

**Cambridge Technicals Level 3**

**Business**

**05834-05837, 05878**

**Unit 2 Working in Business**

**OCR Report to Centres June 2018**

## About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice 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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

## Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

## Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#)

## Further support from OCR



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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Level 3 Business  
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## Unit 2 Working in Business

### General Comments:

Unit 2 is primarily vocational in nature, the main focus is on testing candidates' ability to respond to general tasks and activities that could be found in a business setting. As such, it is very important that candidates demonstrate their ability to apply their knowledge by answering questions in context to access the higher grades.

Another common weakness is misinterpretation or inaccurate understanding of the question set. This is most evident in candidates' responses for 1b where the majority explained why a cash flow forecast/statement is important. This could be avoided by candidates taking their time to read the questions carefully before attempting them. Highlighting important points as reminders could be very useful when attempting questions such as 2c so that nothing is being left out.

This paper contains one 'levels of response' question to test the higher level skills. However many candidates did not seem to realise that they needed to analyse and evaluate the given issue to gain the higher marks. This is an area of weakness that needs to be focussed on for candidates seeking to achieve the higher grades.

### Comments on Individual Questions:

Q1a This question assesses synoptic knowledge from Unit 1 LO4 fixed and variable costs. Whilst the vast majority of candidates were able to respond to this question on some level, few candidates achieved the full 4 marks. Typical textbook answers which apply to most businesses were few and far between e.g. rent, rates, insurance as fixed costs; wages as a variable cost. A good number of candidates were unable to differentiate between salaries and wages. Vague answers such as bills, raw materials should be avoided. Candidates are advised to answer in context as far as possible, extracting relevant information given from the texts. Text 1 clearly states that when Vortech Ltd takes on a new contract large investments in hardware, software and human resources are needed which the more candidates were able to identify as variable costs. Candidates are also advised to avoid writing more than one answer in each box as only the first entry in each box will be marked.

Q1b A poorly answered question for which few candidates were awarded any marks. There was a misconception that cash flow indicates profit amongst the vast majority of candidates. Targeting at a merit/distinction level, this question requires candidates to explain one reason why maintaining a healthy cash flow is vitally important for the survival of a business such as Vortech Ltd, e.g. the ability to make essential payments so that the business can continue to operate. Answers that explain why a cash flow forecast/statement is important e.g. for applying bank loans, for monitoring money coming in/going out were not awarded any marks. It is extremely important that candidates read the question properly before attempting it to ensure that they are answering the question set. The second mark is awarded for a response which is in context which again stresses the importance of demonstrating the ability to apply business knowledge to different scenarios. Candidates could have worked this into their responses by using information from Text 1 such as 'new contract', hardware', 'software'.

Q1c In this question, candidates were asked to prioritise which of two tasks they consider more important. Almost all candidates made a clear decision in the first line of their answers with a valid reason for their choice scoring two marks. It must be stressed here that marks were not awarded where candidates simply repeated the question i.e. 'the delivery of the program is more important because the client has been using Vortech Ltd for a number of years'. The third mark is awarded for the benefit to Vortech Ltd for prioritising a task e.g. keep loyal customers, increase revenue, etc. This proved to be much more inaccessible to the majority of candidates. The fourth mark is awarded for rejecting the other task and most answers tended to be too vague. It was not unusual to see solutions being offered, which was not required by the question.

Q2a A seemingly straightforward question about possible benefits to Sam for having presentation documentation. Most candidates were able to suggest a benefit or two. However, the explanations given were often customer/business facing rather than about how Sam could benefit so therefore marks were lost. Occasionally, two benefits were stated rather than explaining one in each answer. This highlights the need for candidates to improve their exam technique in answering questions where they are asked to identify and explain.

Q2b This question was generally well answered with most candidates scoring at least two marks for identifying two reasons for checking promotional materials. Candidates are advised to avoid giving vague reasons such as 'look more professional'. Few picked up on the hint provided in the stem – the implications of having to reprint if there are mistakes.

Q2c The layout of the data collection form was good in the main with most candidates providing appropriate response spaces/lines for each piece of information to be collected. Typically seven or eight marks were awarded for covering the bullet points stated in the question. Common mistakes include missing title, surname and forename. 'Address' was deemed too vague because a business address is more appropriate rather than a home address. Some candidates attempted to rephrase 'main areas of interest' and 'budget' unsuccessfully to 'what are you interested in' and 'how much are you willing to pay/spend'. Candidates are advised to use the information provided in the question as far as possible to avoid losing marks unnecessarily. Candidates are reminded that this question provides a space for them to draft their answers and it states very clearly that marks will not be awarded for any answers other than those written in the proforma provided.

Q3a A practical question which was generally well answered with most candidates scoring two identification marks. Candidates are advised to avoid giving vague explanations such as 'it could be cheaper than the train'. However, it was a pleasure to see that some candidates were able to use the information provided in Text 3 to contextualise their answers, e.g. it would be easier to take the car because Sam has to take lots of ICT equipment with him.

Q3b Candidates responded very well to this question and showed good exam technique in that a factor was stated and then explained. Many reached Level 2, but often missed out on Level 3 either because the factors were not analysed or the analysis was not business facing. It was disappointing to see so few attempts at evaluation, especially for those who managed to analyse some factors. Being the only question in which candidates could demonstrate their ability to analyse and evaluate, it would appear that the vast majority of candidates did not realise they were supposed to do so.

Q3c A simple form for candidates to request IT support that Sam might need for his speech. Whilst most candidates were able to identify the equipment/software/hardware required for a

PowerPoint presentation, they would often lose marks for failing to write the full name and working out the date incorrectly.

Q4a Generally well answered and most candidates were able to work out the costs for the hotel, congestion charges and the parking fee correctly. The vast majority were caught out by the total mileage travelled, failing to recognise that a return journey would be 400 miles rather than 200. Therefore, £569 was the common error. Candidates are advised to show their workings clearly, ensuring all units are labelled so that marks could still be awarded in the event that the total cost is wrong.

Q4b Only a handful of candidates managed to identify 'travel expense claim form' accurately for marks to be awarded. However, it was evident that most candidates realised it was some sort of claim/reimbursement form.

Q4c Usually attempted but not always an OFR or the answers were too vague for any marks to be awarded, e.g. date, expenses, etc. The mark scheme requires specifics such as parking fees, total mileage, cost of accommodation, etc.

Q4d The majority of candidates scored one mark, often failing to explain clearly to gain the second mark.

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