

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

BUSINESS

05834–05837, 05878

Unit 2 Summer 2023 series

Contents

Introduction3

Unit 2 series overview4

 Question 1 (a)5

 Question 1 (b)6

 Question 1 (c)6

 Question 2 (a)7

 Question 2 (b)8

 Question 2 (c) (i)8

 Question 2 (c) (ii)9

 Question 2 (d)9

 Question 3 (a)10

 Question 3 (b)11

 Question 3 (c)11

 Question 4 (a)12

 Question 4 (b)13

 Question 4 (c)14

 Question 4 (d)15

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.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Unit 2 series overview

Apart from Questions 1 (b), 1 (c), 2 (a) and 3 (c), most candidates performed relatively well throughout the paper. However, there was a significant drop in candidates' ability to evaluate in the Level of Response question and few attempted to provide a justified conclusion. Most candidates appeared well-prepared for this unit and the case study was well-understood and accessible.

Question 1 tested candidates' knowledge in the marketing and fund-raising methods suitable for a start-up business. Question 1 (a) was relatively well answered compared with Questions 1 (b) and 1 (c). Question 1 (b) was the most challenging question in this section for most candidates even though the topic was tested in the January paper.

Question 2 comprised an in-tray exercise testing candidates' ability to prioritise a set of given tasks and other operational activities commonly carried out in a small business. The most challenging question in this section was Question 2 (a) which tested candidates' knowledge of the advantages of being a CIC as compared with a registered charity.

Question 3 centred around the bicycle-hiring scheme and the practical problems of implementing such a project. This section contained the only Level of Response question which was generally not well answered as compared with previous sessions. Questions 3 (a) and 3 (b) were relatively well answered.

Question 4 related to the organisation of a poster-designing event. There were two in-tray exercises where candidates were required to compose a letter for parents' consent as well as to place an order for stationery required for the event. Candidates were also tested on their knowledge of the factors to consider when making accommodation decisions. These questions were generally well answered by most candidates.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • showed good analytical skills • answered in context • had good knowledge of formal business communication • interpreted questions accurately. 	<ul style="list-style-type: none"> • did not fully understand the questions asked • showed gaps in their knowledge • demonstrated poor exam techniques • gave vague responses that do not show knowledge of topic concerned or case study in question.

Question 1 (a)

Text 1

Beth Johnson is a keen cyclist and a member of an environmental pressure group. She is the founder of Beth's Bikes, a bicycle-sharing business, located in the city of Southampton on the south coast of England.

The business offers individuals the opportunity to have short-term use of one of its bicycles, for an hourly fee. Beth's Bikes allows customers to collect bicycles from, and return bicycles to, any one of its bicycle stations located across the city. Beth believes that this business concept is an excellent way to reduce our carbon footprint, paving the way to a cleaner and greener environment.

Beth started the business five years ago, with the help of crowd-funding. Beth used social media and press releases to help launch the business. The city's first bicycle-sharing business has been very successful: beginning with just 10 bicycle stations and 100 bicycles, the business now has 30 bicycle stations and over 600 bicycles.

1 Use Text 1.

(a) Explain **two** likely reasons why Beth used social media to help launch her business.

1

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[4]

A relatively good start to the paper where most candidates performed reasonably well showing sound knowledge of why social media is a good promotional tool. However, full marks were rarely given due to the lack of context in candidates' responses. Text 1 contains ample contextual words which candidates could use. However, it is important to note that name-dropping, e.g. Beth's Bikes and any words found in the immediate stem of the question are not considered context. This rule applies throughout the paper. It is also important to note that social media is considered a low cost, rather than a free, method.

Question 1 (b)

(b) What is a press release?

.....


.....

.....

..... [2]

This appeared to be one of the most difficult questions on the paper, even though the topic was examined last session. The question required candidates to state a definition for a press release. Most candidates were given 1 mark for showing knowledge of the word 'press'. The second mark proved to be more challenging as the mark scheme required an understanding of a press release being a PR or promotional tool rather than an advertisement.

Misconception

 Some candidates tended to think a press release is an advertisement, rather than a PR or promotional tool.

Question 1 (c)

(c) Explain **one** advantage to Beth's Bikes of using crowd-funding.

.....

.....

.....

..... [2]

It is evident from the responses provided by most candidates that crowd-funding as a source of finance is not well-understood. The question asks for an advantage to the business, Beth's Bikes, of using crowd-funding. Answers that gave advantages to Beth personally would be incorrect because the business is a CIC, which has a separate legal identify. Candidates are reminded to read the questions carefully before attempting them to avoid misinterpretation and losing marks.

