

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

BUSINESS

05834–05837, 05878

Unit 1 January 2021 series

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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.

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Unit 1 series overview

This series has uncovered one area of the Specification where candidates do not appear to have been fully prepared – factors which inform business ownership. Responses to Section A Question 5, Section B Question 24 and Section C Question 26b vividly highlight this issue. Nevertheless, those candidates who showed a sound understanding across the entire Specification, coupled with an ability to analyse and evaluate, did well on this paper.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> researched a wide variety of businesses, targeted to the research brief (for Section B) demonstrated numerical skill (in Questions 7, 12 and 28c) answered questions contextually (in Sections B and C) weighed up arguments from the charity's perspective (extended response questions). 	<ul style="list-style-type: none"> left answer spaces blank (including multiple-choice questions) showed little evidence of studying the topics indicated in the pre-release research brief focused on impacts on stakeholders rather than on the charity itself (Section C) ended extended response questions abruptly, without making an overall judgement.

Section A gives time for candidates to settle into the exam. This section of the paper was generally well answered by most candidates. Once again, a minority of candidates lost marks because they ticked two responses, say B and D, such hedging cannot be awarded. Candidates should be instructed not to take this approach. Where a candidate indicates a response and subsequently changes their mind, they should clearly cross out their original tick. In addition, some candidates lost marks by leaving an MCQ question blank. This is poor examination technique. Candidates should be encouraged to indicate a response to all 20 questions

Section B was still not as well answered as might be expected, given the clear guidance on areas to focus on given in the pre-issued research brief for this examination. Weaker scripts showed little evidence of preparation for Section B, the one area of the paper where candidates can prepare in advance. Some candidates appeared to have done no research at all, certainly no research targeted by this series' pre-issued research brief. Centres are advised to devote adequate time to the preparation of candidates for Section B of this paper.

<i>The research brief linked to the questions in Section B as follows</i>	
<ul style="list-style-type: none"> How social trends affect a business. Resolving trade union conflict. Meeting the ever-increasing resource requirements of a business. Legal forms of ownership for large organisations. Ethical employment in practice. 	<ul style="list-style-type: none"> Question 22 Identify the impact of two social trends on a business that you have researched. Question 25 Explain how a business that you have researched has resolved a conflict with a trade union. Question 21 Identify one internal and one external source of finance used by a business that you have researched. Question 24 Analyse one advantage and one disadvantage to a business that you have researched of being a public limited company. Question 23 Identify four ways a business that you have researched acts as an ethical employer.

The wording of Questions 22, 23 and 25 linked extremely closely with the wording of the pre-issued research brief but some candidates still showed very limited knowledge or understanding. In some cases, this appeared to be a centre-wide problem (especially on Question 24 about public limited companies); such centres are advised to emphasise to candidates the importance of focussing their business research on the topics indicated in the corresponding series' research brief.

Once again, evidence suggests that those candidates who chose to answer all five questions in Section B on the same business did less well than those who selected a business according to the question. Candidates should be encouraged to vary the business they use depending on the question i.e. to choose a specific business for which their understanding is suitable for answering the question. This was especially important for Question 23, where the business chosen needed to be an ethical employer.

As always, Section C contained three high tariff, extended response questions. These questions were level of response marked. Candidates needed to demonstrate the skills of analysis (Level 3) and evaluation (Level 4) to gain the highest marks.

Analytical skill (Level 3)

Analysis requires candidates to develop their responses to include impacts on the business as an organisation, in this case a charity.

Examples appropriate for this paper include impacts on costs, revenue, cash flow, improved decision-making, customer loyalty, reputation, legal action, compensation claims, fines, quantity of volunteers, absenteeism, motivation levels, visitor numbers, amount of donations, etc.

It should be noted that phrases such as 'this will impact on costs' or 'this will affect the firm's reputation' cannot be awarded because the direction of the impact is unclear. Candidates need to make explicit the nature of the impact i.e. more costs or fewer costs, a better reputation or a worse reputation.

Evaluative skill (Level 4)

Evaluation requires a reasoned decision that answers the question. For example, the most important issues the charity needs to address (Question 27b), the safety improvements which need to be prioritised (Question 29b), and a judgement of which technology the charity should use to market the bookshop (Question 30).

Candidates should be encouraged to reach decisions and give detailed justification to support their argument using contextual information. While an accurate judgement that applies to most businesses would achieve a Level 4 mark, a response which argues using the particular circumstances of the business scenario, in this case a charity, would be more highly rewarded.

