

Cambridge Technicals in Business Level 3

Frequently asked questions

Unit 1: Could you explain the requirements of Unit 1 LO3?

For Pass learners need to describe the influence of two contrasting economic environments on business activities within a selected organisation.

Hence a suitable task would be something like:

'Describe how both a recession in the UK and a decrease in interest rates in the UK would each affect the business activities of Dyson Ltd.'

Supply and Demand is Merit only - though of course if the centre gave their learners two economic environments at Pass where one mainly affected the supply side and one the demand side then there would be a better flow/connection between the Pass and the Merit activities. Hence the above Dyson task could be tweaked with recession = demand side and, say, a decrease in minimum wages being the other economic factor where the supply-side implications of a reduction in business costs could be explored.

Incidentally - for Distinction the evaluation is about the extent to which the business is affected. Learners might like to think about different businesses and how they are affected differently by a recession (so a luxury car manufacturer and a mass-market chocolate bar manufacturer would both expect to see a decrease in sales, but the luxury car maker should see a proportionately bigger fall, whereas a business like Poundland would expect to see sales increase as people trade down their purchases). Having done this, learners should then explore one of these organisations in depth for their Distinction evidence.

M2 in order to achieve the merit grade do learners have to use the supply and demand curves?

A SUPPLY AND DEMAND FRAMEWORK IS NEEDED FOR THE ANALYSIS FOR M2 - but learners don't necessarily need to include diagrams.

D2 states 'likely' to be affected. Does this imply that actual facts and figures are not required for the D2 therefore are 'what if' scenarios okay for M2?

"Likely to be affected" does suggest that the evaluation should be rooted in the context – this doesn't necessarily need hard facts - justifiable assertions would be OK - so long as the underpinning rationale is "reasonable" i.e. believable.

P6 - the grid indicates that the learners should look at 'the selected organisations and their stakeholders' does this mean they should go back to the two businesses they looked at in Learning Outcome 1? In the Delivery Guidance it mentions selected business in paragraph one and then selected organisations in paragraph 4. In the guidance on assessment it is back to selected organisations.

Yes - should be at least two organisations - the plural on 'organisations' means this. So, for P6 they must look at two organisations - they may have looked at more than two different organisations across P1-P5 as a whole but they need to explore (at least) two of these for P6.

Unit 3 P4: Do learners have to carry out their own market research before using the results for research planning?

No – the Assessment Criteria requires learners to use market research, but it does not require them to carry out the research themselves. It is sufficient for them to be given the market research data. However, they will need to interpret the results in order to use it for marketing planning.

Unit 4 P5: Do learners need to calculate all the ratios listed in the teaching content?

They should calculate all the ratios – and if they are to achieve M2 then their analysis of the profitability, liquidity and efficiency of the business they would have to make use of all the ratios calculated.

Unit 12 LO4: Can learners take part in a selection interview in the role of applicant?

No – the teaching content makes clear that the evidence requirements for LO4 mean that learner must participate in the selection process as the interviewer and not the interviewee.

Unit 14 LO2 ad LO3: Is it OK for learners to work as part of a team planning and running a single business event as a group?

In theory this is fine, but in practice there are likely to be issues which need to be addressed:

1. Each learner needs to provide evidence showing how they individually met the all evidence requirements; for example if for P4 Learner A decides to rely on another team member to meet health and safety requirements then Learner A has not met the criterion.
2. Also, for P4, each learner must evidence that they can arrange and organise a venue. Since one group event is likely to only have one venue it is hard to see how each group member could individually provide full evidence for P4.

So it is recommended that each learner organises their own event. However, one possibility is that the group organises a multi-roomed event (e.g. a conference/meeting which splits



into several breakout rooms) where each group member can be responsible for booking and organising one of the breakout rooms and for dealing with any follow-up activities associated with the room and the people who used the room.

Unit 19 Website Design Strategy: Do learners have to create a website for this unit?

No – this unit is about the strategic issues underpinning the creation and launch of a new website. Learners are required to plan the design and launch of a new website but do not have to create any web-pages themselves. This unit could be done alongside the project-planning unit (Unit 18).