

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

BUSINESS

05834-05837, 05878

Unit 10 Summer 2024 series

Contents

ntroduction	3
Unit 10 series overview	4
Question 1 (a)	5
Question 1 (b)	6
Question 1 (c)	7
Question 2 (a)	9
Question 2 (b) (i)	10
Question 2 (b) (ii)	10
Question 2 (c)	12
Question 3 (a)	13
Question 3 (b)	14
Question 4 (a)	15
Question 4 (b)	15
Question 5 (a)	18
Question 5 (b)	19

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. A selection of candidate answers is also provided. 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.

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 > Export to 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).

3

Unit 10 series overview

Although there was a slight improvement in the standard this session compared to June 2023, it is still the case that candidate performance in the June session is significantly below that in the January session.

There were a small number of scripts where candidates gained a majority of the marks, by showing a good grasp of the subject matter and incorporated the context about a costume hire shop into their answers. In these cases, the context was well used and clearly accessible. However, at the other extreme, there were many scripts which scored significantly less than a third of the marks, with most of these marks gained from only one or two questions. Overall, Question 4 was best answered, and Question 3 was answered least well.

Many candidates continue to omit many questions about topics which are central to the specification. There continues to be a lack of sufficient preparation about basic Economic terms by most candidates. This is a specialist unit which requires specialist knowledge. Without this, candidates will continue to perform less well.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:	
 Had good knowledge of Economics. Made use of the context when required. Kept answers focused on the question set. 	Had little Economics-based knowledge, especially with regards to the topics of economies of scale, unemployment, and exchange rates.	
Presented their answers in a clear manner.	Omitted a significant number of questions.	
 Made a good attempt at most questions, performing particularly well on Questions 2 and 4. 	Did not focus their answer on the question set.Gained most of their marks on Question 4 (b).	

Question 1 (a)

1

(a) Lookalike Ltd offers a costume hire service.

Analyse three determinants of demand for a service.

[9]

Many candidates gained 6 or more marks on this question. It was often the case that candidates were able to analyse two determinants of demand, most often the level of income and tastes/fashion but could not identify a correct third determinant.

Many wrong answers referred to price as a determinant of demand or identified determinants of supply, such as costs of production.

Misconception



This question once again highlighted the confusion among many candidates about the determinants of demand and supply. These are clearly listed in the specification. It is also frustrating to still find many candidates who think that price is a determinant of demand (or supply); price is something that is a <u>consequence</u> of a movement along a demand or supply curve, rather than a <u>determinant</u> which causes either curve to shift.

5

© OCR 2024

Question 1 (b)

b)	Jane is concerned that Lookalike Ltd is missing out on economies of scale.	
	Describe two internal economies of scale.	
	1	
	2	
	2	••
	L ^a	4]

It was quite straightforward to gain full marks on this question by naming two internal economies of scale with a brief explanation. Better performing candidates were able to do this easily. However, many candidates appeared to have no idea what was meant by the term and provided random answers such as productivity, geographical barriers, or market share.

6

© OCR 2024

Question 1 (c)

costume hire:	ro1
an increase in supply by rival costume hire businesses	[9]
an increase in demand for costume hire from theatre and TV companies	
• a change in the price elasticity of demand for costume hire from -1.5 to -0.6	

(c) Analyse how Lookalike Ltd may be affected by each of the following changes in the market for

This question was set to test understanding about the relationship between supply and demand in markets. In most cases, candidates did not use appropriate terminology. For example, in the first bullet point, the increase in supply will cause a fall in price which will impact Lookalike Ltd. On the other hand, in the second bullet point, the increase in demand will lead to an increase in price (due to a rightward shift in the demand curve). Few candidates recognised this was a question which required them to consider their knowledge about market equilibrium.

There were a few good answers which did use the correct terminology. However, many of these did not score more than 6 marks as they contained no context in their answers. Unlike Question 1 (a), this question required answers to be specifically about Lookalike Ltd, as the name of the business was in the question.

Assessment for learning



As is the case on all units in this qualification, a question which refers to the business by name in the question requires a context-based answer. This has been highlighted in numerous previous Examiners' reports.

Exemplar 1

an increase in supply by rival costume hire businesses

the increase in supply by bokelive to Ltd will impact lookalive Ltd negatively as more people will go to take sivals as they are supplying more

decrease demande for pondivelya

• a change in the price elasticity of demand for costume hire from -1.5 to -0.6

A change in PED for costume Nice will trop impact lookaline Ltd positively as they can increase their prices to increase profits area demanded waterit change much as people are still willing to tony hire costume of them so this will impact them positively as their profits have increased.