Areas which caused most problems on this paper were the administrative requirements of a private limited company (Question 5), the distinction between fixed and variable costs (Question 9), confusion over political and legal factors (Question 11), the impact of changes in interest rates (Question 15); public limited companies as a form of business ownership (Question 24), the control of a charity (Question 26b) and decentralisation (Question 27a). On the other hand, Question 25 on how business resolve a trade union conflict, Question 28c comparing a cash flow forecast with a cash flow statement, and Question 29b on how safety standards at the bookshop could be improved, were extremely well answered.

Section A overview

Most multiple-choice questions were well answered. Those that were more problematic are discussed below.

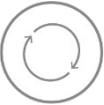
Question 5

5 A Memorandum of Association is an administrative requirement of a:

- (a) government owned organisation
- (b) partnership
- (c) private limited company
- (d) sole trader

[1]

This question was testing the legal/administrative requirements of the legal forms of ownership of business. In this case, which of these types of business requires a Memorandum of Association. The correct response was (c), private limited company. However, responses were relatively evenly split over the four choices, indicating that this area of the Specification might need further emphasis.

	AfL	Centres are advised to allocate enough time in their programmes of study to TC1.4 in the Specification. To many, the abstract nature of these concepts requires significant reinforcement before true understanding is gained
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Question 9

9 Which of the following would be classified as variable costs of a hair salon?

- (a) Broadband subscription
- (b) Rent and rates
- (c) Scissors and hairdryers
- (d) Shampoos and conditioners

[1]

This question was testing candidates' ability to recognise examples of variable costs in non-production business context. Many candidates chose the incorrect responses (a) and (b). (a) and (b) are both fixed costs, this suggests a lack of clarity among candidates of the meaning of the terms 'fixed' and 'variable' costs.

	Misconception	A common misconception among candidates appears to be that 'fixed costs' do not alter whereas 'variable costs' do. This definition is insufficient and leads to inaccuracy. All costs alter given time. The difference between fixed and variable costs is that the do not, or do, vary with output.
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Question 11

11 Which of the following would 'a change of government policy' be an example of?

(a) A legal change

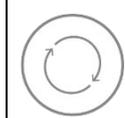
(b) A political change

(c) A social change

(d) An environmental change

[1]

This question was testing candidates' ability to identify different types of changes in the external environment. While few candidates opted for responses (c) or (d), option (a) was quite common, suggesting confusion between legal and political factors.



AfL

Centres are advised to give candidates plenty of practice distinguishing between legal and political issues. The difference could be reinforced on a frequent basis as part of lesson starter or plenary activities.

Question 15

15 Which of the following businesses is **most** likely to be negatively affected by an increase in interest rates?

(a) A business that buys goods from abroad

(b) A business that has a lot of debt

(c) A business that sells low cost items

(d) A business that sells products rather than services

[1]

This question was testing candidates' understanding of the impact on business of increased interest rates. Option (b) linking interest rates with borrowing, and therefore debt, was seldom seen. Instead, the most common response was (a), suggesting confusion between interest rates and exchange rates.

Section B overview

The questions in Section B should be answered with direct reference to candidates' personal research, as directed by the pre-released research brief available in advance of the examination. How each question in this section links to the research brief is tabulated in the Series Review section of this report.

For each question in this section, candidates are advised to select an appropriate business that they have researched, rather than answer all questions on one business. Evidence suggests this leads to better focused responses and higher marks.

Question 21

- 21 Identify **one** internal and **one** external source of finance used by a business that you have researched.

Name of business

Activity of business

Internal source of finance

External source of finance

[2]

This question tests knowledge of sources of finance. Examiners were looking for an identification of one internal and one external source of finance. The most common correct responses for internal sources of finance were 'owner's savings' and 'retained profits', 'profit' (alone) was not awardable as it is just an accounting calculation, rather than a source of finance. The most common correct responses for external sources of finance were 'loans', 'crowd-funding' and 'selling shares'; the most common incorrect response was 'revenue from selling goods'.

The most common error on this question was to confuse the internal and external sources i.e. suggesting an internal source for the external response, and vice visa.

Most candidates gained at least one mark on this question.

Question 22

22 Identify the impact of **two** social trends on a business that you have researched.

Name of business

Activity of business

Social trend 1

Impact on business

.....

