



GCSE

Applied Business

General Certificate of Secondary Education (Double Award) **J226**

General Certificate of Secondary Education **J213**

OCR Report to Centres June 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 candidates 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.

© OCR 2014

CONTENTS

General Certificate of Secondary Education

Applied Business (J213)

General Certificate of Secondary Education (Double Award)

Applied Business (J226)

OCR REPORT TO CENTRES

Content	Page
A241 Business in Action	1
A242 Making Your Mark in Business	4
A243 Working in Business	7
A244 Business and You	11

A241 Business in Action

General Comments:

As always candidates who have been fully prepared for the examination have generally performed well. Responses indicate a good level of understanding and demonstrate that candidates can apply the subject matter in context.

Questions for this unit will either be purely theoretical, applied to the business given in the texts within the question paper itself, applied to a business such as, or applied to a business which the candidate has studied. The introductory texts need to be read very carefully by the candidates and used as appropriate when answering the questions. The texts put the business, in this case Carr Care, in context and give candidates invaluable information which allows them to apply their answers and enables them to access higher levels of the mark scheme.

When a question asks the candidate about a business which they have studied, then their answer must clearly relate to that particular business. It is not sufficient to simply write the name of the business and state the activity of the business and then write a general, possibly theoretical answer. Candidates are asked to state the activity of the business, this is to help them focus on what their business actually does and then to apply their answer.

Some candidates, when identifying a business which they had studied, had obviously learned a lot about their chosen business, and were able to relate their findings to the questions on the paper, but quite a few seemed to have only a limited understanding of how their chosen business actually operated.

For the 10 mark questions, candidates were able to access Level 2 by demonstrating application of knowledge (not necessarily in context). They scored a maximum of four marks if their answer was applied knowledge in theory rather than in the context of Carr Care or their chosen business (depending on the question).

Questions asking candidates to explain one way or reason are generally marked on a one plus one mark basis. This means that the first mark is awarded for stating or identifying the way or reason. The second mark is for developing that reason (in context if that is required by the question). A greater number of candidates than in previous sessions stated two or three different reasons rather than developing one of them. Stating two or three different reasons limits the candidate to a maximum of half marks on these questions because they are not developing their responses.

Some questions asked the candidates to describe something – for example a task or a functional area. These need development of how that task is undertaken and not why it is undertaken – that would be an explanation rather than a description.

Within the specification there are easily identifiable aspects where evaluation questions can be asked. Some of these aspects include reference to a business the candidate has studied and some do not. Careful study of the specification will enable centres to plan their visits to businesses to their advantage. The use of the centre as a business is not always beneficial to candidates. An approach to planning could be to select a business or case study to cover each area of the specification where ‘a business which candidates have studied’ has been mentioned. As this was the first ‘terminal’ assessment it was interesting to see that more candidates had used the businesses which they had studied for their controlled assessment units to enable them to answer these questions. This generally was successful as the candidates had a good understanding of these businesses.

OCR Report to Centres – June 2014

Answers presented for the longer written questions seemed to indicate that candidates have been prepared well. Teachers are clearly using past mark schemes and OCR resources to help candidates to appreciate how responses are marked if a level of response mark scheme is applied. Many more candidates seem to be able to write in context and, hence, access higher marks.

The range of questions presented gave candidates of all abilities the opportunity to demonstrate understanding. The vast majority of papers showed that the candidates had at least attempted all questions posed. The questions suitably addressed all topics included in the specification and were a true test of ability. Extended answer questions gave higher ability candidates the opportunity to fully demonstrate understanding using application and context. Candidates of all ability ranges were able to write at length for the 10 mark questions. The scenario set enabled the candidates to apply their subject knowledge in an applied and realistic manner.

Comments on Individual Questions:

The amount of detail contained in the texts has increased. This gives the candidates more background information, assisting them to put their answers in context. The majority of responses showed a good understanding of the work of Carr Care and the candidates were able to use the information supplied to gain context marks as appropriate.

Q1a – Private limited company appears to have been the most common wrong answer with a high proportion of the candidates believing that shares are sold on the Stock Exchange.

