outcome 2 (LO2)

Candidates achieved the higher marks when their self-assessment was thorough and self-reflective. Some candidate's self-assessment included tick boxes without any further expansion as to the interpretation of their findings thus resulting in lower marks.

The best responses to this learning outcome were when the candidates produced customised application forms and application letters which were fully tailored to the job vacancy (job description and person specification). The application documents showed the skills, experience, behaviours and attitudes needed to meet the requirements of the job description and person specification. Those candidates who did not tailor their application or who did not relate it to the job description and person specification restricted the mark they could achieve.

Candidates achieving the highest marks for the interview plan fully related this to the job description and the person specification to the specific job for which they wanted to apply. Questions were detailed and had full relevance to the vacancy. Where candidates copied interview questions from the Internet without any referencing no marks could be awarded.

Learning outcome 3 (LO3)

The best responses were when the candidates produced an evaluation rather than a description of the tasks which they had carried out in the completion of the model assignment. When the candidates had simply described what they had done without making any judgement, then they could only achieve relatively low marks.
The candidates achieved the higher marks when their career plan was related to the job vacancy for which they had applied and showed how they would overcome any weaknesses. The plan clearly identified dates, qualifications and experience which would be needed to be successful in this area of employment.

R063 – Setting up and running an enterprise

There were only a limited number of entries for this unit in the November 2014 examination series and centre are, therefore, advised to read through the report for the June 2014 examination series which is available on the OCR website.

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