

Cambridge Technicals (2012)

Level 2 / Level 3

Business

**05320, 05322, 05325
05327, 05329, 05332, 05335, 05338**

Moderators' report 2019 series

About this Moderators' report

This report on the 2019 series assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future assessment/moderation

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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of moderation**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

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Overview

These qualifications (2012 version) are legacy qualifications currently which are available to centres for post-16 candidates but do not attract performance tables points. Centres should consider as an alternative the Cambridge Technicals in Business (2016).

Centres are reminded of the two main documents that comprise the Cambridge Technicals in Business (2012):

- The Centre Handbook which is the main reference point for course leaders and tutors
- The Admin Guide which is the main reference point for administering entries and maintaining quality assurance structures across the centre – previously a pdf document, this is now a set of webpages on the Exam Officer section of the OCR website.

The Centre Handbook was updated in April 2019 – centres should check that they are using the current version.

In addition, a guide to the Command Verbs has been published by OCR. It is strongly recommended that both tutors and candidates familiarise themselves with the contents of this document.

Centres are reminded to refer to Section 4.3 of the Centre Handbook which lays out the mandatory requirements for internal standardisation. Regardless of the size of the centre and/or number of assessors, internal standardisation must be carried out and documented accordingly. The OCR moderators will ask to see evidence of internal standardisation having taken place.

The purpose of internal standardisation is to:

- ensure all assessors are assessing to the required standard
- ensure all assessment decisions are fair, valid and reliable
- arrange regular standardisation meetings
- ensure cross-moderation of work between assessors
- ensure all units have been covered across the full range of grades
- ensure feedback has been provided to assessors and documented, e.g. minutes of meetings, records of feedback, etc
- maintain records of the outcome of cross-moderation activities
- advise centre assessors of any discrepancies in assessment
- suggest ways in which assessment may be brought into line to meet the required standard.

The vast majority of centres are conducting internal standardisation and this has resulted in successful moderation taking place.

All centre claims are made on OCR Interchange and this system is then used by the visiting moderator to submit details of the sample required at moderation and then to process the moderation outcomes. It is important that centres make sure that any claims entered onto OCR Interchange are accurate.

To help ensure this, centres are reminded to:

1. Make sure that each assessor is declared on Interchange and then matched to each candidate when building the claim. Moderation cannot take place as planned if the relevant centre assessors for each candidate cannot be identified on the claim.
2. Check that the claim is free from error before submitting it. All claims can be saved, edited and re-saved before finally submitting it to the moderator, at which point it cannot be edited and may have to be withdrawn in case of errors.
3. Check the Centre Handbook and Administration Guide for full details of the processes and deadlines involved with submitting claims for moderation and for the visits themselves.

There have been some issues this year where candidates have been missed off (and only noted after the moderation has taken place) and/or the incorrect grade uploaded. A moderator cannot withdraw individual candidates and in some instances this has resulted in entire claims being withdrawn and having to be re-entered. In some instances, it has also had an effect on the sampling strategy of the moderator who may have only been informed on the day of the visit that there were errors in the claims.

Claims must also be uploaded at least four weeks before the moderation visit (refer to the Administration Guide for details). There have been instances this year where moderators have spent a lot of time chasing centres to upload their claims.

Other issues have arisen from the process of topping up and/or dropping down. In some instances the person making the registrations/claims are not using the top or drop down codes but using the scheme code instead. This will result in a candidate receiving unit certification only instead of the full qualification.

Centres are further reminded that for each candidate submitting units for moderation, an authentication form should be completed and signed. It is not a requirement to provide a centre authentication form, just the individual ones for the candidates.

Centres are reminded that it is an OCR requirement that all candidate work has an OCR Unit Recording Sheet (URS) on the front. This sheet includes spaces to record whether the portfolio was used as part of an internal standardisation exercise. In addition to the URS all portfolios should have a Candidate Authentication Statement completed by the candidate. Centre authentication of the work submitted for moderation is given on Interchange before submitting the claim.