Q1b – This is a standard type of question on this paper but a significant number of responses answered 'private limited company'.

Q1c/d – Most candidates were able to state two tasks which Lucy/Alma might do – describing the task was required to access the development marks. All too frequently the candidates explained why the task would be carried out. This was not what was required by the question.

Q1e – Some candidates seemed to overlook the human resource element of the question and gave purposes of their chosen business. Those who did focus on the human resource function frequently did well, although some described tasks rather than the purpose.

Q1f – There were various ways of achieving marks on this part of the question. Most candidates appeared to have done well.

Q2ai – Most candidates were able to state why aim setting is important, thus scoring one mark. Those who were able to develop their explanation scored full marks.

Q2aii – Most candidates managed to identify a future aim for Carr Care, although there were quite a large proportion of no responses for such a low demand question. Those who offered an answer and failed to score a single mark made a suggestion that was too vague or not measurable, eg be more successful or repeated the enterprising suggestions without using a verb. The most common correct answers were 'to expand' and 'to make a profit'.

Q2b – It was evident that some candidates had been taught the definition on the specification. The most common answer which could not be awarded related to businesses surviving for several years.

Q2c – There appeared to be a close correlation between those candidates who correctly answered question 2(b) and their marks for this part of the question. Those who understood the concept of sustainability were able to give a great wide range of interesting ways in which Carr

OCR Report to Centres – June 2014

Care could achieve this objective. The most common answers were recycling car parts and turning off the lights.

Q2d – There were a fair number of no responses to this part question. Those candidates who did offer answer but achieved no marks tended to make suggestions which employers could implement. The question required ways in which employees could help the business to become more enterprising.

Q2e – This part of the question was generally answered in context with candidates working through each of the four suggestions in turn. To score highly, the candidates needed to analyse the suggestions given. A pleasing number scored full marks.

Q3a – Plenty of legal rights were given but few came under the Equality Act. This is a specific aspect of the specification.

Q3b – Most candidates were able to identify two reasons why conflict might arise between partners and employees. Those who were able to develop their answers scored full marks. Candidates who used the context that all of the partners and employees were members of the same family gave some very good realistic answers about the tensions which can exist.

Q3c – Most candidates were able to identify specific stakeholder groups, eg customers, employees, etc and explained the consequences of them not being listened to. The most common error appeared to have been confusing the generic term stakeholders with shareholders.

Q4a – This part of the question was generally well answered. Most candidates were able to describe two uses of ICT in their chosen business.

Q4b – This part of the question proved challenging for many of the candidates. Many failed to write about the potential benefits and drawbacks of a future upgrade of ICT, thus limiting their marks.

Q4ci – Many candidates appeared to have misunderstood the reference to 'interest rates' believing the question to mean a lack of interest in the business. Those who grasped the question tended to score highly. The most common correct answer was that Carr Care should take out a loan because it would be cheap.

Q4cii – Whilst it was evident that the majority of the candidates understood this question many scored no marks because they suggested that Carr Care should employ more staff. The best answers focused on the low disposable income of the population and Carr Care's response to this, eg put the prices down or advertise more. Some candidates failed to score a single mark because they made generic comments, rather than give a business reaction.

Q4d – This part of the question was generally well answered. Most of the candidates were able to explain the consequence to a business of not taking risks.

A242 Making Your Mark in Business

General Comments:

The aim of the A242 controlled assessment is for centres to find a local business which is similar to one of the five scenarios. The controlled assessment materials are available via OCR Interchange. Candidates must use one of the five scenarios provided by OCR. It is not acceptable for centres to create their own scenario. Candidates should use the actual names of their selected business and competitors within their work, rather than using the names within the scenarios. Candidates must ensure that they follow the requirements of the chosen scenario. Scenario 3, for example, requires the candidates to recommend 'ideas of other products or services the business can offer both in its shops and through the Internet'. In the work of some candidates, the new products or services were not entirely clear.