Question 2 (a)

Text 2

Beth's Bikes is a community interest company (CIC). The main objective of Beth's Bikes is to encourage the general public to cycle. Any profit made is reinvested into the business to enable it to achieve this objective. It is important that all Beth's Bikes bicycles are checked on a daily basis.

Beth's Bikes requires prospective customers to register their personal details on the firm's website. Once approved, registered customers can pay for the use of the bicycles online. Beth's Bikes accepts payment by credit card and debit card.

Beth's Bikes runs a paperless office, as far as this is possible. Strict protocols are in place to protect the confidentiality of its customers' data, which it stores electronically.

2 Use Text 2.

- (a) Identify **one** advantage to Beth's Bikes of being a community interest company (CIC) rather than a registered charity.

.....

..... [1]

This question tested candidates' knowledge of the differences between a CIC and a registered charity. Most responses showed a gap in their knowledge on this topic. There were many responses referring to the use of profits/surplus but only references to the fact that profits/surplus can be kept/retained or reinvested into the business by a CIC were given marks. Candidates are advised to avoid using the word 'money' in place of business terms such as profit or revenue wherever possible. In this instance 'money can be kept' is deemed too vague.

Question 2 (b)

(b) Beth has the following tasks to prioritise:

- repairing broken bicycles
- ordering a new filing cabinet
- updating the company's website.

Complete the table below by ranking the tasks according to their **importance** to the success of the business. You should only assign each priority once.

Tasks	Priority: high, medium or low?
Ordering a new filing cabinet
Repairing broken bicycles
Updating the company's website

[3]

This was the first in-tray exercise and candidates were tested on their ability to prioritise a set of given tasks. Candidates who were given full marks showed good understanding of the demands placed on the owner of running such a business. Most candidates identified 'repairing broken bicycles' as high priority, which showed that the case study was well-understood. The other two tasks were more mixed which shows that the question differentiated well.

Question 2 (c) (i)

(c) (i) Identify **one** benefit to Beth's Bikes' customers of paying by credit card rather than paying by debit card.

.....
..... [1]

The benefits of using a credit card were well-understood among the cohort. Most responses referred to the benefit to the customers rather than to the business, which showed evidence of an accurate interpretation of the question set.

Question 2 (c) (ii)

(ii) Identify **one** benefit to Beth's Bikes of receiving payment by debit card rather than by credit card.

.....
..... [1]

As in Question 2 (c) (i), this question was well answered by most candidates, showing a sound understanding of the topic. Most candidates also interpreted the question accurately by stating the benefit to Beth's Bikes of receiving payments by debit cards. However, candidates are advised to avoid giving vague responses, e.g. 'money is transferred from one bank account to another'. The mark scheme requires clear reference to 'payment' being received by the business, so the use of the term 'money' can be ambiguous.

Question 2 (d)

(d) Identify **two** ways Beth's Bikes can maintain the confidentiality of its customers' data.

1

2

[2]

This question was generally well answered, especially by candidates who read Text 2 carefully to realise that Beth's Bikes keeps customer information electronically. Any reference to protecting hardcopies were therefore incorrect. Answers pertaining to preventing the loss of information were also incorrect. Candidates are reminded that this question requires two practical ways in which a business can use to maintain confidentiality of customer data. Responses such as multi-factor authentication, need to know basis and strict access are considered too vague. Practical 'hows' required for marks to be given.

Question 3 (a)

Text 3

Beth's Bikes has recently secured funding from the government to introduce a bicycle-hire scheme in five local primary schools. Each primary school will have 40 bicycles which pupils can use for a fee of 80p a day.

To promote this scheme, Beth has decided to organise a poster-designing event. Pupils at the five local primary schools will be invited to design a poster to promote the bicycle-hire scheme, emphasising the importance of leading an active, healthy lifestyle. The winning posters will be professionally reproduced and distributed to all five schools. There will be three prize winners. Each winner will get free use of a bicycle for one year.

3 Use Text 3.

(a) Identify **two** consumables involved in the reproduction of the winning posters.

1

2

[2]

It was evident from some candidates' responses that they did not understand the word 'consumables'. Candidates who knew what the word meant and were able to identify what would be needed for the winning posters to be professionally reproduced were able to gain 2 marks.

Question 3 (b)

- (b) Calculate the total amount of potential revenue which will be lost by providing the prizes for the poster-designing event.

Show your workings

£

[2]

Many candidates were able to calculate the amount of potential revenue that would be lost by providing the prizes for the poster-designing event for a year. A common response of £2.4 was given one mark for candidates who worked out the daily potential loss in revenue.