Overall, the administration and documentation from centres has been very good and moderators have been able to access the evidence with very little trouble. It is important that the evidence is well referenced and made fully available for the moderator. A moderator does not have the time to look through evidence in the hope that they may find what they are looking for. If the presentation of the evidence is too difficult to navigate, a moderator could stop the visit and arrange to come back at a later date.

General comments

Centres have used a variety of resources to support their candidates. A number of centres have adapted existing support materials or made use of materials designed for small and new business start-ups. An approach that has worked particularly well has been the use of local employers as case studies, often involving a mixture of visits to the business and/or hosting visiting speakers. Such local organisations are usually an ideal resource for candidates when carrying out research for their assessment evidence.

Centres have understandably delivered whole units, typically one at a time. Some centres have been considering adopting a 'project' or 'themed' approach, for example by combining the interpersonal communication units (such as communication, personal selling and customer service) or using an enterprise activity to support the delivery of the more practical aspects of units such as marketing and financial forecasting.

Centres have used a variety of methods of evidencing candidates' achievement of the assessment criteria. However most portfolios have consisted of a mixture of written reports and witness testimonies.

A good range of organisations have been used to support assignments. In general small to medium-sized employers (SMEs) operating on a single site in the local area offer better contexts than large multinational or multi-branch organisations. Supermarket chains or franchise-based restaurants are often a poor choice because candidates seem to struggle with identifying exactly what the business is; for example with some fast-food organisations is the business I am studying the foreign-owned holding company, the wholly-owned UK-subsiidiary or the franchised outlet in the town centre? The benefit with local SMEs is that it is usually possible to walk through and around the business in under twenty minutes and see several different functional areas operating. Such businesses make it far easier to get a concrete understanding of the whole business and how the various parts (literally and figuratively) fit-together.

Most centres have recognised the importance of separating learning and assessment however a number of issues have arisen which may be explained by these two aspects being confused.

Candidate evidence has usually been well structured and organised although there has been a tendency from some centres to include evidence which is either irrelevant or does not fully address the relevant assessment criterion.

Very occasionally candidates have provided evidence in their portfolios which has been generated from tasks contained in OCR candidate support materials or other similar resources. OCR has published a number of such materials – such as delivery guides and lesson elements but as is stated in the delivery guide for each unit: "The activities suggested in this delivery guide MUST NOT be used for assessment purposes."

In general centres have understood that candidates are expected to apply their understanding of the teaching content, developed through a teaching/learning phase, to generate their assessment evidence.

Also on rare occasions the extent of guidance and support given to candidates during assessment work has been too great. As a rule candidates should be taught all that they need to be taught in order to take them to the point where the tutor is confident that they are ready to complete an assessment task; but the task itself should not provide support that would mean that the candidate has been unable to demonstrate that they alone are able to use their understanding to meet the assessment criterion.

Where centres have used witness statements the quality and level of detail has been variable. Witness statements must provide a full description of what the witness observed the candidate do. This should be in sufficient detail to enable a third-party (e.g. the assessor, internal moderator or visiting moderator) to read the statement and be able to form a judgement as to whether or not the observed activities did or did not demonstrate competence. In general, where an assessment criterion is likely to be evidenced through an ephemeral activity such as a talk or discussion then the teaching content will contain a list of relevant competencies and these should be the focus of the descriptions in the witness statement.

Candidates have generally tried successfully to provide original and authentic evidence. Malpractice in the form of plagiarism or collusion (whether intentional or unintentional) is much less likely to occur when:

1. Candidates produce their evidence on their own and not, for example, as part of a group. If candidates are collaborating with others, for example in Level 3 Unit 14 P5 “provide support for the running of an event” the evidence provided for each candidate must demonstrate the contribution of each individual candidate (for example a separate witness testimony for each candidate describing what that candidate did).
2. Candidates clearly reference all sources used, especially if directly quoting from a published source.
3. Candidates demonstrate their understanding of sources quoted, for example by paraphrasing or showing how the quote can help to illustrate the point being made.
4. Candidates do not include classroom-based learning materials, which are likely to have been produced under close guidance from the tutor and are therefore likely to be very similar to materials produced by other candidates.

