

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

BUSINESS

05893, 05891, 05892

Summer 2023 series

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Introduction

Our Lead Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the 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 Objectives. 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.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

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We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

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General Overview

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.

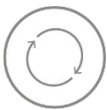
The qualification is designed to support candidates wishing to gain an understanding of the requirements of a career in business administration. Candidates who successfully achieve the qualification can progress to relevant Level 3 qualifications or seek their first full-time position working in an administrative 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.

The number of centres and candidates taking this qualification both continue to grow. Centres report that they find the qualification engaging and interesting for both teachers and candidates with a range of practical administration-related activities that are assessed in a genuinely applied way. This report will address some of the main issues that centres taking this qualification have experienced this year.

Most units require candidates to conduct practical business administration activities. It is important that these activities are evidenced correctly. Centres are strongly advised to carefully study the 'What evidence is needed to assess a candidate?' section of the Qualification Handbook (page 43). It is also worth mentioning that several centres have started to capture evidence using the candidate or observer's own smartphone. This can have the benefit of being less intrusive than a formal video-recording session using a video-camera and so can result in capturing candidates' performance in more natural settings. Providing such an approach meets the centre's own guidelines on the use of such devices this is an acceptable way to generate evidence.

Assessment for learning



Centres are also reminded of the importance of following the requirements contained in the assessment guidance section of each unit. This section includes some mandatory requirements for specific named assessment criteria - these requirements must be met.

It is entirely appropriate for a specific piece of evidence to be used to meet the criteria for more than one unit, for example an agenda for a business meeting that is produced for Unit 5 P7 can also be used to support Unit 5 P1. If the agenda is emailed to colleagues before the meeting the evidence of this can be used towards Unit 5 P3 and P9 as well as Unit 6 P2.

Centre assessors are also reminded that they are required to complete a unit recording sheet for every unit for every individual candidate and provide comments as to why they are accepting the evidence, i.e. feedback. Most assessors are using the forms correctly and providing some excellent feedback to their candidates.

Centres are reminded to refer to the OCR website which lays out the mandatory requirements for internal standardisation. A good number of centres are using the guidance on internal standardisation booklet which contains detailed guidance as well as sample documentation – this is available in the administration section of the subject webpage.

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 make sure of 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.

Claims must be submitted at least two weeks before the moderation visit. There have been instances this year where moderators have spent a lot of time chasing centres to upload their claims.

Developments in Artificial Intelligence (AI) are causing concerns in centres as AI makes it possible for candidates to present evidence that is potentially original and authentic, but not written by the candidate. Centres need to have robust systems in place to safeguard against uses of AI which result in malpractice. More centres are making use of software to check for plagiarism, while others are introducing controls on how, when, and in whose presence, candidates' assessment work is generated. It is also important that centres show candidates how to reference their sources appropriately and that even when referenced, make it clear, they still need to show that they have the knowledge and understanding by describing, explaining and comparing, using their own words.

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.

Comments on individual units

Unit 3 – Use social media for business purposes

Centres have typically either used their own centre context for the assignment or have used a local business organisation. Whichever approach is taken it is important that candidates are provided with the organisation's social media policy for employees who make posts on its behalf (for example staff with responsibility for public relations). This policy can then also be used in Learning Outcome 3 to help candidates review their own social media post for fitness-for-purpose. To support the assessment of P3, many centres provide candidates with a curated selection of social media posts; this is appropriate provided it represents the actual social media activity of the organisation over a typical five-day period. It

is important also that centres make sure that the posts include some that require high, medium or low-priority responses, but it is important for M3 that candidates make this judgement themselves.

Unit 4 – Provide administrative support

Most criteria in this unit require candidates to undertake practical business administration activities. There is no requirement for candidates themselves to generate evidence of these activities. The evidence should comprise outcomes of activities (e.g. confirmation of stock purchases (P5) hotel bookings (P8)), together with detailed witness statements or video evidence. Some criteria, especially at merit and distinction require candidates to make recommendations, these recommendations should ideally be in the candidates' own words but could be produced in realistic work-related settings and activities (e.g. writing an email to a colleague containing the evidence required for D1).

Unit 5 – Follow administrative practices and create procedures

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 help 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 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 – Communicate in a business environment

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.

Assessment for learning



The tasks for P4, M2, 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 – Support the organisation of an event

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. It is acceptable that candidates engage in collaborative activities, indeed the unit is based on the assumption that the candidate is a member of a team, however all evidence must be the candidate's own original work. So, for example, candidates could work as a group to plan and deliver an event but each candidate must individually produce their own evidence for each criterion. For example the list of required resources for P1 must be produced by each candidate individually and cannot be the outcome of a group decision. One approach to take is for each candidate to be responsible for a specific aspect of the event – but if this route is chosen each candidate will need to perform the activities required for each criterion, for example P3 (arrange for the production of, or book, the required resources with their chosen source).

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