Question 3 (c)

- (c) The funding from the government has been given to Beth's Bikes on the condition that the bicycle-hire scheme is up and running in all five local primary schools by 1 December 2023.

Evaluate likely impacts on Beth's Bikes of missing this deadline.

[12]

Only a few candidates achieved Level 4 for this question. Most responses contained unclear chains of argument about the likely consequences of missing the deadline. The mark scheme requires candidates to start the chain of argument by showing their understanding of the consequences of missing the deadline set by the government, e.g. funding being withdrawn. Chains of argument which started with impacts on the business, such as loss of reputation, did not show an understanding of the scenario in this question. These impacts could have been a result of any business misadventures. For those candidates who managed to analyse successfully, few went on to suggest the most likely impact to achieve Level 4. It is important to note that Level 4 required candidates to demonstrate their ability to rank the impacts analysed in terms of their importance to the business scenario. This is a skill that was rarely demonstrated by the cohort.

Question 4 (a)

Text 4

Twenty pupils from each of the five local schools will be invited to take part in the poster-designing event. The event is to run from 10 am to 3 pm and include a buffet lunch. Beth is currently looking for a suitable venue.

Documentation to support the poster-designing event still needs to be prepared and additional stationery will need to be ordered.

4 Use Text 4.

(a) Identify and explain **three** factors that Beth needs to consider when choosing the venue for the poster-designing event.

1

.....

2

.....

3

.....

[6]

Many candidates achieved full marks for this question, giving valid contextual factors that Beth should have considered when choosing a suitable venue. Candidates are advised to give contextual responses for these lower tariff questions as far as possible. It is important to note that 'poster-designing event' cannot be given marks for context as it is in the stem of the question.

Question 4 (b)

- (b)** Beth confirms that she has booked the Wheels Park Leisure Centre, Cartwright Road, Southampton SO33 9AE for the poster-designing event, which is to be held on 15 November 2023.

Compose a letter on behalf of Beth's Bikes informing parents about the poster-designing event. In your letter:

- state the purpose of the letter
- inform parents of all necessary information for the poster-designing event
- request parents to confirm that their child will be attending by completing and returning a reply slip
- the reply slip should allow Beth to easily locate the name and year group of the child, any special dietary requirements and a parental signature.

You will be assessed on the content, tone and layout used in your letter.

Use the letterhead on the **opposite page** to write your letter. You may use the space below to draft your letter. You will not receive marks for the draft.

[12]

Responses to this question indicated that most candidates did not know the layout of a formal letter. Common mistakes included the position of the date, appropriate salutation for a formal letter and the matching complimentary close. Very often the date was missing altogether. While most candidates managed to get the tone of the letter correct, for example it was polite, the content of their letter lacked the details required as stated on the mark scheme. Marks were not given if candidates transcribed the name and address of the venue inaccurately. The key to gaining marks in a question like this lies in candidates' ability to include as much relevant detail as possible, these are often explicitly given in the text.

Question 4 (c)

(c) It is important for Beth to check the letter before it is sent out to parents.

Explain **one** implication to Beth's Bikes of poor checking.

.....


.....

.....

..... [2]

This question is about the implications to the business of poor checking and not why or what needs to be checked. Answers pertaining to the letter containing errors and what type of errors to look for were not given marks. Correct responses explain the implication to the business of poor checking in context. This again emphasises the importance of giving contextual responses.

Assessment for learning

 This type of question has appeared a number of times in previous papers, so centres are advised to use past papers and mark schemes as practice papers and for exam preparation.

Question 4 (d)

- (d) Complete the purchase order form below to include all the stationery required for the poster-designing event. Each pupil is to have five sheets of A3 paper, one pack of colouring pencils, one pencil and one eraser.

Beth's Bikes			
324 Parkside Avenue, Southampton SO29 9EP		Tel: 0777 9809201	
To ABC Stationery 11 Stationery Close Southampton SO9 9OL		Purchase Order 2201	
Description	Quantity	Unit price	Total
A3 paper (1 ream = 500 sheets)	1	£7.50	£7.50
Colouring pencils (pack of 12 assorted)	100	£1.50	.....
Pencils (box of 12)	.....	£1.50	.....
Erasers (box of 24)	.....	£2.00	.....
		Subtotal	.....
		VAT @20%	.....
		Total	.....

[8]

This was a question in which most candidates achieved full marks showing good numeracy skills. The most common mistake included candidates getting the quantities for pencils and erasers wrong due to not reading the text carefully enough. OFR applies to all the figures in the total column. While most candidates were able to calculate VAT accurately and add it to the subtotal to work out the total, a small number of candidates took VAT away from the Subtotal, indicating an area for improvement.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.