It is a deliberate feature of this qualification that centres can devise suitable assessments for their candidates. The specification for each unit offers the criteria by which candidates should be assessed, the relevant knowledge and understanding they should have in order to meet those criteria and the qualification as a whole offers a quality assurance framework, including visits from an external moderator, to ensure comparability across and within each centre.

Centres have generally welcomed the freedom that this approach has given them to devise both learning programmes and assessment activities that match the needs of their candidates and their progression into further education or local employment. Centres have naturally wished to clarify exactly how this approach is to work in practice and this has resulted in much discussion with their visiting moderator.

Most centres have shown a secure grasp of the required standards and have made accurate assessment decisions. Where not, it has often been because of a misreading of the assessment criteria or a failure to provide valid evidence or a misunderstanding over the requirements of the command verbs. Most of these issues have been addressed in the evidence section above.

Centres are entitled to two paid-for moderation visits each year (covering both Levels 2 and 3 if both programmes are being delivered). Most centres have taken advantage of this, whether they are delivering a one-year or a two-year learning programme. All centres are encouraged to make full use of their entitlement as any unused visits in one academic year cannot be carried over into the next.

Centres are required to have in place suitable systems to make sure that all evidence in the centre is assessed to the same standard. Such systems are required regardless of the number of assessors in the centre however a centre which only has one assessor is not expected to use the same internal standardisation methods as a centre with several assessors.

Where there was only one assessor it was usually the case that a colleague (typically with relevant vocational-assessment experience if not relevant subject experience) sampled the portfolios. In most centres where there was more than one assessors then it was usual practice for one assessor to take the lead in standardising assessment however it was not always clear from the documentation provided how the various assessors were brought into agreement in the event of any disagreements between them.

Comments on individual units

Level 2

Unit 1

In general candidates have a good understanding of the requirements of Learning Outcome 1. Some issues arise with Learning Outcome 2. For P4 and P5 candidates might benefit from completing P5 first before in P4 outlining what the government has done to shape this environment. One way that candidates can evidence D1 is by considering the extent to which the changes in the local business environment have been due to government policy.

Unit 2

Most candidates have a good understanding of this unit. Some good work has been seen in P3 where centres have provided candidates with information about a new business start-up and asked them to set aims and objectives for it.

Unit 3

For P1-P3: Candidates need to identify the components listed in the assessment criteria - one way could be to give them summary financial data and ask them to identify within it the required items but published accounts are unlikely to provide specific examples of, say, start-up costs. A better idea would be to give candidates a long list of items which might be purchased by a business and then ask them to prepare a short guide defining all the terms in P1-P3 using examples from the provided list - if they correctly pick items from the list and categorise them correctly then they have identified them.

For P4-P6: All that is required is data sufficient to enable candidates to calculate (P4) and construct (P5) break-even and then create a cash-flow forecast (P6) - published accounts are not needed for this.

The summary financial accounts of a real organisation are a good idea but do not have to be used. However at the very least, realistic data should be provided to candidates to enable them to select from it (P1-P3) and use it to create financial information (P4-P6). This can be a case study but should hopefully be realistic as far as the scenario is concerned.

Unit 4

This unit has proved popular and candidates have produced some good evidence. Centres should make sure that the evidence for P4 is robust; in particular any witness statements covering the interview need to be detailed and descriptive of what the candidate said and did during the interview. Video evidence might be helpful if it does not unduly distract candidates during their performance.

Unit 9

Selling involves a salesperson negotiating with a customer with the aim that the customer purchases a product or a service. Closing the sale means attempting to make sure that the customer decides to make a purchase. Some centres have devised scenarios that do not enable candidates to either sell a product or service or to close a sale and hence cannot meet the requirements of this unit.

