



ELC

Business Studies

Entry Level Certificate **R343**

OCR Report to Centres June 2016

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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.

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CONTENTS

Entry Level Certificate

Business Studies (R343)

OCR REPORT TO CENTRES

Content	Page
Entry Level Certificate R343	4

Entry Level Certificate R343

General Comments

The standard of work seen this year was in line with previous sessions.

The end-of-unit-tests were completed well, with no evidence of the level being inappropriate. The coursework task gave candidates the opportunity to research a potential business idea. There was some notably good work completed, with a number of candidates showing good analytical skills. It should be noted that at this particular level, simple analysis and recommendations should be rewarded.

Most candidates were entered for the option 2, postal option. The alternative option is the OCR repository where candidates' work is uploaded digitally.

The course as a whole mirrors the OCR GCSE Business Studies specification. It can be used by year 9 to prepare for higher level studies, or for those not able to complete a GCSE course in year 11.

Written Tests

Entry level Business Studies offers 2 sets of tests, with candidates having to complete 2 tests. There is an option to complete all four tests and submit the two best marks. Teachers delivering the course should remember that tests can be completed over any period of time, and could, for example, be split into manageable sections to fit in with candidate ability and time available.

The tests were marked well with clear annotation as to where marks were awarded. There were no clear areas that candidates found especially difficult. Calculation questions were at times a problem for candidates, though this was not universal.

Coursework task

Two different coursework tasks are available. Candidates should choose one of these options. Both options proved equally popular this year. The choices, which remain the same each year, focus upon Tom, wanting to set up a badge-making business, and Emma, aiming to establish a business selling jeans.

Application of the Assessment Objectives

AO1

AO1 is concerned with knowledge and understanding.

For Tom's business, this should include entrepreneurial skills (investigation 1), the market for badges (investigation 2), and distribution/use of e-commerce (investigation 3).

With regard to Emma's jeans business, knowledge centred on where the marketing of a business should be focussed (investigation 1), pricing methods (investigation 2), and advertising (investigation 3)

Candidates were generally able to show good knowledge (at this level) and had an understanding of the principles underlying marketing.

AO2

AO2 is concerned with application. Here candidates should look at the business under investigation, and the personnel involved. For Tom's business for example, would e-commerce be suitable for badges in investigation 3? Whilst candidates had a generally good appreciation of sales via the Internet, there was little detailed understanding of how applicable it would be to a business selling badges. In a similar way for Emma, would she be able to advertise her jeans on television? If not, why not? Would she be able to sell her jeans cheaper than the competition, given the fact she is new to business?

The lack of candidate comment on the use of social media remains surprising. Clearly Emma, given her background, would be able to make good use of this method of advertising.

AO3

This remains the more difficult assessment objective for candidates. Good research, which is well focused, will help provide the data which candidates can then use to make their final recommendations.

A number of candidates did collect useful data, at times classroom orientated where appropriate, and this proved a useful foundation. Simple analysis and a recommendation which is linked to the data should be highly rewarded at Entry Level.

Where there was little or poorly directed research, candidates struggles to come to any meaningful conclusion to investigations 2 and 3

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