When centres wish to enter portfolios electronically, the OCR Repository must be used and the candidates entered under code A242/01. If candidates are entered for A242/02, then hard copy paper portfolios must be sent to the moderator. Under no circumstances is it permissible for centres to enter candidates for A242/02 and then send a disk to the moderator without supporting hard copy paper portfolios.

Comments on Individual Tasks:

Task 1 (AO2). Candidates must produce an action plan, addressing each of the bullet points within the task (two hours allocated). Candidates would benefit from using a tabular format to design the action plan, clearly showing how each task will be approached. They may find it helpful to include target and actual dates for completion. Candidates would also benefit from focussing the action plan on Task 2, ie to obtain information on target market needs and competitor activity in relation to the business scenario. On completion of Task 1, candidates should then use the action plan as a working document. They may need to make changes to the original plan as the investigation progresses. In order to achieve Level 3 the action plan must be comprehensive and fit for purpose. Monitoring must take place, with changes being made and reasons being given for the changes. Candidates should indicate how the changes have impacted on other actions. The use of colour coding to show the changes and the impact of changes is an effective technique.

Task 2 This task is based on research and carries no marks. However, it was apparent from some of the work moderated that questionnaire design was weak and that limited secondary research had been undertaken. As a consequence some candidates had minimal information on which to base their controlled assessment tasks. These weaknesses were reflected in the marks awarded. In the design of the questionnaire, it was helpful if candidates had an understanding of the marketing mix of the selected business. Primary research could also take the form of an interview with a member of staff, observations, visits, focus group or acting as a mystery shopper. Primary and secondary research should focus on the marketing mix of the business under investigation and at least two of its competitors. It is not necessary for candidates to include all their research findings from Task 2, although inclusion of a copy of the questionnaire is useful. Any appendices should be clearly labelled and cross-referenced to the relevant section of the work.

Task 3 (AO1). A brief introduction would be helpful stating which real business is being studied and which competitors are being investigated. Candidates are required to clearly identify and describe how the chosen business is currently meeting the needs of the target market within the scenario. The current customers may not necessarily be the target market from the scenario and candidates should describe the target market the business actually has. There tended to be

OCR Report to Centres – June 2014

implied evidence but it needs to be more explicit in relation to what the business currently offers the target market. The final bullet point within the task requires the candidates to describe **two** ideas of how the business could better meet the needs of its target market and be more successful than its competitors, making reference to the marketing mix. In order to achieve Level 3 candidates must suggest two relevant ideas for improvement, with explicit links to more than one aspect of the marketing mix. Candidates must describe how the ideas will impact on the target market. The two ideas must be based on findings from their primary and secondary research and may be derived from any aspect of the marketing mix: Scenario 1 (eg refurbishing salon, new product(s), price reduction); Scenario 3 (eg new products or services); Scenario 5 (eg new product(s), targeted promotion, price deals).

Task 3 (AO2). Candidates must present their research findings in appropriate formats in relation to both customers and competitors. Candidates would find it useful to research the marketing mix of the business and its competitors. It would be helpful if candidates included a copy of the questionnaire and a tally chart. When analysing questionnaire data, candidates should be encouraged to use percentages. The use of tables to compare products/services and prices of the business and its competitors is an effective technique. For Level 3 there should be accurate interpretation, with detailed coverage of both customers and competitors. Data should be presented in a variety of appropriate formats with supporting explanations, eg charts, graphs, tables, location maps. The x and y axes of bar charts should be clearly labelled. There will be few, if any, errors of grammar, spelling and punctuation.

Task 4 (AO1). For Level 2 candidates must provide a comprehensive description of the reasons **why** it is important for businesses to promote. Descriptions are enhanced by the use of a range of examples from different businesses. Some candidates had described **how** rather than **why** businesses promote.

Task 4 (AO2). The item of promotional material must link to one of the ideas from Task 3, eg producing an item of promotional material for the new product idea. For Level 3 the item of promotional material should be clearly applied to the business, the target market and based on research. Some candidates had included a second copy of the promotional material which had been clearly annotated and cross-referenced to show how it was fit for purpose, particularly targeted to research outcomes and target market. Such an approach is helpful to the moderator when confirming the standard. Annotations could also show the reasons for the choices made, eg font size, colours, images.

