

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

**BUSINESS**

**05834–05837, 05878**

**Unit 9 January 2022 series**

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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## Unit 9 series overview

Unit 9 is a two-hour paper which carries 90 marks. This series the paper comprised six questions and 16 part-questions. This series has seen a wide spread of marks being achieved by candidates. This has depended on knowledge/understanding of the specification, the level of exam preparation and each candidate's ability to interpret key words within the question.

Weaker scripts continue to show inadequate preparation by candidates. To do well on this paper candidates needed to understand the command verbs in each question and know key human resources terminology.

There has been noticeable improvement in the answering of questions needing calculations. The majority of candidates scored full marks on Question 2(a) suggesting that calculations have been practised and formulae learnt.

<b><i>Candidates who did well on this paper generally did the following:</i></b>	<b><i>Candidates who did less well on this paper generally did the following:</i></b>
<ul style="list-style-type: none"> <li>• demonstrated knowledge and understanding of key terminology listed in the specification</li> <li>• recognised that the organisation in the unseen scenario was a charity and potential implications of this</li> <li>• understood the differing requirements of the command verbs 'describe' and 'explain'</li> <li>• focused in on key words within the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrated a lack of knowledge and understanding of key terminology</li> <li>• demonstrated a lack of knowledge and understanding of key topic areas within the specification</li> <li>• did not focus on key words within the questions</li> <li>• did not recognise the differing requirements of the command verbs 'describe' and 'explain'.</li> </ul>

### Question 1 (a)

1 (a) Layla is responsible for all human resources tasks at *Donate-my-Car*. Describe **two** human resource responsibilities Layla needs to fulfil.

1.....

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2.....

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[4]

Many candidates were able to identify two human resource responsibilities. Some candidates purely stated these responsibilities with no further detail. Many other candidates, who did give further detail, went on to explain why these responsibilities are needed rather than describing the responsibility itself. It was description of the responsibility that the question required to achieve the second mark in each instance.

	<b>AfL</b>	Candidates should understand the requirements of each of the command verbs.
	<b>OCR support</b>	See OCR's guidance on the command verbs: <a href="http://ocr.org.uk">Cambridge Technicals Command verbs</a> (ocr.org.uk)

### Question 1 (b)

(b) Analyse **two** ways complying with UK human resources legislation might have an impact on *Donate-my-Car*. **[6]**

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2.....  
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The full range of marks was achieved by candidates for this question; from zero to 6 marks. To achieve marks, candidates needed to identify, explain and analyse ways that **complying** with UK human resources legislation might have an impact on *Donate-my-Car*. The key word here was 'complying'. Many candidates considered what would happen if *Donate-my-Car* did not comply with the legislation and therefore no marks were achieved. Of those candidates who did recognise that their response needed to focus on compliance, a number did achieve all 3 marks for at least one of the two impacts identified.

### Question 2 (a)

- 2 (a) Two volunteers chose to leave *Donate-my-Car* in 2021.  
 Calculate *Donate-my-Car*'s labour turnover rate for its **volunteers** in 2021.

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..... [3]

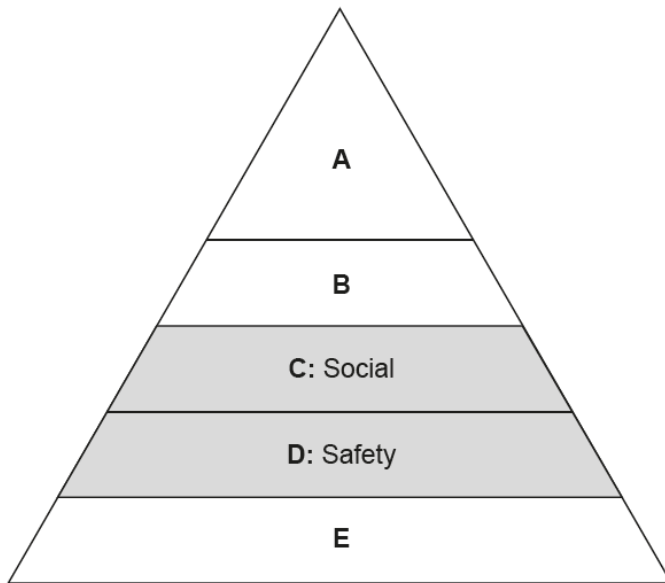
Most candidates made a good attempt at this question. Calculations had been practised and the relevant formula learnt. Some candidates did not achieve the full 3 marks as they had not included the percentage sign in their answer.

