

# teachers' handbook

Version 2 July 2010

## ENTRY LEVEL CERTIFICATE IN BUSINESS STUDIES

R343

For teaching from September 2010

[www.ocr.org.uk/entrylevel2010](http://www.ocr.org.uk/entrylevel2010)



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# 1. Introduction

## 1.1 What is the purpose of this handbook?

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Our Business Studies Entry Level qualification is being redesigned for first teaching in September 2010. It will sit with the new GCSEs in Business Studies, enabling us to offer you a coherent package for you and your learners.

This is an exciting, new specification for you and your learners. Learners will gain a broad understanding of business functions and processes in the modern world.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The Entry Level Certificate in Business Studies specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

## 1.2 Overview of OCR Entry Level Certificate in Business Studies

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### Entry Level Certificate in Business Studies (R343)

Task - Marketing and Enterprise	Coursework format
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Test 1 – Business and People	Test format
Test 2 – Production, Finance and the External Business Environment	Test format

## 2. Curriculum guidance

Within the curriculum, Entry Level Business Studies can be used alongside more traditional routes such as GCSE and also as a discreet stand alone qualification.

For candidates who may find a GCSE course too demanding, Entry Level can be used as a means of motivating students who will appreciate the shorter tests which can be taken at any time during the course. This flexibility can help teachers in the planning of the curriculum, giving them control of when assessments take place. Entry Level can be used as an alternative for candidates who may be finding the GCSE assessment too difficult. The general content of Entry Level and the assessment objectives, mirror the OCR GCSE qualification, making it easy for candidates, and teachers, to move from one to the other.

For students in years 7 to 9, Entry Level Business Studies can be used as an introduction to the subject, giving a clear framework for delivery and a recognised qualification to motivate those involved. This may be especially useful in those centres specialising in Business and Enterprise, but can also be used effectively in other centres to introduce this subject which may be new to secondary students.

Entry Level Business Studies is a popular subject in other institutions for instance where candidates may have earlier fallen out of mainstream education. It gives them some sense of achievement which can then be used as a springboard for further qualifications such as GCSE and vocational Business Studies courses.

The subject content can be covered using student experience as a starting point, for example using their knowledge of advertising, pricing and products they have bought as a basis for marketing. Other more theoretical parts of the subject content, such as finance and ethics, can be understood by simple simulations within the classroom. It should be remembered that the understanding of all the subject content is at a basic level.

# 3. Subject specific guidance

Entry Level Business Studies content is in 3 parts:

- Marketing and Enterprise, internally assessed coursework format
- Business and People, internally assessed test issued by OCR
- Production, Finance and the External Business Environment, internally assessed test issued by OCR

Note that both the tests are split into parts A and B which gives centres the choice of giving candidates two smaller assessments to do for each test or one larger assessment. There is no set time limit on the tests.

## Guidance on Specification Content

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### Task – Coursework Format

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#### **Marketing and Enterprise**

Candidates will need to be able to undertake simple market research using basic questionnaire and interview techniques. The data collected will then need to be used to make simple judgements about what action a business might take.

Candidates will need to understand how and where businesses might advertise their products and services such as television, radio, leaflets, newspapers and magazines; the types of promotion that are used (such as gifts and special offers) to increase sales. The use of pricing to increase sales should be understood, for example using lower prices than competitors, setting a price at £9.99 rather than £10, using a higher price than competitors if a product is new and 'improved'. Candidates need to understand the need for businesses to have a range of products to attract customers. Many examples could be used here, including the car industry, mobile phones and fashion. The role of packaging, both as a means of protecting products but also as a means of helping to promote products (such as children's toys) should be understood.

The use of different outlets to sell products, such as shops, catalogues, the internet and market stalls should be understood. Candidates need to be able to understand basic advantages and disadvantage of particular outlets.

The role of enterprise in business should be understood by candidates. The qualities which make a person enterprising such as a willingness to take risks, being able to work with others and having a determination to succeed, should be understood at a basic level.

Candidates will need to understand the rewards and possible drawbacks of risk taking. This will include profit and recognition, along with loss of money, possible illness and having little time for other interests.

## Test 1

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### **Business and People**

Candidates will need to know that there are different types of business, some of which will offer a service, such as shops and banks, others will make products such as furniture, electrical goods etc. Candidates should understand why people run businesses, for example to make profit, help people by providing a service, wanting to be their own boss.

The role of stakeholders such as the business owners, customers (who might be other businesses), and the community needs to be understood. Candidates should be able to make basic statements as to why a particular stakeholder has an interest in a business. For example a worker has an interest because they are paid by the business.

Candidates will need to understand how businesses depend on each other, such as a shop will rely on another business to make the products it is selling. The reasons why people work, such as pay, helping others and having something interesting to do should also be understood.

Candidates should understand how businesses recruit workers, for example advertising in newspapers and job centres and asking existing employees. Candidates will need to understand how businesses select workers, for example using application forms and interviews. Candidates should also understand that particular jobs may require certain features in an applicant. For example someone working in a shop dealing with the public should be smartly dressed and be able to talk to customers. A person dealing with money will need to be honest and trustworthy.

Candidates will need to be able to make simple calculations of pay. For example if a worker was paid £5 per hour, how much would they earn if they worked 4 hours?

The ways businesses communicate with both workers and customers should be understood. These would include emails, letters, notice boards, and meetings.