Task 4 (AO3). Candidates must address each of the three sections within bullet point 3 . A frequent omission was Section 1 – why your chosen item of promotional material is more appropriate than any other. Candidates may wish to consider a range of promotional media, eg leaflet, poster, billboard, newspaper/magazine advertisement, radio, television. Links to the target market need to be clear in the evaluation, including how the promotion will attract the target market. Evidence from research should support judgements. At Level 3 an evaluation of costs may consider different ways of producing and distributing promotional material. Candidates may wish to include a comparison of costs with other promotional media.

Task 5 (AO3). Candidates must use their action plans to address both bullet points within the task. Some candidates would benefit from using a range of criteria to reflect on the positive and negative aspects of their skills and teamwork. For Level 3 candidates are required to reflect on a range of skills, supported by the action plan. An in-depth evaluation is required of their own contribution and reflection on other group members' contributions, with strong and regular links to the action plan. There will be few, if any, errors of grammar, spelling and punctuation. For levels 2 and 3 candidates need to make links to their action plan. This could include reflecting on the process of creating an action plan and any benefits they derived from this process. The candidates also need to reflect on the changes which they made to the action plan and why they feel those changes were necessary. They may consider whether or not the changes were avoidable had the candidate worked in a different way. Candidates also need to make

OCR Report to Centres – June 2014

judgements about their contribution to the group. Did they have a large or small impact on the group? Were they effective as a team player? What evidence is there for this? Did they take a leading role? Did they solve any issues? Candidates need to support the judgements they are making with examples.

A243 Working in Business

General Comments:

The content of this unit is wide in both its depth and breadth; therefore, it is important that candidates are particularly well prepared for this examination. Revision guides and practice at examination questions are an important part of the revision process for this unit.

Due to the depth and breadth of the specification, and as noted in the specification itself, not all aspects will necessarily be tested in each examination series. The only constant will be the finance functional area which will take up about one quarter of the marks allocated on each paper.

The use of a calculator is allowed and this will assist the candidates in the accuracy of their calculations. Such calculations will almost inevitably take place in the finance element of the paper in financial documents, such as in questions 3a, 3c, and 3f on this paper. However, calculations can also take place in relation to other elements; for example, when analysing market research data.

Centres should not ignore the 'In-Tray Exercises' which are stipulated in the specification as aspects of these are tested on each paper. The finance element is usually well attempted, as demonstrated in this series, but the production of office documents is an aspect on which candidates may also need to demonstrate their knowledge. The candidates are expected to understand the format and layout of documents such as an email message, telephone message, press release and a formal letter.

Each examination commences with information as stimulus material about a business; in this series SCHAPP. Candidates will be required to apply their responses to this business by using the information which is provided within the question paper, either within the text boxes or in the stem to the question. Just name-dropping, for example SCHAPP, is not a sufficient form of application. Preparation of candidates to apply their answers is essential in order to attain the higher marks.

Centres still need to prepare their candidates to effectively answer the longer questions which are assessed using level of response criteria and which also assess the candidates' quality of written communication. There is evidence that where centres have done this, the structure and style of the candidates' responses allowed them to attain the higher marks. Candidates must be reminded to make good use of the stimulus material in order to demonstrate their knowledge and the higher level skills of analysis, evaluation and supported judgement. Centres should be aware that questions have been designed so that all candidates have an opportunity to demonstrate the Level 3 skills of analysis and evaluation. In every examination series the longer response questions will have an eight mark tariff.

Centres need to remind their candidates to read the questions carefully before responding so that they actually do answer what is being asked.

Most candidates made an attempt to answer all of the questions on the paper and there were some very full and competent answers. There was clear evidence that most centres are familiar with the specification and have prepared their candidates fully.

Comments on Individual Questions:

The context of this examination was a business, SCHAPP, which produces apps which assist students in their revision for examinations. They are developed by students in different teams for each different subject and level of examination. The students all work from home.