This excerpt from a candidate's answer shows how the lack of contextual reference limits marks that can be given. Although the candidate has produced a correct theoretical answer, only 2 marks out of 3 can be given in each case. As is made clear in the mark scheme, a non-contextual piece of analysis gains 1+1 marks; to gain 1+2 marks there needs to be contextual analysis.

For example, in the first answer, the fact that Lookalike Ltd is in a 'highly competitive' market may make the decrease in demand an issue. In the second answer, reference could again have been made to the competitive nature of the market, or any extra revenue could have been used to pay to gain a higher internet search position.

Question 2 (a)

Explain each of the following causes of unemployment:
cyclical unemployment
structural unemployment
frictional unemployment
[6]

There were a small number of excellent and concise answers to each part of the question, although it was rare for a candidate to be able to explain all three terms correctly. Some answers managed to mix up the three terms; others clearly guessed as they considered that structural unemployment was caused by changes in the structure of management and frictional unemployment came about due to arguments between employees.

9

Some candidates omitted this question.

Ougot	on 2	/h\	/: \
Questi		(D)	(1)

(b)

(i)	Identify one example of a direct tax.
	[1
	et candidates were able to identify a direct tax, although some gave wrong answers such as VAT or cort taxes.
Qu	estion 2 (b) (ii)
(ii)	Explain how taxes may be used to redistribute income.

Many candidates had little idea about the principle of redistribution of income via taxation and benefits. In many cases, candidates confused redistribution with public sector provision, suggesting that the money raised from taxation paid for the NHS (or other public services) so that provided these workers with money. Other candidates suggested it was something to do with making sure that a business did not avoid paying taxes.

A few better answers did identify the basic concept of taking more taxation from those earning more income (even sometimes referring to progressive taxation) and giving some of this in the form of benefits to the less well off. Often, candidates missed out on full marks as they did not make it clear how this was being redistributive.

10

Exemplar 2

Taxes	Can	be i	ased	to	ceclis	ribude
income	as	te n	101e	you	make	the
more	you o	ret t	axed		rel tr	ot.
can →	ster v	ر معــــــــــــــــــــــــــــــــــــ	seel	GC.	bene	lits.
to be						
Much	•					
Le						
Malle						
Welle	-rle	way,	~		,	

This was a very rare full mark answer. It clearly identifies that the better off are taxed more and that this money is then used to reduce the gap between rich and poor. This recognition of <u>reducing the gap</u>, identified in the final three lines of the answer, was missing from most answers and was key to gaining full marks.

Question 2 (c)

c)	Analyse how the internet affects barriers to entry into the costume hire market.		
	[9]		

There were some excellent answers to this question which scored full marks. These candidates were able to identify one or two barriers to entry (typically, a strong brand image or the high costs of getting a prominent position in search engines). This last example was particularly relevant for this business and allowed candidates to work through their answer quickly to score very well.

It was interesting (but particularly relevant given the context) that many candidates considered the internet as creating a barrier to entry, rather than the more typical idea that it reduces barriers. This led to some very good answers.

There were still many very less successful responses (often gaining no marks) which only considered how the internet helped the business to market its service, rather than how it affected barriers to entry.

Question 3 (a)

3 (a)	Explain how the Competition and Markets Authority (CMA) strengthens consumer protection.
	[3

As is often the case with questions about the CMA, candidates were either familiar with the organisation or not. There were a small number of good answers which gained full marks, usually focusing on how the CMA helped to regulate monopolies or reduce the power of dominant firms.

There were some candidates who omitted this question. Many others confused competition law with consumer law, suggesting that the CMA would help consumers avoid being scammed, or help them to get their money back if they had been affected by poor service.

Question 3 (b)

(b) The table below shows recent changes in the sterling exchange rate against the US Dollar and the Euro.

	US Dollar	Euro
This week	£1 = \$1.30	£1 = €1.24
One month ago	£1 = \$1.36	£1 = €1.15
Two months ago	£1 = \$1.48	£1 = €1.21

Evaluate impacts on Lookalike Ltd of these recent changes in the sterling exchange rate.

[8]

Exchange rates continue to present a tremendous challenge for many candidates. Some were unable to identify what was happening to the exchange rates in the table, or stated the reverse case of what was true (e.g., writing that the pound had appreciated against the Dollar and depreciated against the Euro). Some answers generally mentioned that exchange rates had increased or decreased, often correctly explaining how this affected the cost of imports. However, these answers gained no marks as it was never clear which exchange rate the candidate was writing about at any time.

There were many better answers which scored 5 or 6 marks. These correctly analysed that the higher cost of imports from the US may lead to higher prices or lower profit margins for Lookalike Ltd, or viceversa for imports from Italy. However, the number of candidates who went on to show any evaluation in their answer could be counted on one hand. When a question requires evaluation (there are only three such questions on each paper) there needs to be an attempt to come to a reasoned conclusion or decision. In this case, it may have been to suggest that Lookalike Ltd would be wise to buy more imports from Italy than the US, given the latest movement in exchange rates.