Unit 11

Candidates are required to produce webpages. Note that the requirement is to produce webpages rather than a website (although it is likely that they will be linked together to form a mini-website). There is no requirement that the pages be hosted on a real website. Typically candidates will create the pages using a web editor and then save as a web-page (html) - this would then enable the pages to be viewed in a web browser such as Internet Explorer or Chrome. The task is equivalent to creating a couple of one or two page flyers - except that the flyers are designed to be viewed on screen.

To meet P5 candidates must “create webpages to meet a user need”. The possible needs of the user (the business or its customers) are listed in the teaching content where the scope of the webpages is also listed. An appropriate context for the webpages would be an ‘information driven’ website introducing a local business and its services; for example a new hairdresser or restaurant.

In order to meet the P5 criterion webpages must be created, not just designed. However, the specification refers to ‘webpages’ and not ‘website’ so there is no requirement to publish or host a website. It is sufficient that the webpages are hyper-linked together and can be viewed on a browser on the centre’s own network or on a standalone computer.

The teaching content for “Webpages” does not mention payment systems so the created webpages do not necessarily have to include a secure payment facility. However in order to meet M2 the strengths and weaknesses must be analysed and payment systems are listed as a possible user need, hence candidates ought to consider this issue in their analysis.

Unit 13

The evidence for P2 should cover all the documents listed in the teaching content under the headings "Financial Documents" and "Recording Transactions". Two separate sequences one for each would be sufficient.

Level 3

Unit 1

P1/M1/D1: The teaching content for Unit 1 identifies features which should be contrasting - these include ownership type and size as well as sector. Candidates should avoid discussing businesses that are too similar. For example two banks are to some extent contrasting although both are tertiary - also, since both businesses are national and merely have local branches, candidates may find it hard to obtain sufficient information to discuss the businesses as a whole. It might be better to consider at least one and even two locally based business organisations - at least one small (e.g. local partnership such as solicitors employing several people) and at least one medium-sized Ltd company would be sufficient for this.

P5 The economic environments that candidates should be taught, before they undertake the assessment, are listed in the teaching content section of the specification on page 5 (under the heading Learning Outcome 3).

Specifically, the first three bullets in the list address P5, the next six relate to M2 and the final three points relate to D2.

To meet P5 candidates need to describe the influence of two contrasting economic environments on business activities within a selected organisation. Any of the examples listed in the teaching content would count as being contrasting (although candidates should avoid discussing "boom" and "recession" as they may struggle to do more than throw their discussion of one into reverse for the other).

At M2 there must be an analysis of the impact of changes in demand and supply on the business - so the analysis should focus on how the business reacts to the changes. E.g. if the business is a car manufacturer and the demand factor is fall in incomes then the analysis should address how this fall in consumer incomes will affect the business - e.g. reduction in income results in a reduction in demand with possible reduction in prices, possible reduction in cost, resulting in the business switching to selling more lower specification products, a need for redundancies, etc.

For D2 the focus should be on an evaluation of the extent to which the business is likely to be affected by changes in the economic environment. E.g. to what extent is a car manufacturer likely to be affected by a recession? The answer might depend on: the severity/length of the recession; the market position of the producer (e.g. a luxury or low-end manufacturer?); its existing financial health, etc. candidates could consider the extent to which the business is recession-proof. For example are British Gas and BMW Motors likely to be equally affected by changes in the state of the economy and to what extent?

Unit 2

For P1/M1 - P1 asks for a description of recruitment documentation and M1 asks for analysis. The actual documentation should be that used by the organisation that is the context of the centre's assignment.

Descriptions should focus on what each document contains and analysis could be of the role/purpose of each document in the recruitment process, or a discussion of the benefits/drawbacks of each document including its contents.

Unit 3

For P4 candidates must use marketing research for marketing planning. One way that this criterion can be achieved is by applying the methods discussed in P3 to the marketing activities to be carried out in P5-P6. For example the candidate could analyse market research data for an existing product to establish its likely future prospects in the absence of a change in marketing approaches. They could then use this information to help establish aims for the products future marketing strategy which can be used to help determine the marketing mix in P6 and the targeted customers in P5.

