

## **CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

*Examiners' report*

# ***BUSINESS***



**05834–05837, 05878**

## **Unit 2 Summer 2019 series**

Version 1

# Contents

Introduction .....6

Paper Unit 2 series overview .....7

    Question 1 (a) .....8

    Question 1 (b) .....9

    Question 2 (a) .....10

    Question 2 (b) .....10

    Question 2 (c) .....11

    Question 3 (a) .....12

    Question 3 (b) .....13


    Question 3 (c) .....14

    Question 4 (a) .....14

    Question 4 (b) .....15

    Question 4 (c) .....16

Copyright information .....16




**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 > Save As Other ...** 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*).



**We value your feedback**

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

## 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 can be downloaded from OCR.

## Note to Centres

There were a number of centres who had selected an invalid combination of units or had claimed the wrong units for a candidate that prevented overall qualifications results being issued. Please note that it is the responsibility of the centre to check that correct units have been entered for certification claims. OCR cannot guarantee that the issuing of results in these circumstances will meet deadlines for UCAS confirmation.'

## Sector Update

Two key changes have occurred in relation to the Level 3 Technicals qualifications, both in relation to the examined units; firstly, an additional re-sit has been allowed, so candidates can have 2 further attempts at an examined unit if they wish to improve their result from the first attempt made. And secondly, a 'near pass' R grade has been introduced, which enables candidates who do not pass but achieve sufficient marks to gain some points for their examined unit outcome, which may mean that it is not necessary to re-sit the exam.

## Paper Unit 2 series overview

The business scenario for this paper is a sole trader who runs a restaurant business on a canal boat. Most candidates appeared to have understood the challenges of running such a business, the consequences of failing to carry out certain tasks, as well as the practical aspects of scheduling travel arrangements.

Question 1 tests candidates' ability to make day-to-day decisions based on the availability of resources such as finance and time. While the majority of candidates appeared to have understood the importance of making optimum use of available resources, this question was not as well answered as expected. The rubric was often inaccurately interpreted in question 1a.

Question 2 focuses on health and safety issues for both employers and employees. The majority of candidates showed sound knowledge of health and safety legislation and the implications on employers and employees in the workplace. However, failure to interpret the questions accurately has resulted in marks being lost for Questions 2a and 2b. Some candidates mistakenly cited food safety issues, a common misconception of the scope of health and safety legislation. The majority of candidates demonstrated the ability to identify and explain given issues in Question 2c, however, most candidates struggled to analyse the issues they identified/explained. Few attempted to evaluate.

Question 3 is the easiest question on this paper and most candidates were able to use given timetables effectively in scheduling journeys, taking into account certain constraints. However, a common mistake was candidates failing to take note of the time difference between the UK and France. Most candidates showed sound knowledge of travel expenses and the reasons for preferring one form of transport over another.

Question 4a proved to be challenging for some candidates, especially the calculation of variance as a percentage. Question 4b was poorly answered, the reasons for producing a budget variance report is clearly an area most candidates need to work on. The composition question proved to be more challenging than previous sessions' even though the majority of candidates understood the general layout of a questionnaire. Marks were lost for failing to cover all the requirements given in the question.

Overall, candidates appeared well prepared for this paper with the exception of variance analysis. Candidates are reminded that this paper contains a 10% synoptic mark which could cover any topics in Unit 1.

### Question 1 (a)

**Text 1**

*Emma's Specials* is a restaurant on a canal boat situated on the picturesque canal in Stratford-upon-Avon. Emma, the sole owner of the restaurant, started the business five years ago. The restaurant is known for its simple, home-cooked food. The restaurant is particularly popular during the summer months.

All of the ingredients used at the restaurant are sourced from local suppliers. Whilst this gives the restaurant a unique selling point, the food that the restaurant is able to serve depends heavily on what is available that season. Consequently, Emma plans the menu with her Head Chef, Michael, on a weekly basis.

**1 Refer to Text 1.**

- (a) The menu at *Emma's Specials* is presented to diners electronically on computer tablets rather than printed in hard copy.

State **two** advantages to *Emma's Specials* of using menus displayed electronically on computer tablets.

1.....  
.....  
2.....  
.....

[2]

While it was evident that most candidates clearly understood the advantages of using electronic documents over paper based ones, many did not describe how these might be advantageous to Emma's Specials as a business. For example, 'electronic menus are more environmentally friendly' is not an advantage to the business. Candidates needed to state why this is an advantage to the business, e.g. 'using electronic menus will raise the ethical profile of Emma's Specials because it is environmentally friendly'.

## Question 1 (b)

(b) Emma will have the following tasks to complete next week.

Rank tasks listed in the table below as low, medium or high priority. In each case, explain your decision.