.....

.....

Social trend 2

Impact on business

.....

.....

.....

[4]

This question asked candidates to identify two social trends and the impact each had made on a business they had studied. By far the most common social trends identified were 'increased emphasis on healthy eating', 'care for the environment' and 'the increasing use of technology', however there were plenty of others. Those that managed to name a social trend invariably also gained an extra mark for stating the impact on their chosen business.

Many of the candidates who did less well on this question cited social factors, but no social trends. A quick glance at the Specification will show that responses relating to demographics, e.g. an ageing population or a falling birth rate, could not be awarded; likewise, responses about disposable income or attitudes to work. Other candidates went even further astray citing economic trends, e.g. changes in exchanges rates, interest rates or inflation.

Question 23

23 Identify four ways a business that you have researched acts as an ethical employer.

Name of business

Activity of business

1

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2

.....

3

.....

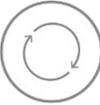
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[4]

Any way in which a business acts as an ethical employer was awardable here. The examiner was looking for four ways in which the business treats its workforce well. The most common correct responses were 'paying above the minimum wage', 'providing good working conditions', 'giving enhanced breaks' and 'offering flexible working'.

This question dichotomised candidates – while many gained full marks, others did not even attempt the question. The latter is worrying, possibly even suggesting that they were unfamiliar with the pre-release research brief that OCR had issued.

	<p>AfL</p>	<p>Centres are advised to make sure that candidates have a clear understanding of the meaning of the term 'ethical'. On this Specification the term means doing above and beyond what the law requires. Therefore, while paying the minimum wages is a legal requirement, paying above the minimum wage is deemed to be ethical behaviour.</p>
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Question 24

- 24 Analyse **one** advantage and **one** disadvantage to a business that you have researched of being a public limited company.

[6]

Name of business

Activity of business

Advantage

.....

.....

.....

Disadvantage

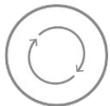
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Far too many responses seemed to lack any specific knowledge of a public limited company as a form of business ownership. Examiners were looking for the particular benefits and drawbacks for a business of being a public limited company (as opposed to any other legal form of ownership). To gain full marks the advantage/disadvantage needed to be developed by a chain of argument through to analysis. Few candidates achieved this. Please see the published mark scheme for a list of suggested responses.

As might be expected, several candidates appeared to confuse public limited companies with private limited companies. More worrying, perhaps, was that many candidates seemed to have no idea at all about what public limited companies were, except that they were large.

	<p>AfL</p>	<p>Centres are advised to allocate enough time in their programmes of study to this area of the Specification. Significant confusion was seen between private limited companies who cannot trade on the stock exchange and public limited companies who can.</p>
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Question 25

25 Explain how a business that you have researched has resolved a conflict with a trade union.

Name of business

Activity of business

.....

.....

Most candidates achieved three of the available four marks on this question. They were able to give detail of an appropriate conflict and suggest what action the business had taken to resolve the conflict. The fourth mark appeared elusive to many. To gain full marks the response needed to make clear how the action taken by the business resolved the conflict i.e. the mechanism by which reconciliation came about.

Those candidates who did less well on this question tended to make one of two mistakes. Either write about a suitable conflict but stated what the trade union (rather than the business) had done to resolve the conflict. Or write about how a different type of conflict, e.g a conflict between a business and its customers, had been resolved.

Section C overview

All the questions in this section should be answered contextually, i.e. with appropriate reference to the scenario.

Read the Scenario below. Answer **all** the questions in this Section.

Business scenario: *Reading for Everyone*

Reading for Everyone is a national charity, it aims to improve adult literacy across the UK. The main demand for its services comes from urban areas with low levels of disposable income. The charity's trustees have just appointed Pat Salashouri, a leading author of action and adventure novels, as patron. Pat is keen to raise public awareness of the charity.

It is expensive to organise and run literacy workshops and events throughout the UK – the main services of the charity. Most of the money needed to run the charity is raised from its nationwide network of 250 second-hand bookshops. All of the books *Reading for Everyone* sells in its bookshops are generously donated by members of the general public.

Each of the charity's second-hand bookshops is run by a manager (appointed by the trustees and paid a salary), assisted by several volunteers (unpaid). In addition to running the bookshop in a safe manner, each manager needs to ensure that their bookshop meets the following objectives:

- receives sufficient donations of books
- has a large enough pool of reliable volunteers, and
- gets plenty of customers.

