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# OCR GCSE IN APPLIED BUSINESS (DOUBLE AWARD) (1491)

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## PORTFOLIO ADMINISTRATION PACK

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This Administration Pack is designed to accompany the OCR GCSE in Applied Business (Double Award) specification for teaching from September 2002.

Guidance on the assessment of coursework will be found in Sections 2, 6 and 7 of the specification.

Current versions of forms within this pack will be sent out automatically by OCR to the Examinations Officer in the Centre upon receipt of provisional entries. These will also be available from the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). Centres need to check that the forms they are using are current.

Centres are permitted to copy materials from this booklet for their own internal use.

OCR will conduct all administration of these GCSEs through the Examinations Officer at the Centre. Teachers are strongly advised to liaise with their Examinations Officer to ensure that they are aware of key dates in the administrative cycle.

## CONTENTS

### Compulsory Recording Materials

- Unit Recording Sheet for Unit 1.
- Unit Recording Sheet for Unit 2.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

**Unit Recording Sheets:** One of these forms must be completed (for *each* portfolio unit) for *each* candidate and must be attached to the candidate's work.

## **SUPERVISION AND AUTHENTICATION OF PORTFOLIOS**

OCR expects teachers to supervise and guide candidates who are producing portfolios. The degree of teacher guidance in candidates' work will vary according to the kind of work being undertaken. However, it should be remembered that candidates are required to reach their own judgements and conclusions.

When supervising candidates, teachers are expected to:

- offer candidates advice about how best to approach their tasks;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Work on portfolios may be undertaken outside the Centre and in the course of normal curriculum time. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work. This does not prevent groups of candidates working together in the initial stages, but it is important to ensure that the individual work of a candidate is clearly identified separately from that of any group in which they work.

Throughout the course, the teacher should encourage the candidate to focus on achieving the criteria listed in the *Assessment Evidence Grids*. Teachers may set internal deadlines for candidates submitting work to them. Teachers may comment on a candidate's unit portfolio and return it for redrafting without limit until the deadline for the submission of marks to OCR. Internal Assessors must record details of any assistance given and this must be taken into account when assessing candidates' work. Once the mark for the unit portfolio has been submitted to OCR, no further work may take place.

## **INTERNAL STANDARDISATION**

It is important that all internal assessors, working in the same subject area, work to common standards. Centres are required to ensure that internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold a preliminary meeting of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## **SUBMISSION OF MARKS TO OCR**

The involvement of OCR begins on receipt of entries for a portfolio unit from a Centre's Examinations Officer. Entries for units to be included in any assessment session must be made by the published entry date from OCR. Late entries attract a substantial penalty fee.

By an agreed internal deadline the teacher submits the marks for the unit to the Examinations Officer. Marks will need to be available by the portfolio mark submission dates published by OCR and internal deadlines will need to reflect this. OCR will supply Centres with *MS1 Internal Assessment Mark Sheets* to record the marks and instructions for completion. It is essential that Centres send the top copy of these completed forms to OCR, the second copy to the Moderator and keep the third copy for their own records.

## MODERATION

Moderator address labels will be sent to Centres shortly before the portfolio mark submission date. The Centre should send marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once (s)he has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

## GENERAL PORTFOLIO REGULATIONS AND PROCEDURES

General portfolio regulations and procedures including those concerning lost or incomplete portfolios are given in the OCR Handbook for Centres.

Candidates must observe the following when producing portfolios:

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the:
  - Centre number;
  - Centre name;
  - candidate number;
  - candidate name;
  - specification code and title;
  - unit code.
- Centres must complete the appropriate Unit Recording Sheet in full and attach it to each piece of work sent for moderation.

## PORTFOLIO ENQUIRIES

In the Autumn and Spring terms OCR will hold training meetings on portfolio assessment led by senior GCSE Moderators. Details of these are in the OCR INSET booklets which are sent to Centres in the Summer term or they may be obtained from the Training and Customer Support Division on 01223 552950. They are also published on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

OCR also operates a network of Portfolio Consultants. Centres can obtain advice on assessment of portfolios from an OCR Portfolio Consultant. These are both subject specialists and Senior Moderators. Details of these may be obtained from the OCR Subject Officer.

# GCSE IN APPLIED BUSINESS (DOUBLE AWARD)

## Unit Recording Sheet for Unit 1: Investigating Business



Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

<b>Specification Code</b>	<b>1491</b>	<b>Unit Code</b>	<b>4863</b>		<b>Session</b>	Jan / June	<b>Year</b>	<b>2</b>	<b>0</b>	<b>0</b>	
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<b>Centre Name</b>		<b>Centre Number</b>					
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<b>Candidate Name</b>		<b>Candidate Number</b>				
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**Evidence: a portfolio based on your investigation of two contrasting businesses.**

Criteria			Teacher Comment	Location
<b>a1</b> Describe the following features of your <b>two</b> chosen businesses: Activity; Location; Ownership; Aims and objectives.  0 1 2 3 4	<b>a2</b> Compare the following features of your <b>two</b> chosen businesses and identify the main differences between them: Activity; Location; Ownership; Aims and objectives.  5 6 7	<b>a3</b> Having fully explored the following features of your <b>two</b> chosen businesses, suggest and justify changes that each could make to enable them to be more effective: Activity; Location; Ownership; Aims and objectives.  8 9 10		
<b>b1</b> Describe the type of work carried out by at least <b>three</b> functional areas of <b>one</b> of your chosen businesses.  0 1 2 3 4 5 6	<b>b2</b> Explain, using examples, how at least <b>three</b> functional areas of <b>one</b> of your chosen businesses work together to support the business activity.  7 8 9 10	<b>b3</b> Evaluate how effectively at least <b>three</b> functional areas of <b>one</b> of your chosen businesses work together to achieve the aims and objectives of the business.  11 12 13		