Tasks	Priority? Low, medium or high	Explanation
Upload the week's menu onto the computer tablets		
Find a decorator for the winter months		
Research foods that will be seasonally available next month		

**[6]**

The majority of candidates were able to prioritise the tasks in the correct order gaining three marks. The explanation marks were less commonly achieved. Vague answers such as 'without an up-to-date menu customers won't be able to order any food' were not acceptable. The mark scheme specifically requires timeframes to be stated clearly in the explanation. For example, 'updating the menu is of high priority because the new menu has to be ready for next week'. Two timeframes are therefore required for the last task which is of medium priority so that it is clear why the task is not of high or low priority.

### Question 2 (a)

**Text 2**

There are many potential health and safety hazards in a restaurant. According to health and safety legislation it is the duty of the employer and all employees to ensure that the workplace is hygienic and safe.

**2 Refer to Text 2.**

(a) State **two** actions that Emma must take, as an employer, to comply with health and safety legislation.

1.....  
.....  
2.....  
.....

[2]

This question asks for two actions that an employer must take rather than employers' responsibilities as required by the law. Overarching responsibilities such as to protect the health, safety and welfare of their employees and customers, to protect employees and customers from harm were deemed too vague. Practical tasks such as provide a first aid kit, carry out risk assessment, train employees on health and safety issues are all actions that an employer can take to comply with health and safety legislation. Answers pertaining to food safety were not acceptable.

### Question 2 (b)

(b) State **two** legal health and safety responsibilities that employees at *Emma's Specials* must fulfil.

1.....  
.....  
2.....  
.....

[2]

Rather than actions as in 2a, this question asks for employee responsibilities with regards to health and safety issues. This is in direct contrast to the requirement in the previous question. Actions such as 'employees must put out a wet floor sign' or 'make sure the fire exits are not blocked' are not acceptable. The mark scheme requires responsibilities such as 'to take reasonable care of themselves and others in the workplace', 'to co-operate with employers in terms of health and safety issues' to be clearly stated. Candidates are advised to read the question carefully before responding to make sure that they answer the question set.

## Question 2 (c)

- (c) *Emma's Specials* is required by law to hold a gas safety certificate to trade. The deadline for renewal of the restaurant's gas safety certificate is 1 July 2019.

Evaluate likely impacts on *Emma's Specials* of not renewing its gas safety certificate by the deadline. **[12]**

This is the only level of response question on this paper where candidates are assessed on the four skills of identify, explain, analyse and evaluate. The question asks for likely impacts on the business, this is required at Level 1. Common Level 1 answers include fines, legal action, bad reputation, lose customers. The majority of candidates were able to identify these likely impacts and explained them to access Level 2 marks. Level 2 marks can be achieved by explaining why a certain impact is likely to have arisen, e.g. the business will face legal action if customers were injured in the event of a gas leak. Alternatively, Level 2 can be achieved by describing the likely impact on a stakeholder, e.g. if the business cannot afford the fines then this will put some employees' job at risk.

Analysis is given for business-facing impacts such as a decrease in sales revenue, profit, bad reputation, etc, as a consequence of the impacts identified at Level 1. Candidates can achieve Level 3 straight from Level 1, without having to go through Level 2.

Level 4, evaluation, is given for a judgement of the biggest or most likely impact; following previous analysis. This is less commonly seen.



## Question 3 (a)

**Text 3**

Emma would like *Emma's Specials* to sell a range of luxury chocolates, all handmade on the canal boat.

She has arranged for her Head Chef, Michael, to attend a chocolate-making course in Paris next month. Emma has decided that Michael should travel by train. The venue is situated approximately two miles from the Gare du Nord railway station in Paris.

The course starts at 10:30 am local time. The training provider recommends that participants arrive at least 30 minutes before the start of the course. The distances involved mean that Michael needs to start his journey the day before the course and stay overnight in a hotel near to London St Pancras station. Michael would like to arrive in London as early as possible but cannot set off from Stratford until after 5 pm because he has to finish the preparations for the evening menu.

The course ends at 4:45 pm local time. Michael needs to get back to Stratford-upon-Avon as early as possible so that he can get enough rest for work the next day.

All times shown refer to local times. Paris is one hour ahead of UK time.

Train timetables for journeys between Stratford-upon-Avon and London St Pancras station and between London St Pancras station and Paris are shown below.

	Outward – Stratford-upon-Avon (SAV) to London St Pancras (STP)				Inward – London St Pancras (STP) to Stratford-upon-Avon (SAV)		
Depart	SAV 16:46	SAV 18:46	SAV 20:38		STP 19:08	STP 19:34	STP 20:08
Arrive	STP 19:15	STP 21:20	STP 23:28		SAV 22:35	SAV 23:00	SAV 22:54

	Outward – London St Pancras (STP) to Paris (PAR)				Inward – Paris (PAR) to London St Pancras (STP)		
Depart	STP 06:01	STP 07:01	STP 07:55		PAR 16:45	PAR 17:31	PAR 18:01
Arrive	PAR 09:17	PAR 10:17	PAR 11:17		STP 18:18	STP 18:47	STP 19:17

**3 Refer to Text 3.**

(a) Taking into consideration time constraints, recommend an itinerary for Michael's journey by filling in the **twelve** unshaded boxes in the table below.