Unit 4

D1 refers to the accuracy of 'forecasting' rather than the accuracy of 'forecasts' so it should cover issues such as the assumptions underlying the predictions and the accuracy of any research (e.g. into future sales forecasts) – for example, a business which simply projected a 5% increase on last year's revenue figures and failed to verify if this was likely to be true (e.g. by considering the state of the economy and the actions of competitors) could well produce an inaccurate forecast.

Unit 5

D1 requires candidates to evaluate the steps that an organisation could take to improve the skills of its employees.

The steps an organisation could take to improve the skills of its employees could include:

- training - on the job and off the job
- expecting employees to develop the skills in their non-work time
- raising the skills requirements of the job role (e.g. by requiring all new recruits to demonstrate that they have the required skills before appointing them)

Other steps are possible and there are many different ways of training both on and off the job.

One way candidates could evidence D1 is by taking an existing organisation with an existing set of employees where the organisation decides that the skills of its workers need to be improved - candidates should then evaluate the various steps/methods available - perhaps by recommending one or a mix of steps/methods - providing reasons why they steps/methods have been chosen and others rejected or exploring the issues/implications for the organisation and its employees of the steps/measures recommended.

D2 requires candidates to consider an existing organisation and recommend ways in which it should improve its motivation systems.

The recommendations should be relevant to the chosen organisation - so should take into account its circumstances. For example if an organisation is constrained by the need to make a

profit/surplus it is unlikely that raising employee costs (e.g. by paying them more) is likely to be a valid recommendation unless it can be demonstrated how profitability would increase as a result. Hence candidates in attempting D1 could take into account:

1. the existing methods used to motivate employees in the organisation
2. the impact of these on the organisation
3. any constraints affecting the organisation (and hence the choice of appropriate motivation methods)
4. the likely impact of the proposed methods in the organisation - the more evidence based are the justifications and less based on theory and assertion the better!

It is important that individual candidates must make the recommendations - they cannot be told what recommendations to make. How and in what ways the organisation changes the methods used must be for each candidate to decide. Whether or not they meet D2 is based on whether or not they make valid recommendations.

It might be better were candidates to consider a small to medium-sized local organisation - perhaps one where the sole owner/manager is struggling to find ways to motivate his/her employees?

Unit 6

For P2 candidates must use three different methods (the teaching content lists a number of different methods in the first bullet point of the teaching content) to present complex information (types of complex information are defined in bullet point four of the teaching content). The methods chosen must be appropriate to the user's needs - so the centre's assignment must specify the user's needs and the candidate must then select an appropriate method to use.

For P3 the candidate must create corporate communications - these are defined in bullet point five of the teaching content. These are going to be different from the communications created for P2. The assignment can specify the methods to be used.

Unit 9

P1/P2: Reviews need to be of a specific products/service for which each organisation has a specific marketing mix - and of course one of those Ps is Product. The candidate must then describe the role of promotion (the promotion mix) within the marketing mix for that product/service drawing upon relevant teaching content.

Unit 12

To achieve Learning Outcome 4 candidates must evidence their role as an interviewer. There is no requirement for candidates to be an interviewee. P4 requires evidence of preparing for the selection interview, including preparing all necessary documentation. P5 requires evidence of conducting a selection interview (as interviewer) including completing any necessary documentation prepared by the candidate for P4.

The teaching content provides a list of documentation and selection interview activities which candidates should be familiar with before they begin to prepare for their interview (in the role as interviewer).

The precise documentation and other evidence should be determined by the candidate. In order to award P4 the assessor should satisfy themselves that the candidate has prepared the necessary documentation appropriate for the selection interview to be undertaken. In order to

award P5 the assessor should satisfy themselves that the candidate conducted the interview (as interviewer) in an appropriate way. This might also require additional evidence such as a detailed witness statement describing what the candidate did during the course of the selection interview - or video evidence.