Criteria			Teacher Comment	Location
<p><b>c1</b> For one business describe the different methods of oral and written communication used and describe, with examples, how it uses ICT to communicate and operate.</p> <p><b>0 1 2 3 4 5 6 7</b></p>	<p><b>c2</b> For the business selected in <b>c1</b> analyse the effectiveness of the communication methods used: inside functional areas; between functional areas; with people and organisations outside the business.</p> <p><b>8 9 10 11 12</b></p>	<p><b>c3</b> On the basis of their analysis, for the business investigated in <b>c1</b> and <b>c2</b>, suggest and justify alternative or improved methods of communication: inside functional areas; between functional areas; with people and organisations outside the business.</p> <p><b>13 14 15</b></p>		
<p><b>d1</b> Identify the main external influences on your two chosen businesses including reference to competitors, economic conditions and environmental constraints.</p> <p><b>0 1 2 3 4 5</b></p>	<p><b>d2</b> Explain the impact on your two chosen businesses of changes in external influences, including reference to competitors, economic conditions and environmental constraints.</p> <p><b>6 7 8 9</b></p>	<p><b>d3</b> Having fully explored changes in external influences, including reference to competitors, economic conditions and environmental constraints, suggest and justify ways in which your two chosen businesses could respond to these changes.</p> <p><b>10 11 12</b></p>		
<b>Total/50</b>				

### Authentication by the Teacher

I declare that to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 4 Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.
- 5 Sign and date the Authentication statement.

# GCSE IN APPLIED BUSINESS (DOUBLE AWARD)

## Unit Recording Sheet for Unit 2: People and Business



Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

<b>Specification Code</b>	<b>1491</b>	<b>Unit Code</b>	<b>4864</b>		<b>Session</b>	Jan / June	<b>Year</b>	<b>2</b>	<b>0</b>	<b>0</b>	
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<b>Centre Name</b>		<b>Centre Number</b>					
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<b>Candidate Name</b>		<b>Candidate Number</b>				
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**Evidence: a portfolio based on your investigation of one medium to large business.**

Criteria			Teacher Comment	Location
<b>a1</b> Identify the stakeholders in the business you are investigating.          <b>0 1 2 3</b>	<b>a2</b> Explain the nature of the interest that each stakeholder has in the business.          <b>4 5</b>	<b>a3</b> Evaluate the extent to which each stakeholder has an influence on the business and how it operates.          <b>6 7</b>		
			<b>Mark</b>	
<b>b1</b> Describe the roles of <b>three</b> people who have different responsibilities within your chosen business.          <b>0 1 2 3 4</b>	<b>b2</b> Explain the content of the Contract of Employment for <b>one</b> of the three people describes in <b>b1</b> including terms and conditions of employment and working arrangements.          <b>5 6</b>	<b>b3</b> Evaluate, using examples, how well the Contract of Employment described in <b>b2</b> meets the needs of the business and the employee. Recommend and justify suitable changes to the Contract of Employment.          <b>7 8</b>		
			<b>Mark</b>	

Criteria			Teacher Comment	Location
<p><b>c1</b> Describe, using examples from the selected business, the rights of the employer and its employees.</p> <p><b>0 1 2 3 4</b></p>	<p><b>c2</b> Explain, using examples, how the selected business resolves disagreements with its employees over rights of employment or working conditions.</p> <p><b>5 6 7</b></p>	<p><b>c3</b> Evaluate the extent to which the selected business ensures that a good working relationship exists between the employer and its employees.</p> <p><b>8 9</b></p>		
<p><b>d1</b> Describe the recruitment and selection process that the business uses to meet its staffing needs.</p> <p><b>0 1 2 3</b></p>	<p><b>d2</b> Explain why the business uses the recruitment and selection process described in <b>d1</b> to meet its staffing needs.</p> <p><b>4 5 6</b></p>	<p><b>d3</b> Evaluate the effectiveness of the recruitment and selection process and suggest improvements to documentation and procedures.</p> <p><b>7 8</b></p>		

Criteria			Teacher Comment	Location
<p><b>e1</b> Describe the procedures that your chosen business follows for: staff training; appraisal and performance review; retraining for new technology or new work practices; any national training initiatives; health and safety training. <b>0 1 2 3 4</b></p>	<p><b>e2</b> Analyse how effectively the procedures described in <b>e1</b> enable people to perform their jobs well and maintain a safe and secure working environment.</p>	<p><b>e3</b> Using the analysis in <b>e2</b>, suggest and justify alternative or additional procedures to those described in <b>e1</b> that might improve the effectiveness of employees and the safety of the working environment.</p>		
<b>5 6 7</b>	<b>8 9</b>	<b>Mark</b>		
<p><b>f1</b> Describe the rights of customers under consumer law and identify the features within your chosen business that contribute towards good customer service. <b>0 1 2 3 4</b></p>	<p><b>f2</b> Analyse how effectively the customer service provision of the business meets the needs and expectation of its customers.</p>	<p><b>f3</b> On the basis of your analysis in <b>f2</b>, suggest and justify ways in which customer service provision of the business could be improved to further meet the needs and expectations of customers.</p>		
<b>5 6 7</b>	<b>8 9</b>	<b>Mark</b>		
<b>Total/50</b>				

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I declare that to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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