	<b>AfL</b>	Candidates should be advised they <b>must</b> include the % sign to achieve full marks if an answer is given as a percentage.
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### Question 2 (b)

(b) An incomplete diagram of Maslow's Hierarchy of Needs is shown in Fig. 2, below.

Fig. 2: Maslow's Hierarchy of Needs



In the table below, name the **three** unshaded levels of Maslow's Hierarchy of Needs.

A:	
B:	
E:	

[3]

The majority of candidates were unable to identify the levels of Maslow's Hierarchy of Needs. Some candidates were able to identify level 'E' but very few were able to identify all three unshaded levels. LO2.1 states the motivational theories that candidates must be familiar with.



### Question 2 (c)

(c) Describe **one** benefit to *Donate-my-Car* of having motivated **volunteers**.

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..... [3]

Many candidates were able to identify a benefit of having motivated volunteers; increased productivity being the most common answer. However, most of these candidates then went on to either explain why the benefit would result from having motivated volunteers or to analyse further impacts on the business. Neither of these are what the question required. Candidates needed to **describe** the benefit to achieve the second/third marks.

### Question 2 (d)

(d) Evaluate methods that *Donate-my-Car* could use to improve the motivation of its **volunteers**. [8]

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Many candidates were able to identify at least one potential method that could be used to improve motivation in the workplace. Not all candidates recognised that this question related to volunteers and therefore answered the question from the perspective of employees. This limited them from achieving the highest level.

Candidates should be aware that when answering a question about improving motivation, 'increased motivation' is not awardable as Level 3 analysis. Higher scoring candidates recognised that analysis had to relate to the specific method being considered not the benefits/drawbacks of improving motivation in general.



### Question 4 (a)

- 4 Layla has begun the recruitment and selection process for an additional Administrative Assistant. Layla has produced the person specification shown in **Fig. 3**, below. She intends to include a copy of this person specification in the application pack.

**Fig. 3:** Person specification for recruiting an Administrative Assistant

Person Specification: Donate-my-Car	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>English and Maths GCSE</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>previously worked in an office environment</li> <li>used to making travel arrangements</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>confident in the use of Microsoft Excel, Word and email</li> <li>able to use the telephone</li> <li>know about the car buying/selling process</li> </ul>
<b>Personal attributes</b>	<ul style="list-style-type: none"> <li>friendly</li> <li>team player</li> </ul>

- (a) Analyse the person specification for the Administrative Assistant shown in **Fig. 3**, above.

In your answer you should consider each of the following:

- the way the person specification is presented
- the content of the person specification.

Advise Layla whether this person specification will enable accurate recruitment and selection decisions to be made. Justify your answer.

**[16]**

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Many candidates scored very low marks on this question as answers were not detailed enough. For example, a candidate who stated that the person specification was 'clear to read' would not achieve a Level 1 mark whereas a candidate who stated 'a clear font is used' would have achieved a Level 1 mark.

Some candidates confused a person specification with a job description or an application form which limited the marks that they were able to achieve.

	<b>AfL</b>	Candidates should know the purpose and key elements of all recruitment and selection documents listed in LO7.3 of the specification for this unit.
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**Question 4 (b)**


- (b) Identify **one** type of interview that Layla could use during the selection process for an Administrative Assistant. State **one** advantage to Layla of using this type of interview.

Type of interview.....

Advantage .....

..... **[2]**

Most candidates were able to identify a type of interview. The advantage provided for the second mark needed to relate to Layla. Many candidates either stated an advantage to the candidate or stated an advantage where it was not clear who it related to, and therefore did not achieve this second mark.

	<b>AfL</b>	If a question relates to a benefit, a drawback, an advantage, a disadvantage etc, candidates need to pay attention to who this should relate to e.g. the business, an employee, the owner, the customer, etc.
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**Question 4 (c)**

- (c) Layla has good communication skills.

Explain how using good communication skills when interviewing for an Administrative Assistant could benefit *Donate-my-Car*.