The importance of health and safety at work needs to be understood by candidates. This will include the use of warning signs and the need to wear safety equipment such as a hard hat or ear protectors.

## Test 2

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### **Production, Finance and the External Business Environment**

Candidates will need to understand that different products are made in different ways and quantities. For example cars are made on a production line in thousands, whereas a designer item of clothing may be a 'one off' product. The costs of production, such as wages, materials and rent should also be understood.

The use of technology in business and how it affects how businesses operate needs to be understood by candidates. For example machinery may replace workers who will lose their jobs. Technology might allow workers to work from home on a computer.

Candidates will need to be able to make simple calculations of profit. For example if it costs £15 to make a product which is then sold for £20, how much profit is made?

The basic methods of finance a business might use should be understood. For example using money from the business owners, or taking out a loan.

Candidates will need to appreciate how businesses might harm the environment. This may be by pollution (including noise), congestion. The way businesses might benefit the environment, such as developing a former run down area, should also be understood.

Candidates will need to have a basic understanding of ethical behaviour in business, such as the use of child labour and how this affects the production of goods and the actions of consumers. The globalisation of business and the production of cheaper goods and services from other countries should also be understood.

## 4. Resources

Entry Level Business Studies students will require resources which are adapted from the following in order to give them access to the materials.

### **Textbooks:**

OCR Business Studies for GCSE; Second Edition: Peter Kennerdell, Alan Williams, Mike Schofield ISBN 978 0340 98349 2. Published by Hodder Education. This book covers the parallel GCSE course and contains a number of activities which can be adapted for Entry Level use.

The Dynamic learning network edition CD-ROM to accompany the above textbook. ISBN 978 0340 98348 5. Published by Hodder Education contains activities and video material which are suited to parts of the Entry Level specification.

### **Other useful sources of information:**

Business pages within national and local newspapers. Reports containing information on business celebrities who students are familiar with are a useful lesson resource.

Television programs/news reports on business issues.

The school/college environment can be a useful resource, providing examples for much of the specification.

### **Web sites:**

[www.bbc.co.uk](http://www.bbc.co.uk) - Bitesize section on Business Studies can be used/adapted for Entry Level

[www.bized.ac.uk](http://www.bized.ac.uk) - Business studies resources covering many topics. Material is clear but will need some development for Entry Level.

[www.tellyads.com](http://www.tellyads.com) - Useful for the Marketing section of the specification.

[www.bestadsonTV.com](http://www.bestadsonTV.com) - More useful material on advertising and promotion.

## 5. Frequently asked questions

### **What level is Entry Level?**

Entry Level is a pre GCSE level.

### **Who should I enter for Entry Level?**

Entry Level is suitable for any candidate who may struggle with GCSE standard. This might include students in years 7 to 9, 16 year olds who have not completed GCSE work or older candidates (including adults) who are returning to education and require a basic starting point in the subject.

### **Is the content like OCR GCSE Business Studies?**

Yes, the content is based on a simplified version of the OCR GCSE specification. It would be a natural progression for students to move from Entry Level to OCR GCSE.

### **How is Entry Level assessed?**

Candidates complete 1 internally assessed coursework format unit based on the Marketing and Enterprise section. There are then 2 further tests, set by OCR, based on the remaining work in the specification.

### **How long does each test last?**

The 2 tests have no time limit. There is also the option to take each of the two tests in two separate parts A and B. This may make them more manageable for weaker candidates. Each test, taken as a whole, should take approx 30 to 40 minutes though it must be remembered there is no time limit set.

### **Who marks the work?**

The coursework format and tests are marked by the teacher. All the work is then externally moderated.

### **When can the assessments be taken?**

The coursework format and tests can be taken at any time which suits the centre. The materials can be downloaded from OCR Interchange. There are 2 sets of each of the external tests. If a candidate re sats a test then they must take the alternative test. The highest mark of the 2 should then be submitted.

### **When will I be sent the tests?**

The tests are not sent out in the same way as GCSE examinations. The tests can be downloaded at any time through OCR Interchange, along with the Coursework format.

**When can candidates be entered?**

Candidates can be entered for the January or June series.

**Do candidates have any choice of the Coursework format that they complete?**

There are 2 Coursework formats available, from which the candidate completes one.

**How much time do candidates have to complete the coursework format?**

There are no specified guided learning hours for this course, but typically the course could take between 60 and 120 guided learning hours depending on the ability of the candidates and the delivery approach adopted. The coursework format and the two tests should be taken within this time.

**How is the coursework format marked?**

The coursework format is marked using the three assessment criteria using a best fit method.

**How is the work moderated?**

A sample of the completed work from the centre is either sent to the moderator by post, or uploaded to the OCR Repository

## 6. OCR Training and additional support

A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

### **Get Ready...**

An overview of new OCR specifications.

### **Get Started...**

For teachers preparing to deliver or already delivering OCR specifications.

### **Get Ahead...**

For teachers wanting to improve delivery and assessment of a current OCR specification.

### **Lead the way...**

To encourage creativity and innovation.

View up-to-date event details and make online bookings at [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk) or view our new training e-books at [www.ocr.org.uk/training](http://www.ocr.org.uk/training). If you are unable to find what you are looking for contact us by e-mail [training@ocr.org.uk](mailto:training@ocr.org.uk) or telephone 02476 496398.

## e-Communities

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Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

## Interchange

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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 candidates online. In addition, you can gain immediate free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>

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[www.ocr.org.uk](http://www.ocr.org.uk)

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