Journey	Local time of departure	Local time of arrival	Duration of journey
Stratford-upon-Avon to London St Pancras			
London St Pancras to Paris			
Paris to London St Pancras			
London St Pancras to Stratford-upon-Avon			

[8]

Candidates typically scored six marks showing their ability to use and interpret timetables accurately in scheduling journeys. Marks were lost for failing to take the time difference between the UK and France into account when calculating the duration of journeys from London to Paris and back. Candidates are advised to read questions set carefully before rushing into attempting them.

**Question 3 (b)**

(b) *Emma's Specials* will need to reimburse Michael for his travel expenses.

State **three** costs that *Emma's Specials* will need to reimburse.

- 1.....
- .....
- 2.....
- .....
- 3.....
- .....

[3]

This question proved to be the most accessible on the paper with the majority of candidates scoring full marks, showing sound knowledge of travel expenses that an employee is eligible to claim for. The only incorrect answer tended to be the fees for the chocolate making course. Candidates are reminded to read the question carefully as it related to travel only.

### Question 3 (c)

- (c) Explain **two** reasons which might have led Emma to decide that Michael should take the train to London St Pancras rather than driving there.

1 .....

.....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

[4]

This was reasonably well attempted by most candidates. The reasons for choosing the train over driving were often relevant and clearly explained.

### Question 4 (a)

**Text 4**

Emma has set budget targets for the costs incurred at the restaurant. The target for the cost of ingredients as a percentage of sales has been set at 30%. Last month the cost of ingredients as a percentage of sales was 2% higher than the target.

**4 Refer to Text 4.**

- (a) Sales at *Emma's Specials* totalled £21 000 last month.

Produce a budget variance report for the cost of ingredients at *Emma's Specials* last month by filling in the **five** unshaded boxes below.

	Budget (£)	Actual (£)	Variance (£)	Variance (%)	Favourable or Adverse?
Cost of ingredients					

[5]

This is challenging for some candidates, especially the calculation of variance as a percentage. A common mistake being candidates failing to use the original budget figure as the baseline value when working out the variance as a percentage. However, most candidates correctly identified the variance as adverse.

### Question 4 (b)

(b) Explain two purposes of a budget variance report.

1 .....

.....

.....

.....

.....

2 .....

.....

.....

.....

**[4]**

This is a topic that most candidates found challenging. Variance analysis is an analytical tool a business uses to compare actual values with budgeted figures after a particular period is over; as such, it cannot be used to prevent over spend within the same period. A budget variance report is a document that outlines areas in which a business has overspent or underspent after a given period of time so that remedial actions can be put in place for the future. Definition of variance analysis was not given because the question asks for two purposes of producing a budget variance report.

There were also a lot of vague answers and common misconception of a budget variance report showing cash flow or profit and loss.

## Question 4 (c)

- (c) Emma wants Michael to design the range of luxury chocolates that *Emma's Specials* will make and sell on the canal boat.

Produce a questionnaire to help Michael to design the chocolates that will be sold at *Emma's Specials*.

Your questionnaire should:

- include a brief introduction about the purpose of the survey
- have at least six questions, including one open question
- identify consumer preferences for different types of chocolate, average spend and frequency of consumption
- allow Michael to sort the responses by age and gender.

You will be assessed on the content, tone and layout of your questionnaire.

Use the proforma on the **opposite page** to produce your questionnaire.

You **may** use the space below to draft your questionnaire. You will **not** receive any marks for your draft.

[12]

While most candidates were able to access more than 50% of the marks, very few achieved more than 10 marks. Common omissions were a title, a request for completion and a polite closing sentence. Few candidates appeared to have understood what extended questions are, so this mark was rarely given. Average spend did not always have a time frame so marks were lost. Layout mark was generally given which was pleasing. Occasionally, candidates asked questions solely based on luxury chocolates that were to be sold which did not answer the question. As in previous sessions, the advice is that candidates should read the question carefully to make sure that all requirements are covered. There were also a small minority who wrote their answers in the draft space provided and not in the answer space. The question states that no marks will be given for drafts.

## Copyright information

Any reference to existing companies or organisations is entirely coincidental and is not intended as a depiction of those companies or organisations.

## Supporting you

For further details of this qualification please visit the subject webpage.

### Review of results

If any of your students' results are not as expected, you may wish to consider one of our review 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.

### Mark grade boundaries

Find the grade boundaries for this series on the [OCR website](#).

## CPD Training

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

Please find details for all our courses on the relevant subject page on our website.

[www.ocr.org.uk](http://www.ocr.org.uk)

## OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: [www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

## Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification: [www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

[www.ocr.org.uk](http://www.ocr.org.uk)

OCR Customer Support Centre

### Vocational qualifications

Telephone 02476 851509

Facsimile 02476 851633

Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

OCR is part of Cambridge 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 2019** 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.



Cambridge  
Assessment



001