The manager is free to choose how to run their bookshop, so long as they are committed to the objectives set by the charity trustees.

Sylvia Simpson is the manager of the charity's second-hand bookshop in Bricknell. The bookshop is located in a small, old property at the end of the marketplace close to the city's cathedral. The shop's staircase, which is steep, narrow and dimly lit, leads up to a small area with polished floorboards where the non-fiction books can be found. Fiction books and a small reading area are located downstairs. Downstairs the floor is still covered with the original tiles; some of the tiles are cracked or missing, especially near the doorway.

Space is extremely limited and books are shelved from floor to ceiling everywhere (a stool is available to help reach the highest shelves). In addition, books are piled on the floor in every available space – including on the stairs and in front of the fire safety notice and extinguisher. The back of the shop, where the volunteers used to sort the constant flow of donated books, has been turned into a small reading area. Visitors can sit and read books there at their leisure. Since the old building is quite cold, Sylvia has bought a portable gas heater to warm this area. She has also added an electric kettle and a hot drinks tray. By selling tea and coffee, the bookshop makes more money for the charity.

The trustees review the performance of each of its bookshops against the charity's objectives once a year. See Fig. 1 below for the latest review of the Bricknell bookshop. Up until now Sylvia has relied on passing trade and word of mouth to meet the charity's objectives. Sylvia does not use technology to market the bookshop.

Fig. 1: Annual review of performance against charity objectives, Bricknell bookshop

Objective	Target	Actual	Objective	Target	Actual
Number of books donated	46 000	35 000	Number of volunteers recruited	30	18
Average number of visitors per day	50	60	Volunteer absenteeism	5%	3%
Percentage of visitors who spend money	75%	50%	Volunteer lateness	12%	6%
Number of serious complaints from visitors	0	12	Number of reported accidents/injuries	0	36

Question 26 (a)

26 *Reading for Everyone* is a charity.

(a) Indicate with a tick (✓) the business sector that *Reading for Everyone* operates in.

You should only draw **one** tick.

Business sector:

Private

Public

Third

[1]

Question 26 (b)

(b) Identify who is legally responsible for the control of *Reading for Everyone*.

..... [1]

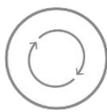
Question 26 (c)

(c) Explain why a charity is called a 'not-for-profit' organisation.

.....

 [2]

Question 26 (parts a, b and c) tested candidates' understanding of a charity as a form of business. While Question 26(a) was answered correctly by most candidates, Question 26(b) was answered incorrectly by most candidates. Very few candidates were able to identify that trustees are legally responsible for controlling a charity. Question 26(c) saw the full range of marks, 0, 1 and 2, fairly equally awarded, thus indicating that while some had a robust understanding of why a charity is called 'not-for-profit' others only had a vague understanding or none.

	AfL	Centres are advised to allocate enough time in their programmes of study to the specific consideration of non-private sector organisations i.e. public sector organisations and third sector organisations, as both types of organisation play a significant role in the UK economy.
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Question 27 (a)

27 *Reading for Everyone* allows Sylvia to choose how to run the Bricknell bookshop.

- (a) Circle the type of organisational structure *Reading for Everyone* uses when dealing with its bookshops.

You should only draw **one** circle.

Centralised
Decentralised
Matrix

[1]

A little under 50% of candidates got this answer right. The most common incorrect response was 'matrix'. Historically, organisational structure is an area that candidates appear to struggle with. Responses to this question indicate that this still holds true.

Question 27 (b)

- (b) Using the data shown in **Fig. 1**, evaluate the most important issues Sylvia needs to address to bring the Bricknell bookshop's performance into line with the charity's objectives.

[12]

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This question required candidates to study the data in Fig. 1 and evaluate the most important issues Sylvia needed to address. As with all 12-mark questions on this paper, the type of response the examiner was looking for is shown in the exemplar response in the published mark scheme.

Those who scored most highly were able to analyse the impact of a specific issue on the charity, e.g. one issue is the lack of volunteers (Level 1) which has fallen short of target by 12 (Level 2) which could lead to volunteers being overworked and the bookshop getting a reputation for bad customer service (Level 3), thus gaining a minimum of a Level 3 mark. The identification and analysis of further issues leading to higher marks within Level 3.

