

## **Vocational Qualifications (QCF, NVQ, NQF)**

### **CPC (Certificate of Professional Competence)**

Level 3 CPC (Certificate of Professional Competence) for Transport Managers (Passenger Transport) - **05670**

Unit P2: Certificate of Professional Competence Passenger Transport - **05678**

## **OCR Report to Centres March 2016**

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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# **Level 3 CPC (Certificate of Professional Competence) for Transport Managers (Passenger Transport) - 05670**

## **General Comments**

The standard of answers in the P2 Case Study Paper has continued to improve over recent sessions and in this session in particular, there is strong evidence that centres have prepared candidates well for the examination. In general, candidates are taking care in answering the question which is being asked, although there are still those who appear to have either misread the question or perhaps believe that although they do not know the answer to the question asked, think that they can gain marks by writing “something”.

Previous Principal Examiner reports have referred to the Student and Tutor Guide, and in particular, the need for candidates to familiarise themselves with the different command verbs used in questions. The comments in this report, on certain individual questions make reference to these verbs yet again and as a general comment, I cannot stress too strongly the need for candidates to read the guide. Valuable marks are being lost by candidates because they do not give “outlines” or “explanations” where the question specifically demands these. Where a question demands ‘actions’, then it is imperative that the answer contains an appropriate verb.

The guide also contains many useful hints and tips on examination technique.

Candidates must be aware however, that answers given, must relate to the scenario in the examination and should not be simply copied from notes. The answer to question 2 in particular, in this paper showed evidence of candidates having simply copied from notes, without thinking about the scenario and relating their answers accordingly.

The instructions given in the notes to each question are also important and must be followed, if full marks are to be achieved. For example, if the instruction states that answers must be given to the nearest penny, then any answer which has been rounded to the nearest pound will not gain a mark. Candidates lost marks in question 3, through not following the instructions in the notes.

The comments and advice given for individual questions below, explains a number of the above errors in greater detail.

The nominal pass mark for this examination is 30 but after every examination, a group of senior examiners and industry sector representatives reviews each paper and sets the actual pass mark in order to reflect the paper’s level of difficulty. In this case, the PASS MARK was set at 37

The PASS RATE for this examination was 74%

The PASS MARK for the paper based multiple choice paper (P1) in this session was 42 and the PASS RATE was 57%

The following Comments are designed to help centres and candidates in future examination preparation, and while examples of answers which would attract correct marks are given, there are, for some questions, other ways of answering which would also be awarded full marks.

### Question 1

**The hotel in Boppard, Germany has requested an expected arrival time.**

**In order to determine this you will need to prepare a driver schedule for day one of the tour to the German Christmas markets.**

**Prepare a schedule, starting from the commencement of the drivers' duty in Winchester and finishing at the end of his duty in Boppard on day one.**

Local times MUST be shown throughout.  
Tachograph symbols are NOT acceptable.  
Start and finish times MUST be given for all activities.  
You MUST include the destination for each driving period

This question illustrates the importance of answering exactly what is being asked and of following the instructions given in the notes as well as in the case study scenario. The scenario gave candidates the information that 'Drivers are always scheduled for 15 minutes at the beginning of every working day to carry out vehicle checks and 15 minutes at the end of each day to clean the coach and carry out final checks'. Those who failed to include these activities in their schedule, lost out on two marks.

Common mistakes made by candidates in their answers to this question, were to disregard the instruction in the scenario to treat check-in, border control procedures and embarkation as driving time, (Those who counted border control and check-in as other work, did not gain the mark for that line.) and to drive from Calais toward Boppard for 4½ hours, having forgotten the 15 minutes driving to disembark the ferry.

Marks were awarded to candidates who counted the passenger loading and/or unloading times as other work or as break/POA. This was in view of the fact that the scenario did not specify whether loading/unloading was carried out by the driver or the courier.

A schedule which would have gained full marks is shown below.

| <b>Activity description</b>             | <b>Start times</b> | <b>Finish time</b> | <b>Tachograph mode</b>      |
|---|--------------------|--------------------|-----------------------------|
| Daily check                             | 05:15              | 05:30              | O/W or Work                 |
| Loading or boarding                     | 05:30              | 06:00              | O/W or Work or POA or Break |
| Drive to Dover                          | 06:00              | 08:45              | Drive                       |
| Check in or board                       | 08:45              | 09:15              | Drive                       |
| embark                                  | 09:15              | 09:30              | Drive                       |
| Ferry crossing (change to local time)   | 09:30              | 11:45 or 10:45     | Break                       |
| Disembark                               | 11:45              | 12:00              | Drive                       |
| Drive towards Boppard/hotel/ break stop | 12:00              | 16:15              | Drive                       |
| Break                                   | 16:15              | 17:00              | Break                       |
| Drive to hotel/Boppard                  | 17:00              | 18:21              | Drive                       |
| Alighting or unloading or unboarding    | 18:21              | 18:51              | O/W or Work or Break or POA |
| Clean coach or final checks             | 18:51              | 19:06              | O/W or Work                 |

## Question 2

**Tim and Dorothy are considering forming a limited company.**

- a) Outline FOUR advantages to Tim and Dorothy of forming a limited company.**
- b) Outline THREE advantages of Tim and Dorothy retaining their partnership status.**

This question in particular, showed evidence of candidates simply copying from notes and not relating their answers to the situation described in the scenario.

Part a) was however generally well answered, with candidates listing appropriate advantages of forming a Limited Company.

In part b) however, many candidates listed advantages relating to the formation of a new partnership, whereas in this situation, the partnership already exists and the question asked for advantages to Tim and Dorothy of **RETAINING** their partnership status. Similarly, no marks were awarded for answers which related to the introduction of new partners who could possibly bring further capital.