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 .....  
 ..... **[3]**

The first mark was given for identifying a benefit to *Donate-my-Car* of Layla using good communication in an interview situation. Many candidates answered this from the interviewee perspective i.e. a benefit to the interviewee if Layla has good communication skills. The benefit had to be business-facing to achieve the first mark.

### Question 4 (d)

(d) All new employees at *Donate-my-Car* have a three-month probationary period.

Explain **two** benefits to *Donate-my-Car* of using a probationary period.

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**[4]**

As with the previous question, this question required a business-facing benefit. Many candidates provided at least one benefit which was employee-facing and therefore limited the marks given.



### Question 5 (a)

5 (a) Evaluate methods of training that Layla could introduce for the additional Administrative Assistant. **[16]**

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The full range of marks were achieved on this question; from zero to 16 marks. Many candidates showed knowledge and understanding of specific methods of training. Low scoring candidates generally either did not know the correct terms for specific methods or described suggested content for the training rather than the method of providing it. A few candidates focused their answer on induction training which was a method already used by the charity (scenario).

To achieve Level 3, candidates needed to consider benefits/drawbacks of the specific method of training being discussed. Some candidates did not achieve Level 3 because their analysis related to the provision of training in general rather than the introduction of the specific method.

	<p><b>AfL</b></p>	<p>Candidates must know the difference between mentoring, coaching and shadowing. For some candidates it was unclear whether they understood what each method of training involves.</p>
	<p><b>Misconception</b></p>	<p>Many candidates believed that off-the-job training is always carried out off-site. This is not always the case.</p>

### Question 5 (b)

(b) Explain **one** method that Layla could use to measure the effectiveness of the training provided.

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..... [2]

Candidates were asked to identify a specific method. Many candidates were able to do this, some then clearly linking this to how it would measure the effectiveness of training. Some candidates however, provided a description rather than identifying a specific method. The specific method was required for the first mark.

### Question 6 (a)

- 6 (a) *Donate-my-Car* does not have a formal appraisal process. Layla has decided that when the additional Administrative Assistant joins the charity, a formal appraisal process needs to be introduced.

Describe **one** appropriate technique that could be used to formally appraise the Administrative Assistants.

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..... [2]

This question clearly differentiated between candidates who had learnt the different appraisal techniques and when they are appropriate to be used, and those who had not. A number of candidates confused appraise and praise.

360° feedback and upward appraisal were identified by some candidates, but these were not appropriate due to the administrative assistants not having subordinates.

Peer appraisal was suggested by some candidates, which was an appropriate method. However, the description often referred to 'peer' or 'employees'; candidates needed to make it clear that the feedback would be provided by the second administrative assistant to achieve the second mark.

Again, some candidates explained why the appraisal technique identified was appropriate rather than describing the method, therefore failing to achieve the second mark.

	<p><b>AfL</b></p>	<p>Candidates must know the difference between 'appraise' and 'praise'.</p>
	<p><b>AfL</b></p>	<p>Candidates must understand when each appraisal technique is/is not appropriate to be used.</p>

### Question 6 (b)

(b) Layla uses a democratic management style.

Identify **two** features of a democratic management style. In each case, explain how the feature might influence the working relationship between Layla and the Administrative Assistants.

Feature 1 .....

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Explanation .....

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Feature 2 .....

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Explanation .....

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**[6]**

Candidates who knew features of a democratic management style achieved marks on this question. Many candidates stated either 'employees are involved in the decision-making process' or 'employees are encouraged to discuss ideas' as their first feature, but then struggled to identify a second feature.



### Question 6 (c)


(c) Describe **three** ways Layla could improve the employee engagement of the Administrative Assistants.

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 3.....  
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[6]

This was a low scoring question. The majority of candidates were unable to identify ways that employee engagement could be improved; instead identifying methods of improving motivation. As a result, answers provided were a repeat of those provided for Question 2(d).

Candidates who were able to identify appropriate methods generally then went on to explain why this would improve engagement or the benefit to the charity of improving engagement, rather than providing a description of the method; which is what the question required.

	<p><b>AfL</b></p>	<p>Candidates must be able to distinguish between methods of improving motivation (LO2.2) and methods of employee engagement (LO4.1).</p>
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