Therefore the evidence provided by the candidate for P4/P5 should be appropriate to the interview scenario given to them by the assignment.

It is not a requirement that a single scenario must be adhered to for all ACs however this would be a good idea as it would minimise evidence requirements for the reasons explained above. If a candidate judges that an aptitude test is a requirement then it is up to the candidate to decide whether to create or use an existing one (if the latter they will need to adhere to restrictions such as copyright etc).

For D2 candidates need to evaluate the strengths and limitations of the process of selection interviewing. A suitable question for an assignment to address this would "Consider your evidence for P3-P5 and M2. To what extent was an interview the most effective way to select the best candidate for this vacancy?"

Unit 17

Learning Outcome 4 requires candidates to plan and carry out risk assessment of an administrative work environment. "Administrative" in this context means any working environment where administrative activities take place. So, environments such as reception areas, general office environments (e.g. accountants, solicitors, school offices) are suitable environments, but manufacturing facilities (e.g. metalworking or welding) or environments where the main risks would result from working with heavy objects (e.g. car workshops) are not. So, in terms of a school then general office/reception areas would be fine but technology classrooms where resistant materials are being used would not."

From the teaching content, in order to undertake the risk assessment candidates should be taught:

- Format and content of a risk assessment
- Frequency of risk assessment.

Therefore, in carrying out the risk assessment they should do more than simply implement a risk assessment strategy that they have been given. If they are to use an existing risk assessment document then they should consider whether the format and content of that document are appropriate for the purpose they are going to use it for (and adapt it if necessary) and they should also consider the frequency with which the assessment should be carried out (e.g. once only? If more than once, then when?). Alternatively if they are to create their own form and then use it then it is more likely that they will naturally consider these issues.

Unit 18

For P3 each candidate will need to independently produce their own project plan. Thus even if the actual 'project' is the same for all candidates, each candidate's own individual response to the task (i.e. the requirement to produce a plan) will be different.

There is no requirement that the evidence in LO2 must relate to that in LO3.

The centre should also note that, despite the name given to LO3, there is no requirement for a project to be implemented. What candidates are required to do in LO3 is to evidence their

understanding of the issues involved in monitoring the progress of a plan - the focus in P4 is on how to monitor the progress of a project against its plan and in P5 the focus is on the action that might need to be taken to help a project proceed according to its plan.

P6: They should design and use a suitable method to report the project outcomes. For M they should analyse the choices made in relation to P6.

Methods of reporting include presentations, reports, using visual aids, e.g. charts and diagrams. The choice of method should reflect the audience (e.g. a technical or non-technical audience). Candidates should choose the method to use and the content to include - they could for example design a report template. Analysis of the method should include a rationale for the choices made e.g. of format and content in relation to the reporting requirements of the project e.g. client need.

Unit 19

There is no requirement to build a website or webpages. The purpose of the unit is to enable candidates to manage the process of designing and building a website suitable for a business purpose. Centres should note that much of the teaching content is concerned with the design of website infrastructure (e.g. security, etc.) rather than just the actual look and feel of pages. The aim of the unit is to equip the candidate with the knowledge and skills needed to manage the implementation of a new website for a business. The actual design and build of the webpages themselves is outside the scope of the unit.

The evidence for P4 should draw upon relevant teaching content found under the headings "Aims and objectives" and "design development". The evidence should be a plan for the website in terms of the infrastructure needed, e.g. security, accessibility, domain name etc (not just in terms of 'look and feel' such as one might find in an Information Technology unit). In effect this plan could form part of a design brief that an actual website builder would need in order for them to be able to design and build specific webpages to meet this need - however this 'build stage' does fall beyond the scope of this unit.

Sector update

In March 2019, the Department for Education (DfE) announced funding in England for the Level 3 Cambridge Technicals in Business 2012 suite will be withdrawn from 1 August 2020. This is part of a larger review of post-16 vocational qualifications.

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 additional 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.

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