1a. This part of the question required the candidates to complete sentences about matrix organisational structures using words from a given list. The majority were able to do this correctly, achieving full marks.

1b. This part of the question followed on from question 1(a) as candidates had to explain why matrix is the best type of organisational structure for SCHAPP. The crux of this question was understanding that SCHAPP is producing an app for each subject and level of examination and, therefore, would require a different team of people (students in this case) to work on each subject/level, with specific subject specialism. Candidates who merely copied or reworded the sentences from question 1(a) could not be rewarded as the responses needed to explain the suitability for SCHAPP being organised in a matrix structure. Responses which detailed the benefits of this structure to the staff (students) did not answer the question and again could not be rewarded.

2. Candidates were given three different forms of ICT communication and two situations which could occur at this business. The question required the candidates to choose a different form for each situation and state an advantage and disadvantage for each one. Most candidates correctly chose e-mail for the first situation and either text message/web cam for the second situation. There was generally good knowledge of the advantages and disadvantages for all forms of ICT. However, some responses were too vague such as quick and easy; although it was pleasing to note some better responses which were clearly linked to the situations and this business context, showing true application of knowledge.

3a. A payslip had to be completed, for which most candidates attained at least three of the four marks available. The most common error was omitting either £ sign and/or pence, for which candidates were penalised only once. There was guidance given for this on the payslip as the figure for Total Deductions was stated in the correct format to be used. It is important that candidates understand the need for absolute accuracy in the completion of all financial documents.

3b. Candidates need to be aware of the deductions which can be made from an employee's gross pay as this will affect them in some way in their future lives. It was clear that some candidates had no knowledge, with some responses showing additions rather than deductions. Candidates who wrote more than tax / insurance ie income tax/national insurance were fully rewarded as the shortened response did not show sufficient understanding to be awarded marks. Other correct common answers seen were pension and student loans.

3c. The completion of the cash-flow forecast was well done with most of the candidates achieving full marks. It was pleasing that if September's closing balance had been calculated incorrectly, the majority knew that the next month's opening balance was the same figure and were rewarded under the own figure rule.

3d. This part of the question required the candidates to demonstrate their knowledge of a cash-flow forecast as a predicative financial tool in aiding decision making. Too many candidates referred to profit/loss and making/losing money which is incorrect. Centres need to continue to address this misconception as it does not allow candidates to access any marks for statements. Better responses showed knowledge of the cash which may be available in the bank, the ability to predict a shortfall of cash and, therefore, a need for a loan/overdraft, and hence viability. Responses which considered the disadvantages could not be awarded as this was not required by the question. Similarly neither was the question asking whether or not Billy Schappes should

OCR Report to Centres – June 2014

create the new app. This demonstrated the need for the candidates to read the question carefully before answering in order to save losing the opportunity to obtain vital marks.

3e. The labelling of the lines and the break-even point was reasonably well answered. Most candidates knew the correct position of the fixed cost line, which was needed for the next question. There was, however, confusion between the sales revenue and the total costs. Although the majority of the candidates who identified the break-even point did so correctly, it was often omitted and, therefore, limited the marks which could be awarded. Candidates should be encouraged to at least attempt this identification.

3f. Calculation of the break-even point, using the new figures given for selling price and variable costs, and the fixed costs from the question 3(e), gained full marks for the majority of the candidates. It was pleasing to see the candidates following the instructions of the question, allowing them to be fully rewarded. If the fixed costs line had been incorrectly labelled in question 3e (either on the sales revenue/total costs line), candidates were awarded using the own figure rule and did usually attain the marks available in this case. Little evidence was shown this series of candidates stating their answer incorrectly as a financial figure of £240.

