

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

**BUSINESS**

**05834–05837, 05878**

**Unit 9 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 9 series overview

The Unit 9 paper appeared to be accessible with most candidates attempting all questions, unlike previous series where some candidates have omitted to answer several questions.

Although candidate entries were lower this series, there has still been a wide spread of marks being achieved. This has depended on the knowledge/understanding of the candidates and the level of exam preparation. Most candidates did appear to have been better prepared than in some previous series.

There has been noticeable improvement in the answering of questions requiring calculation. Most candidates scored full marks on Question 1 (ci) and Question 1 c (ii) suggesting that calculations have been practised and formulae learnt. Other than the questions requiring evaluation, candidate achievement on all other questions ranged from zero to the full marks allocated for that question. No candidate achieved full marks on any of the three evaluative questions, Question 2 (c), Question 4 (c) and Question 5 (a) due to the absence of reasoned judgement(s).

| <b><i>Candidates who did well on this paper generally did the following:</i></b>   | <b><i>Candidates who did less well on this paper generally did the following:</i></b>   |
|--|---|
| <ul style="list-style-type: none"> <li>• demonstrated knowledge and understanding of terms listed in the specification</li> <li>• had the ability to apply understanding to the unseen scenario</li> <li>• recognised that the organisation in the unseen scenario was a public sector organisation</li> <li>• focused in on all key words within the question</li> <li>• had learnt the required formulae.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrated a lack of knowledge and understanding of key terminology</li> <li>• demonstrated a lack of knowledge and understanding of key topic areas within the specification</li> <li>• did not focus on key terms within the questions.</li> </ul> |

### Question 1 (a)

1 (a) Explain **one** responsibility of the human resources function at *Greenside Surgery*.

.....

.....

.....

..... [2]

Most candidates were able to identify a responsibility of the human resources function. Most then also achieved the second mark for explaining this responsibility. In most instances, candidates recognised that compensation relates to pay and benefits.

### Question 1 (b) (i)

(b) (i) Identify **three** pieces of legislation relating to human resources that impact on *Greenside Surgery*.

1.....

.....

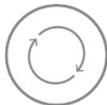
2.....

.....

3.....

..... [3]

This question required candidates to identify three pieces of human resource legislation. Some candidates had not learnt the full titles of the legislation and therefore did not score marks.

|   |            |  |
|---|------------|--|
|  | <b>AfL</b> | Candidates must learn the full titles of legislation, e.g. Health and Safety at Work Act, rather than Health and Safety Act. Dates are not required. |
|---|------------|--|

### Question 1 (b) (ii)

- (ii) Analyse **one** potential implication to *Greenside Surgery* of meeting its legal obligations.

.....

.....

.....

..... [3]

This question tested LO1.3 of the Teaching Content (Exemplification). Candidate responses included a range of positive and negative implications including the extra financial cost (negative) and attracting more patients (positive). The full range of marks were given from zero to three.

### Question 1 (c) (i)

(c) Human resources performance data for *Greenside Surgery* is shown in **Table 2**, below.

| Performance data                            | 2019 | 2020 |
|---|------|------|
| Number of days absent                       | 85   | 112  |
| Number of employees                         | 15   | 15   |
| Number of employees leaving during the year | 3    | 4    |
| Total number of working days                | 3500 | 3500 |

**Table 2**

(i) Using information from **Table 2**, calculate the labour turnover rate for *Greenside Surgery* for **2019**.

.....

.....

.....

..... **[2]**

### Question 1 (c) (ii)

(ii) Using information from **Table 2**, calculate the absenteeism rate for *Greenside Surgery* for **2020**.

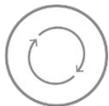
.....

.....

.....

..... **[2]**

Most candidates made a very good attempt at the calculations for Question 1 (c) (i) and Question 1 (c) (ii) as they had learnt the relevant formulae and applied them correctly. Most candidates achieved the full two marks for each question.

|   |            |  |
|---|------------|--|
|  | <b>AfL</b> | Candidates should be advised that it is imperative to include the % sign to achieve full marks if a response is given as a percentage. |
|---|------------|--|

## Question 2 (a)

2 (a) Explain **two** ways that *Greenside Surgery* could measure employee motivation.

1.....  
.....  
.....  
.....  
.....

2.....  
.....  
.....  
.....

[4]

Most candidates were able to identify at least one way that employee motivation could be measured. However, many then struggled to explain **how** it would be used to measure employee motivation. For example, *Greenside Surgery* could look at employee productivity (1) by monitoring how many patients are seen in a day (1).

