

Principal Learning – Diploma in ICT (Level 2)

OCR H825 Unit G087 Exploring organisations
Unit Recording Sheet

Please read the instructions printed on the other side of this form. **One** of these Unit Recording Sheets, suitably completed, should be attached to the assessed work of **each** candidate.

Principal learning code	H825	Unit Code	G087		Year	2	0		
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Centre Name		Centre Number					
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Candidate Name		Candidate Number					
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Nature of the evidence:

AC	Criteria			Teacher Comment	Mark
1.1 1.2	<p>a1: A basic description of at least two different types of organisation and the hierarchy within their organisational structure</p> <p>A limited illustration of the organisational structure of a business [0 1 2]</p>	<p>a2: A description of at least three different types of organisation and the hierarchy within the organisational structure of the businesses</p> <p>A clear illustration of the organisational structure of a business [3 4]</p>	<p>a3: A thorough description of at least four different types of organisation and the hierarchy within the organisational structure of the businesses</p> <p>A detailed illustration of the organisational structure of a business [5 6]</p>		
1.3 1.4	<p>b1: A list of the functions and responsibilities of key personnel in a business</p> <p>A limited discussion of organisational culture and how it plays a role in an organisation [0 1 2]</p>	<p>b2: A description of the functions and responsibilities of key personnel in a business</p> <p>A discussion of organisational culture and how it plays a role in an organisation, including the effect on productivity and staff satisfaction [3 4]</p>	<p>b3: A detailed description of the functions and responsibilities of key personnel in a business</p> <p>A detailed discussion of organisational culture and how it plays a role in an organisation including the effect on productivity, staff satisfaction, commitment and motivation [5 6]</p>		
2.1 2.2	<p>c1: A limited description of the purpose of key business processes, including customer relationship management, people management, supplier management and service delivery, using few, if any, examples</p> <p>A basic comparison of a few similar business processes in two different organisations [0 1 2]</p>	<p>c2: A description, with examples, of the purpose of key business processes, including customer relationship management, people management, supplier management and service delivery</p> <p>A comparison of a range of similar business processes in two different organisations [3 4]</p>	<p>c3: A detailed description, with a range of examples, of the purpose of key business processes, including customer relationship management, people management, supplier management and service delivery</p> <p>A detailed comparison of a wide range of similar business processes in different organisations [5 6]</p>		

AC	Criteria			Teacher Comment	Mark
<p>2.3 2.4</p>	<p>d1: A list of the types of information needed by an organisation and a brief description of how it collects information</p> <p>A basic illustration of the information flow and communication methods, into and out of an organisation, and between departments</p> <p>[0 1 2]</p>	<p>d2: A description of the types of information needed by an organisation and how it collects and disseminates information</p> <p>A clear illustration of the information flow and communication methods, into and out of an organisation, and between departments</p> <p>[3 4]</p>	<p>d3: A detailed description of the types of information needed by an organisation and how it collects and disseminates information</p> <p>A detailed illustration of the information flow and communication methods, into and out of an organisation, and between departments</p> <p>[5 6]</p>		
<p>3.1</p>	<p>e(i)1: A limited description of a few different types of technology used by businesses</p> <p>[0 1 2]</p>	<p>e(i)2: A description of a range of different types of technology used by businesses</p> <p>[3 4]</p>	<p>e(i)3: A detailed description of a wide range of different types of technology used by businesses</p> <p>[5 6]</p>		
<p>3.2 3.3</p>	<p>e(ii)1: A brief illustration of how a business uses technology to support its business processes</p> <p>A list of advantages of using technology in a business</p> <p>[0 1 2]</p>	<p>e(ii)2: A clear illustration of how a business uses technology to support its business processes</p> <p>A limited description of advantages and disadvantage of using technology in businesses</p> <p>[3 4]</p>	<p>e(ii)3: A detailed illustration of how businesses use technology to support their business processes</p> <p>A detailed description of advantages and disadvantages of using technology in businesses, including notes or a video recording of interviewing staff in local organisations</p> <p>[5 6]</p>		
<p>4.1 4.2</p>	<p>f(i)1: Evidence of participation in the running of a simulated mini-enterprise or undertaking relevant work experience, along with a description of some factors contributing to the success of that business</p> <p>[0 1 2]</p>	<p>f(i)2: Evidence of participation in the running of a simulated mini-enterprise or undertaking relevant work experience, and, using the knowledge gained during this experience, a description of the factors contributing to the success of that business</p> <p>[3 4]</p>	<p>f(i)3: Evidence of participation in the running of a simulated mini-enterprise or undertaking relevant work experience, and, using the knowledge gained, a detailed description of the factors contributing to the success of that business</p> <p>[5 6]</p>		
<p>4.3</p>	<p>f(ii)1: A list of some areas for improvement</p> <p>[0 1 2]</p>	<p>f(ii)2: A description of areas for improvement</p> <p>[3 4]</p>	<p>f(ii)3: A detailed description of areas for improvement with suggestions for how these improvements could be achieved</p> <p>[5 6]</p>		

AC	Criteria			Teacher Comment	Mark
<p>2.2 3.1 3.2 3.3</p>	<p>g1: The use of written English is limited and may not be correct with some spelling, punctuation and/or grammatical errors</p> <p>Their reading or interpretation of other documents and information shows some misunderstanding or inaccuracies</p> <p>They display a limited vocabulary when speaking and listening</p> <p>[0 1 2]</p>	<p>g2: The use of written English is generally sound with few spelling, punctuation or grammatical errors</p> <p>Their reading and interpretation of other documents is generally correct</p> <p>They display a reasonable vocabulary when speaking and listening</p> <p>[3 4]</p>	<p>g3: The use of written English is good with only minor spelling, punctuation or grammatical errors and use a wide vocabulary</p> <p>Their reading and interpretation of other documents is correct and accurate</p> <p>They display a good vocabulary when speaking and listening</p> <p>[5 6]</p>		
<p>4.2</p>	<p>h1: A limited number and range of mathematical calculations are used to identify the impact of key factors in the success of the business</p> <p>Calculations contain some errors and methods are not shown</p> <p>[0 1 2]</p>	<p>h2: A fair number and range of mathematical calculations are used to identify the impact of key factors in the success of the business</p> <p>Calculations are generally correct, with only minor errors</p> <p>Methods and processes used are shown with workings and intermediate results</p> <p>[3 4]</p>	<p>h3: A good number and range of mathematical calculations are used to identify the impact of key factors in the success of the business</p> <p>Calculations are correct</p> <p>Methods and processes used are shown with workings and intermediate results in a range of scenarios using both numerical and graphical information</p> <p>[5 6]</p>		
Total/60					

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.
- 4 Add appropriate comments to assist the moderator in the 'Teacher Comment' column
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.