3g. This was the first levels of response marked question which asked the candidates to evaluate the usefulness of break-even analysis when making decisions; not asking whether or not the new app should be created. Candidates who did the latter could not be rewarded. Responses should have started by explaining the facts about break-even analysis; for example the number of apps needed to be sold to break-even so that the business did not make a loss or, for example, the ability to undertake a 'what if' analysis. These then needed analysing to show the effect of them on making a business decision. A typical response could have been that if Billy put the price down to £2.50 it would mean the break-even point would increase (Level 2) which may make Billy decide not to create the new app as the higher break-even point of 240 may not be achievable (Level 3). Candidates needed to apply their responses to the given business situation otherwise they limited the marks available to them and could not attain Level 3 marks. Context could easily have been included by using the figures/results from the break-even chart and/or calculation. A few candidates did recognise that there were new variable costs/selling price figures in question 3f, which gave a different break-even point from question 3e, and used this to support their response. Very few candidates went on to make an evaluation.

4a. Good knowledge was evident with the majority of the candidates understanding that the purpose of market research is to find out the wants and needs of customers. The second mark, for how the business responds to the research, needed to clearly include satisfying these needs and wants; for example developing the app to fulfil candidates' requirements. A statement that the business knows what to develop was too vague to be rewarded.

4b. Candidates on the whole demonstrated good knowledge of the types of primary research with the majority achieving two of the three marks available. The common error was repeating questionnaire which could not be awarded as per the stem of the question. Other errors seen were stating types of promotion or mixing up primary with secondary research.

4c. This part of the question asked for types of secondary research which candidates found considerably harder. Many responses showed some understanding but were too vague, such as survey already undertaken, articles and, far too often, books. Candidates must be aware that responses need to be specific, such as company data/results, government statistics, specialist magazines which in this case could be university/college prospectuses.

4d. Level 3 marks could be accessed more easily in this levels of response question as candidates had to simply identify relevant data from Text 4, which then needed to be explained and analysed in order to support their decision whether SCHAPP should expand to include university and college apps. It was very pleasing to see more candidates achieving Level 3 marks with judgements being rewarded. Many candidates achieved full marks at Level 2 as they

OCR Report to Centres – June 2014

were able to explain what the quoted data meant to the business (rather than to the candidates). A good number of these continued to analyse, showing the impact of this on the business, which supported the decision which was usually made at the start of the response.

A few candidates interpreted the data incorrectly by reading into it more positive results than actually stated. The better answers understood that more research into different subjects would be required and also included other information showing good understanding of this particular business. Some of these candidates used the data in the cash-flow forecast and the break-even point(s) from question 3 as well to inform their decision. Candidates who did not use the data in Text 4 could achieve up to six marks by using other relevant information but the evaluative marks could not be awarded as the question specifically instructed them to use Text 4 information.

4e. The majority of the candidates applied their responses easily to this part of the question; knowing that students frequently use the Internet and social networking sites! The better responses developed this into showing that it opens the business to a wider market in a cheaper way than other methods of promotion, enabling full marks to be awarded. Some candidates detailed how the Internet could be used as a method of promotion, rather than why it would be the best method, thus limiting marks awarded. Others considered how the candidates could access/use the apps which again did not address the question. Responses that considered the disadvantages of using the Internet as a method of promotion were not required by the question, and were also not rewarded. This again demonstrated the need for the candidates to read the question carefully before answering.

5. Candidates could identify many different skills that the new App Development Manager would require but very few could identify qualities. The common error for the latter was stating more skills. Centres need to ensure that the candidates understand the difference between a skill and a quality for all job roles. The development marks needed to be applied to this role in this business. Most responses were either too vague, showing no understanding of the skill/quality, or were not applied in the context of how SCHAPP operates, so limiting marks awarded. In this respect the better responses considered the matrix organisational structure, all members of the teams working from home, developers being students who may have other pressure of their own such as examinations/course work.

6. The final level of response assessed question the required candidates to recommend a suitable method of production for printing examination practice question booklets. The responses of some candidates showed that they had not read the information in Text 6, as there was the misconception that SCHAPP was printing these booklets. This need not have limited candidates' marks but the impact of the production methods was usually incorrect for the business scenario, such as Billy Schappes would need to employ more staff or, such as, increased expenses for machinery. There were other responses which explained in detail all that would be required by a business (such as paper and ink) to print booklets thus showing no knowledge of the methods of production. However, there were responses which demonstrated sound knowledge of all the different methods, generally leading to an impact on a business. In order to be rewarded for this analysis the candidates needed to apply their responses specifically to the context of the booklets being produced for each of the subjects and levels available as apps. This meant that the only correct methods were batch and cell production. The majority of the candidates did make the correct decision and it was pleasing to see a number of these being awarded either seven or eight marks.

