

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

BUSINESS



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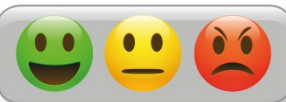
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Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by our moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Outcomes. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

Note to Centres

Two key changes have occurred in relation to the Level 3 Technicals qualifications, both in relation to the examined units; firstly, an extra re-sit has been allowed, so candidates can have two further attempts at an examined unit if they wish to improve their result from the first attempt made. And secondly, a 'near pass' R grade has been introduced, which enables candidates who do not pass but achieve sufficient marks to gain some points for their examined unit outcome, which may mean that it is not necessary to re-sit the exam.

General overview/Introduction

This is the first year in which this qualification has been available. This report covers the internally assessed units only. For details of the externally assessed units please refer to the reports to centres for Units 1 and 2.

The qualification is designed to support learners' wishes to gain an understanding of the requirements of a career in business administration. Candidates who successfully achieve the qualification are able to progress on to relevant Level 3 qualifications or seek their first full-time position working in an administrative support capacity.

There are five internally assessed units, each of which covers a specific aspect of working in an administrative capacity within business. Different combinations of units make up each of the three qualifications within the Business Administration suite. Details of these qualifications and their requirements are found in the Centre Handbook which is available on the OCR website.

Since this is the first year of the qualification it is not possible to offer a detailed treatment of the experiences of centres and candidates for each unit. The unit overview section offers a summary of the key issues experienced so far.

Specific comments for each unit

Unit 3

For P2 centres could provide candidates with examples of specific social media posts which candidates could then review against the organisations own social media policy. These posts could be carefully selected and edited, for example by including at least one that clearly is in breach of at least one aspect of the policy.

For D1 the online tool must be one that the organisation currently does not use but would be of use to the organisation. The recommended tool does not need to be one listed in the teaching content.

Unit 4

P1 and P2 require candidates to undertake activities. There is no requirement for candidates themselves to generate evidence of these activities. The evidence could comprise detailed witness statements or videos.

M2 requires candidates to “contact the supplier to resolve issues with stock”. In order to achieve this criterion there must be evidence that the candidate has:

- a. initiated a two-way communication with the supplier
- b. attempted to resolve the issue

This communication could either be real or simulated.

Unit 5

The documents produced for P1 should be accurate, i.e. they should be fit-for-purpose.

For P2 candidates should demonstrate appropriate use of the relevant teaching content when distributing the documents. The task given to candidates could be simulated (e.g. an ‘in-tray’ exercise) but it must enable candidates to demonstrate their *ability* to distribute the documents rather than *describe* how they could distribute them.

For P4 candidates could be asked to locate a specific file within an organised paper-filing system – for example to find a specific letter from a specific customer sent on a specific date. They could then be asked to store a different letter. For electronic storage systems candidates need to use search facilities, i.e. the criterion does not require them to browse through folders but rather to use keywords to search for a specific item.

For P9 candidates must be given specific requirements in order to then choose when and how to dispatch the materials in line with those requirements. For example they could be given a deadline and the preferences of specific individuals, e.g. preferences for paper or electronic copies of documents), some meeting participants may only need to see the agenda; others may need to see briefing papers.

Unit 6

For P2 the use of the listed email requirements must be purposeful. For example the decision as to whether to cc or bcc a recipient should be based on the context in which the email is being sent and the nature of the involvement of the recipients. Candidates must not be told in advance who is to be cc'd or bcc'd.

The tasks for P4, M2, and D1 must involve the candidate making use of a telephone system, i.e. the tasks cannot be simulated using a face-to-face conversation. The voicemail system for P6, M3 must be for business purposes i.e. cannot be personal voicemail systems for private use.

Unit 7

Centres are advised to study the Assessment Guidance for this unit carefully. In particular the requirements that this unit is synoptic and should be delivered at the end of the learning programme, and also the guidance as to what constitutes an appropriate business event. Centres need to make sure that evidence for each individual candidate is sufficient to cover each assessment criteria in full and does not, for example, depend on the contribution of others.

Most common causes of centres not passing

All units contain a mixture of assessment criteria. Some require candidates to demonstrate knowledge and understanding (for example using the command verbs describe and explain) while others require candidates to demonstrate their ability to perform a specific administrative function. It is important that centres and their candidates are clear about which aspect is required for any criterion.

OCR has published a guide to the Command Verbs used in Cambridge Technicals qualifications and centres are advised to study this and use it with their candidates to develop their understanding of the requirements of each assessment criterion.

'Be able to' criteria require evidence of candidates' completion of specific activities – this can be evidenced either by witness testimonies or video evidence. Centres are advised to study the evidence requirements section of the Centre Handbook for further details of the requirements of witness statements.

Avoiding potential malpractice

Each candidate must only be assessed based on their own original and unique response to a task. Some units require candidates to collaborate with others. Where this is the case the evidence must show what each individual candidate did and this evidence on its own must be enough to demonstrate that the individual candidate has met the criterion in full. Unless collaboration with others is a specific requirement of the assessment criterion then group work is not advised.

Helpful resources

OCR has published a number of resources to support teaching and learning including a range of delivery guides for each unit which include learning activities.

Additional comments

Each internally assessed unit contains a 'Guidance on Assessment' section that lists requirements for specific assessment criteria that must be met.

Centres are encouraged to seek opportunities to make links between units for assessment tasks. For example much of Unit 6 could be covered when assessing other units. Centres taking this approach must make sure that the teaching content of all units is covered and that this is reflected in the expectations for each task.

Supporting you

For further details of this qualification please visit the subject webpage.

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