### Question 2 (b)

(b) Explain **two** non-monetary rewards that *Greenside Surgery* could use to motivate the office administrators.

1.....  
 .....  
 .....  
 .....

2.....  
 .....  
 .....  
 .....

[4]

Many candidates achieved the mark, in each instance, for identifying a non-monetary reward. However, some candidates incorrectly identified monetary rewards, e.g. fringe benefits.

The second mark, in each instance, was given for explanation of how the employee would benefit. Few candidates achieved this second mark due to incorrect focus. Answers focused on how it would impact motivation, e.g. so they will work harder, rather than explaining the non-monetary reward itself.

|   |            |  |
|---|------------|--|
|  | <b>AfL</b> | Candidates should note that fringe benefits are a monetary reward (LO2.2 Exemplification). |
|---|------------|--|

### Question 2 (c)

(c) Evaluate **two** benefits to *Greenside Surgery* of having motivated employees.

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

[8]

Most candidates were able to identify at least one benefit to *Greenside Surgery* of having motivated employees. Many candidates analysed at least one benefit; having a lower labour turnover rate and therefore lower recruitment costs, being a popular response. Few candidates achieved Level 4 as most did not reach a justified decision as to which benefit was the most important/significant/desirable, etc.

|   |                      |  |
|---|----------------------|--|
|  | <b>Misconception</b> | An overall judgement or conclusion is still required even if the question, as in this instance, asks the candidate to evaluate two benefits. |
|---|----------------------|--|

### Question 3 (a) (i)

3 Employee performance is an important consideration at *Greenside Surgery*.

(a) (i) Analyse **one** benefit and **one** drawback to *Greenside Surgery* of using peer appraisals to monitor the performance of its nurses.

Benefit .....  
.....  
.....  
.....

Drawback.....  
.....  
.....  
.....

[6]

This question clearly differentiated between those candidates who know what a peer appraisal is and those who do not. Many candidates did not score marks for a benefit but achieved at least one mark for a drawback.

For a benefit answers needed to state a specific benefit. For example, 'because they work together' is not a benefit. The benefit needed to relate to what peers understand more about on the basis that they work alongside each other, e.g. the nurse's day-to-day ability to carry out the role, the nurse's attitude towards patients, etc.

### Question 3 (a) (ii)

(ii) Other than peer appraisal, describe **one** formal assessment technique that *Greenside Surgery* could introduce to monitor the performance of its receptionists and office administrators.

.....  
.....  
.....  
..... [2]

This question clearly differentiated between candidates who understand the methods of appraisal and those who do not. 360° feedback was a common response but incorrect as the receptionists and office administrators do not have subordinates.

|   |            |   |
|---|------------|---|
|  | <b>AfL</b> | In addition to knowing the different methods of appraisal, candidates should also understand when the use of each would/would not be appropriate. |
|---|------------|---|

### Question 3 (b)

(b) Explain **one** benefit and **one** drawback to *Greenside Surgery* of setting SMART targets for employees.

Benefit .....

.....

.....

.....

Drawback.....

.....

.....

.....

[4]

Most candidates did not score marks on this question. Firstly, because they considered targets in general rather than SMART targets. Secondly, because they considered a benefit/drawback to the employee rather than to *Greenside Surgery*.

In relation to the drawback, some candidates answered, e.g. they might not be realistic, they might not be achievable, etc. However, if they are SMART targets, then they must be realistic, achievable etc and therefore such responses did not score marks.

|   |            |   |
|---|------------|---|
|  | <b>AfL</b> | Candidates could practice identifying the key terms/words within a question to help them to focus on exactly what is required and what the focus of their response should be. |
|---|------------|---|

### Question 4 (a) (i)

- 4 (a) All organisations need to understand the causes of conflict within the workplace and how these can be managed.
  - (i) Explain **two** potential causes of workplace conflict at *Greenside Surgery*.

1.....  
.....  
.....  
.....  
.....  
.....

2.....  
.....  
.....  
.....  
.....  
.....

[4]

Many candidates were able to identify potential causes of workplace conflict; poor communication being a popular response. However, few candidates achieved the explanation mark, in each instance. Explanation needed to consider an employee reaction.

### Question 4 (a) (ii)

- (ii) Explain **two** methods that could be used to resolve any workplace conflict at *Greenside Surgery*.