A244 Business and You

General Comments:

The controlled assessment materials are available via OCR Interchange. Candidates must use one of the five scenarios provided by OCR. It is not acceptable for centres to create their own scenario.

Centres should note that The Equality Act 2010 is now in place. The Equality Act supersedes all of the following pieces of equal opportunities legislation: The Employment Equality (Age) Regulations, Disability Discrimination Act, Race Relations Act, Sex Discrimination Act, Equal Pay Act. From the January 2013 series, candidates have been assessed on this new legislation. A notice to this effect can be found on OCR's website.

When Centres wish to enter portfolios electronically, then the OCR Repository must be used and candidates entered under A244/01. If candidates are entered for A244/02, then hard copy paper portfolios must be sent to the moderator. Under no circumstances is it permissible for centres to enter candidates for A242/02 and then send a disk to the moderator without supporting hard copy paper portfolios.

Comments on Individual Tasks:

Task 2 (AO1). Candidates must identify and describe the main activities of the human resources functional area. Candidates need to ensure that all four bullet points from page 20 of the unit specification have been covered in their descriptions. For Level 2 thorough descriptions of all four bullet points are required. Legislation should include The Equality Act 2010.

Task 2 (AO2). Centres are reminded that candidates must complete the application form provided by OCR and not re-create their own version. The application form should be supported by a CV and letter of application. For Level 3, the application documents must be fit for purpose, extremely focused and targeted on meeting the needs of the chosen job role. Candidates should match their skills, abilities and qualifications to the job description and person specification.

Task 2 (AO3). Candidates must produce a coherent and in-depth evaluation of why the application documents are fit for purpose and will result in an interview. The evidence must show strong levels of analysis and judgement of why the application pack will be successful. The evaluation must consider all three documents and why they are fit for purpose. A justification is required of why the application pack will be successful (or unsuccessful). There will be few, if any, errors of grammar, punctuation and spelling.

Task 3 (AO1). For Level 2 a thorough description is required of what makes an effective interview process from the perspective of both the employee and the employer. Where candidates only focus on either the employee or the employer, marks are limited to Level 1.

Task 3 (AO2). Candidates must identify potential questions which would be asked by the interviewer and explain why each would be asked in relation to the job role. For Level 3 the interview questions must be extremely focused and targeted on the chosen job role; not generic questions. Detailed reasons are required as to why the questions are suitable for the interview for the specific job role.

OCR Report to Centres – June 2014

Task 3 (AO3). Candidates need to evaluate how the appropriate laws impact on the recruitment and selection process for their selected job role. The legislation includes the Employment Rights Act, Equality Act and the Health and Safety at Work Act. Candidates need to avoid generic explanations of how legislation impacts on the recruitment and selection process. They must link their evaluation to the chosen job role. One approach is to take the stages of the recruitment and selection process for the chosen job role and then evaluate how legislation impacts on each aspect.

Task 4 (AO1). Candidates must produce an induction programme suitable for a new employee and not merely describe the induction process. For Level 2 all the key features should be covered including content, activities, timings and venue.

Task 5 (AO2). Candidates must produce a training programme with supporting explanations and not merely provide a description. The training programme must clearly show the key features which will equip the employee with the added skills and competencies needed for a more supervisory job role. The training programme must focus on the role of a supervisor, including methods for learning, skills required for the role, duration of training, venue and costs involved. Candidates should consider both on-the-job and off-the-job training.

Task 5 (AO3). Candidates must assess how day-to-day activities may change in a more supervisory role. For Level 3 the evidence must show in-depth analysis of how skills may change in the supervisory role. Judgements are required. There will be few, if any, errors of grammar, punctuation and spelling.

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2014