Many candidates simply listed the duties and responsibilities of partners. These gained no marks.

## Question 3

**Tim will need to know the costs involved in operating the proposed German Christmas Market tour.**

**Use the information in the Case Study to:**

- a) Calculate the total cost of operating one German Christmas Market tour, excluding accommodation.**
- b) Calculate the price to be charged per passenger, excluding accommodation, based on an average loading of 35 passengers.**

### **Notes:**

You **MUST** show all workings and name each cost.

You **MUST** give your answers to the nearest penny.

Questions of this type are awarded marks for each stage of the calculation, and thereby, if a candidate has arrived at an incorrect final figure, it is still possible that they may achieve a number of marks for each correct stage of the calculation. These marks can only be awarded however, if the workings are shown and the costs are itemised. The notes state clearly that all workings must be shown. This instruction is given as a reminder to candidates, so that maximum possible marks may be gained.

The most common mistake made by candidates in this question, was to include the expected daily profit figure in the calculations in part a). This was incorrect, as part a) required candidates to calculate the total **COST** of **OPERATING** the tour. The expected daily profit figure was required for inclusion in part b) calculation in order to determine the figure to be charged to passengers.

Some candidates disregarded the instruction to give answers to the nearest penny. This resulted in marks being lost particularly in the calculation of fuel cost, and where an incorrect fuel cost was stated, this resulted in an incorrect total cost and hence an incorrect charge to passengers.

Examiners were encouraged to note that very few candidates calculated an incorrect tour mileage, hence the calculations for running costs were largely correct.

The calculations could be done in a number of ways, but an example of an answer which would have gained full marks is shown below.

| Cost                          | £   |
|-------------------------------|---|
| Total mileage                 | 1,893   |
| 5 days' standing costs        | $185 \times 5 = 925.00$   |
| Drivers wage                  | $100 \times 5 = 500.00$   |
| Courier's wage                | $65 \times 5 = 325.00$  |
| Drivers overnight allowance   | $19.50 \times 4 = 78.00$  |
| Courier's overnight allowance | $13.50 \times 4 = 54.00$  |
| Ferry                         | 720.00  |
| Maintenance cost              | $1893 \times 0.55 = 1,041.15$   |
| Tyre cost                     | $1893 \times 0.06 = 113.58$   |
| Fuel                          | $1,893 \div 3.75 = 504.8$<br>$54.8 \times 1.20 = 605.76$<br>Or<br>$1.2 \div 3.75 = 0.32\text{ppl}$<br>$0.32 \times 1893 = 605.76$ |
| Subtotal                      | 4,362.49  |

- b)  $4362.49 + (5 \times 150 \text{ OR } 750) = 5112.49$   
 $5112.49 \div 35 = 146.07$  ( OR 146.08 )

#### Question 4

**If the recruitment agency agrees to your suggestion of registering the Winchester to Southampton bus route as a local service, you will have to make an application to the Traffic Commissioner.**

- State the number of the form that the applicant must submit, to apply to register a standard bus service.**
- Outline SIX items of information relating to the bus service itself that will have to be entered on the registration application form.**
- Give ONE item of supporting documentation which must accompany the application form and fee.**

This question is an example of where many candidates failed to read the question carefully and answer accordingly. The question also provides an example of the importance of knowing the meaning of the various command verbs, Give, State, Identify, Outline, Explain, etc. Their meanings and requirements, together with examples are all given in The Syllabus, Student and Tutor Guide, which can be found on the OCR website on the Certificates of Professional Competence page.

Some candidates did not comply with the command verb in part b) –‘Outline’ and simply gave a list of items of information. Many gave answers which did not relate to the bus service itself, but listed items of information relating to the company and/or the company’s Operator Licence. Candidates who answered in either of these ways were not awarded marks.

Parts a) and c) required only a form number and document name respectively, but part b) demanded more, asking the candidate to **OUTLINE** six items of information **RELATING TO THE BUS SERVICE ITSELF**, which have to be entered onto the stated form.

Many candidates lost marks in this part of the question by listing 'a map' and/or 'a timetable', neither of which are items of information to be entered onto the form, but rather, they are supporting documents which have to accompany the application.

### **Question 5**

**Tim and Dorothy are not sure how to check their employees' driving licences and they have asked for your advice.**

- a) Give FIVE items from the front of a photocard driving licence that you should check, and for each item explain why it would help you to establish the validity of the licence.**

This question was generally very well answered, with most candidates gaining at least eight of the available ten marks. The most common reason for candidates not gaining full marks was not following the requirement of the command verb **EXPLAIN**. Many gave the items to check, but did not then **EXPLAIN** in sufficient detail, how these would help to establish the validity of the licence.

A further common mistake was to include 'restriction codes' in the list of items. These of course are found on the rear of the licence and not on the front, as was required by the question.

### **Question 6**

**Tim and Dorothy have considered bringing Ubet Travel's maintenance in house and producing their own safety inspection record sheets.**

- a) Outline FOUR advantages to Ubet Travel of maintaining their fleet of vehicles in house.**
- b) The DVSA Guide to Maintaining Roadworthiness gives an example of a safety inspection record sheet. In addition to the list of items to be checked, give FOUR items that Tim and Dorothy must ensure are included on the safety inspection record sheet, in order to comply with DVSA guidance.**

Part a) of this question was understandably answered well, as most sets of training notes provide the answer in the format required.

Part b) however was more demanding and required candidates to consider what should be included on the form '**IN ADDITION TO THE LIST OF ITEMS TO BE CHECKED**'. Many candidates simply listed items for checking which have to be included, and consequently were awarded no marks for this part.



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