1.....  
.....  
.....  
.....  
.....  
.....

2.....  
.....  
.....  
.....  
.....  
.....

[4]

The key wording in this question was **to resolve** workplace conflict rather than prevent or minimise the chance of conflict occurring. Some candidates focused on methods of preventing/minimising conflict and therefore did not score any marks. Methods of resolution are listed in LO6.3 (Exemplification).

### Question 4 (b)

(b) All of the nurses who work at *Greenside Surgery* are members of a trade union.

Identify **two** services that a trade union is likely to provide for its members.

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

[2]

This question differentiated between candidates who know the services provided by a trade union for its members and those who do not.

|   |            |   |
|---|------------|---|
|  | <b>AfL</b> | Candidates should be encouraged to be specific in their responses. For example, 'advice' in this instance was too vague. However legal advice, pensions advice, immigration advice etc were all credited. |
|---|------------|---|

### Question 4 (c)

- (c) All *Greenside Surgery's* employees have been asked to complete a climate survey. They were asked to rate whether they agreed with a set of statements on a scale of 1 to 5; where 1 was 'disagree completely' and 5 was 'definitely agree'. The results of the survey are shown in **Table 3**, below.

**Averaged results from a climate survey completed by all employees at *Greenside Surgery***

| Statements  | Doctors | Nurses | Office Administrators | Receptionists |
|---|---------|--------|-----------------------|---------------|
| I am proud to work at <i>Greenside Surgery</i>        | 4       | 4      | 3                     | 3             |
| I have no desire to look for another job              | 4       | 3      | 2                     | 2             |
| My physical working conditions are good               | 1       | 2      | 2                     | 2             |
| I am happy with my pay and benefits package           | 3       | 4      | 3                     | 2             |
| I am happy with the support I receive from colleagues | 3       | 4      | 3                     | 3             |

**Table 3**

Using the information in **Table 3**, and any other relevant information, should *Greenside Surgery* be concerned about its level of employee engagement? Give reasons for your answer.

**[16]**

Most candidates were able to identify relevant factors from Table 3 and also from Text 1. Most candidates were also then able to explain what these factors showed about the attitudes and feelings of the employees. Those who scored most highly went on to analyse a business-facing impact; the adverse impact on employee motivation and the adverse impact on recruitment costs if the receptionists and office administrators look for another job, being popular responses.

Very few candidates referred to profit in their analysis, recognising that this was a public sector organisation.

Many candidates attempted a conclusion but this was purely to state whether *Greenside Surgery* should or should not be concerned about the level of employee engagement. To achieve Level 4 candidates needed to provide a **reasoned** judgement.

### Question 5 (a)

5 Before the new surgery opens, a Surgery Manager needs to be recruited.

(a) The recruitment and selection process to be used for the Surgery Manager position is shown below.

- Design a job description and person specification.
- Place a job advertisement on *Greenside Surgery's* website.
- Request applicants to email a CV and a covering letter.
- Shortlist candidates to be interviewed.
- Arrange and hold an interview with two of the doctors.
- Set a selection task – a role play scenario dealing with an unhappy patient.
- Give a verbal job offer to the chosen candidate.
- Email unsuccessful candidates.
- Provide a contract of employment.

Evaluate the suitability of this recruitment and selection process for the Surgery Manager position.

[16]

Candidates needed to refer to specific elements within the suggested recruitment and selection process. Of those who included this in their response, most were able to identify good/bad/missing elements and explain why they were good/bad/required, therefore achieving Level 2. Many candidates then struggled to suggest a business-facing impact, therefore not achieving Level 3.

Very few candidates achieved Level 4 as they did not provide a reasoned judgement as to whether the recruitment and selection process was suitable for the Surgery Manager position. Conclusions simply stated whether it was or was not a suitable process.

|   |            |  |
|---|------------|--|
|  | <b>AfL</b> | Candidates should be encouraged to provide reasons why they are making their chosen judgement in a conclusion. |
|---|------------|--|



### Question 6 (b)

(b) Explain one way that the effectiveness of the new equipment training could be measured.

.....

.....

.....

.....

.....

.....

..... [3]

This question tested LO8.2 of the teaching content. Candidates needed to identify a specific way that the effectiveness of the training could be measured, e.g. employee survey.

Most candidates scored one mark by identifying an appropriate way. However, few candidates achieved the second or third mark as they did not explain the way/method identified. There were two marks available for a contextual explanation and one mark available for a non-contextual explanation.

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