Given that this was an 'evaluate' question, a judgement was also required. Examiners hoped to see a conclusion which selected the most important issue for the charity to address and a justification as to why this issue was the most important. Those candidates who did this achieved Level 4 and scored a minimum of 10 marks. Many candidates having analysed several issues, ended their answers abruptly, making no attempt to judge which was the most important. To improve these responses, candidates need to make sure that they make an overall judgement as to the most important issue for the charity and support that decision with a convincing argument.

Those candidates who did less well on this question tended to fall into two camps: those that ignored the data in Fig. 1 and those that discussed how to fix the issues, rather than discuss the severity of the issues themselves. In some cases, a quick re-read of the question might have avoided these mistakes being made.

	AfL	Centres are advised to reinforce to candidates that all 'evaluate' questions, indeed all 12-mark question on this paper, require a judgement to be made. The easiest way to achieve this is to make a judgement at the end of the response and support this judgement with valid reasoning.
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Question 28 (a)

- 28 The cash flow forecast and corresponding cash flow statement for the Bricknell bookshop from September to December last year are shown below.

BRICKNELL BOOKSHOP: CASH FLOW FORECAST				
	Sep	Oct	Nov	Dec
Cash inflow:				
Sales revenue (books)	£2000	£3000	£3500	£3500
Sales revenue (drinks)	£800	£800	£600	£600
Total inflow	£2800	£3800	£4100	£4100
Cash outflow:				
Inventory cost	£0	£0	£0	£0
Labour cost	£2000	£2000	£2000	£2000
Overhead cost	£700	£700	£700	£700
Other cost	£100	£100	£100	£100
Total outflow	£2800	£2800	£2800	£2800
Net cash flow	£0	£1000	£1300	£1300
Opening balance	£2000	£2000	£3000	£4300
Closing balance	£2000	£3000	£4300	£5600

BRICKNELL BOOKSHOP: CASH FLOW STATEMENT				
	Sep	Oct	Nov	Dec
Cash inflow:				
Sales revenue (books)	£1700	£2600	£3000	£3200
Sales revenue (drinks)	£740	£760	£540	£560
Total inflow	£2440	£3360	£3540	£3760
Cash outflow:				
Inventory cost	£0	£0	£0	£0
Labour cost	£2000	£2000	£2000	£2000
Overhead cost	£650	£650	£650	£650
Other cost	£40	£50	£40	£80
Total outflow	£2690	£2700	£2690	£2730
Net cash flow	(£250)	£660	£850	£1030
Opening balance	£2000	£1750	£2410	£3260
Closing balance	£1750	£2410	£3260	£4290

(a) The terms 'cost' and 'revenue' have precise financial meanings.

Explain the difference between 'cost' and 'revenue'.

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.....

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..... [2]

This question tested candidates' accurate understanding of financial terminology, in this case 'cost' and 'revenue'. Many candidates achieved one mark, usually by giving an accurate explanation of the meaning of the term 'revenue'. The understanding of the term 'cost' was far less clear. Many candidates gave responses that suggested that 'cost' meant the same as 'price', e.g. cost is what you pay for an item.

	<p>Misconception</p>	<p>A common misconception among candidates appears to be that 'cost' and 'price' mean the same thing. They do not. While price refers to the amount that needs to be paid to buy a good or service, cost refers to expenses that need to be paid.</p>
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Question 28 (b)

(b) Explain why no inventory costs are shown on the cash flow forecast and cash flow statement of the Bricknell bookshop.

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..... [2]

The examiner was looking for an understanding that the books the bookshop sells are donated i.e. given free of charge. This concept gained the candidate one of the available two marks, and many achieved this. Very few, however, went on to explain the link to the cash flow forecast/statement i.e. there were no cash outflows for the books. A response such as 'the books were donated therefore the bookshop had no cash outflows for inventory' would have sufficed for full marks.

Question 28 (c)

(c) Compare the Bricknell bookshop's cash flow forecast and cash flow statement.

Identify:

- two aspects of the financial performance of the bookshop that were **better** than expected;

1

.....

2

.....

- two aspects of the financial performance of the bookshop that were **worse** than expected.

1

.....

2

.....

[4]

Generally, well answered, most candidates were able to score at least half marks on this question, and many gained full marks. Very occasionally a candidate gave the responses the wrong way around, suggesting confusion between a cash flow forecast and a cash flow statement.

Question 29 (a)

29 (a) Name **one** piece of legislation relating to safety that the Bricknell bookshop appears to be in breach of.

.....

..... [1]

In contrast with Question 28c, this question was very poorly answered. Few candidates gained the mark, despite the 'Health and Safety at Work Act' and the 'Working Time Directive' being listed on the Specification.

By far the most common error was to refer to the 'Health and Safety at Work Act' as the 'Health and Safety Act'. Of even greater concern was the number of candidates who did not appear to know what the term 'legislation' meant and gave responses such as 'first aid kits' and 'fire extinguishers'.

Question 29 (b)

(b) Recommend how Sylvia could improve safety standards at the Bricknell bookshop. Justify your answer.

[12]

.....

.....

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.....

This question required candidates to evaluate the most important safety improvements needed at the bookshop. There were plenty to choose from. As with all 12-mark questions on this paper, the type of response the examiner was looking for is shown in the exemplar response in the published mark scheme.

Those who scored most highly were able to analyse the impact of a specific improvement on the charity, e.g. one improvement would be to replace the cracked tiles (Level 1) which are a trip hazard to visitors (Level 2) this should reduce compensation claims being paid out for injuries (Level 3), thus gaining a minimum of a Level 3 mark. The identification and analysis of further improvements leading to higher marks within Level 3.

To access Level 4 the recommendations require a justification for their selection. One of the easiest ways of achieving this for a 'recommend' question is to rank your recommendations and justify your ranking or justify why one improvement, in particular, is most important than the others with reasoning as to why the others are less importance. Those candidates who gave a contextual justification were liberally rewarded, gaining a minimum of 11 of the 12 marks available.

	<p>AfL</p>	<p>Evidence seems to indicate that best practice when answering a 'recommend' question is to make one recommendation at a time, devoting the paragraph to identifying, explaining and analysing that recommendation before moving on to another recommendation in a separate paragraph. Furthermore, leaving the justified judgement until the end of the response, rather than attempting to justify throughout, leads to a more considered comparative response with a clearer judgement that is more likely to achieve marks.</p>
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Question 30

30 Analyse **three** technologies which Sylvia could use to improve the Bricknell bookshop's marketing function.

Which one of the three technologies would best secure the long-term success of the bookshop? Justify your view.

[12]

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.....
.....
.....

This question centres around the marketing function. Candidates needed to discuss three technologies that could be used for marketing purposes. As with all 12-mark questions on this paper, the type of response examiners was looking for is shown in the exemplar response in the published mark scheme.

By far the most common correct Level 1 responses were creating a website/ecommerce website, using social media and sending emails. Other good responses included creating an App or advertising on other business' websites. To move through the levels of response candidates needed to explain why the charity might use (or not use) the identified technology (Level 2) to arrive at a chain of argument about the benefit or drawback of using that technology to market the bookshop (Level 3). Once Level 3 has been achieved, a selection of one method with appropriate justification was required for Level 4. Those candidates who gave a contextual justification achieved a minimum of 11 marks.

On this question, most candidates did attempt to decide which technology was most suitable for the bookshop to use. Often the reasoning was very limited, but clearly an attempt had been made, and for some the rewards were significant.

Those candidates who did less well on this question tended to do one or other of the following: either overlook the reference to marketing (giving responses about coffee machines, kettles and heaters, etc) or overlook the reference to technologies (giving responses about leaflets, flyers, radio advertisements, etc). The importance of reading and re-reading the question both before beginning to plan an answer and during the writing of the answer cannot be overemphasised. A further check of the wording of the question, immediately before making overall judgements, can also reap significant rewards.

Supporting you

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](#).

Supporting you through 2020-2021

Our priority is supporting you and your students as you prepare for summer 2021 exams. We'll update our [website information](#) regularly with resources, guidance and key information.

Take a look at our support for:

- [Teachers](#)
- [Students](#)
- [Exams officers](#)
- [Assessment specialists](#)

Keep up-to-date

We are sending a weekly roundup 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. All our courses for the academic year 2020-2021 are being delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

Signed up for ExamBuilder?

[ExamBuilder](#) is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals, Cambridge Technicals and Functional Skills qualifications. See the full list of available qualifications in the [sign up form](#).

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.

General qualifications

01223 553998

general.qualifications@ocr.org.uk

Vocational qualifications

02476 851509

vocational.qualifications@ocr.org.uk

For more information visit

 ocr.org.uk/i-want-to/find-resources/

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**Cambridge
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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.