Question 4 (a)

		4	
	ı	7	
1	r	۰	6

(a) Identify three benefits to businesses of trading interna	tionally
--	----------

1	
2	
3	
	[3]

Surprisingly, this question requiring basic recall was not well-answered. Most answers gave very general benefits about a business growing, such as lower costs or more profit, as opposed to trading internationally. Candidates should be reminded that there are several specific benefits of international trade listed in the specification, such as extending product lifecycles, overcoming domestic limitations, or widening access to markets. It was only the latter of these which was seen on a regular basis in most answers.

Question 4 (b)

(b) Pressure groups across the UK have been campaigning about a number of global issues in an attempt to influence how businesses operate.

Three of these issues are:

- plastic pollution in the world's oceans
- the growth in containerisation
- possible exploitation of workers in MINT economies.

Analyse the impact on Lookalike Ltd of each of the global issues listed above.

Which of these global issues is likely to have the greatest impact on Lookalike Ltd?

Give reasons for your answer.

[16]

This was the better answered of the two 16-mark questions, with some excellent answers gaining 14 or more marks. This was achieved by a candidate working through each of the three issues in the question, showing how each was relevant to Lookalike Ltd and how it would have an impact on the business. This was then followed by a justified decision as to which of the three was the most important in this situation. Exemplar 3 is one such answer.

Weaker answers often read as if the candidate had not looked at the context on page two of the question paper. For example, suggesting that Lookalike Ltd had 'no role in causing plastic pollution' (even though we are told every costume is put into a new plastic bag when hired out) or writing at length about how the problems with delays in shipping containers would seriously impact the business, although it is not yet using this option.

There was also some confusion about importing from the MINT economies being illegal (which it is not) rather than possibly being unethical.

15

Exemplar 3

Plastic pollution in the oceans can be
caused by consumers and producers. By
Stoppin extempting to fight plastic pollution
in oceans it means that burnesses will have
to minimise plastic uspage as a whole. This
con would affect Lookalite greatly as they
single use plastic to wrom their costumes for
hygiene reasons. If they tropped wing the
plastic bags it could leave customers unhappy
and could also potentially spread diseases
which could read to a law suit for coolente.
LOOKalike currently 18 Not Using containerisation
to ship their products, however they
If the decided to start shipping from
Indonesia and Nigeria they would begin
using it. Bit Lookalike was forced to
Stop wing containerisation that
nneans they would have to find
an afternative method of transport
which could be more expensive for them.

It widny and lead to rookalises perva
forced to change supplier willing once
could be expensive. A
Ri Currenty Lookcelike does not buy any
products from MINT economies nowever
they are planning to switch eupphers to
Nigeria and Indonesia. If they do this their
aus potential new customers and loyal
cresomer could mere the company as
unethical if WINTERONOMIES are exploiting
workers. This could then lead to a the
company howing a bad reputation and
their revenue will significantly godown.
IN CONCLUTION the most serious are uniques for
Lookalker would be the exploitation of
worken in MINT economies because a a
society the majority of beoble use single the
single use plastic in their duity lives and
also the same for container vation, as
thats now evot of products are shipped.
However the exploitation of workers
Will give Lookatives a very back reputation
and one that will be hard to goin
back, as people will see the company
as unetrical.

This is one of many excellent answers to this question. It follows a logical structure with one paragraph for each of the three global issues leading to a tangible business impact for Lookalike Ltd. First, plastics is an issue for this business due to single use wrapping materials, but if they stopped using plastic there may be hygiene issues which could cost the business money from a lawsuit. Second, if the business started to import from MINT economies, delays with containerisation may cost the business money by having to look for a more expensive alternative method. Third, current customers may view the business as unethical if it started to get supplies from countries where workers are exploited which may affect the business' reputation, leading to a fall in revenue.

The final paragraph then justifies why the issue of worker exploitation is the biggest issue <u>in comparison</u> to the other two issues. The candidate argues that the use of plastics and containerisation is part of everyday life, but exploitation of workers is unacceptable to most people. It is only the lack of any suitable context (such as the actions of the pressure group supported by two of Lookalike's employees) within this justification which prevents the answer from gaining 16 marks.

Question 5 (a)

5 (a)	What is meant by the term 'supply side policy'?
(~)	What is meant by the term supply slae policy.
	[2]

A minority of candidates were able to adequately define this term. Many thought it was any policy to increase supply (tautological) or latched onto the reference in the case study about it helping to reduce unemployment and inflation (the aim rather than the policy). Some candidates were able to gain one mark by identifying a correct example of a supply side policy.

A small number of concise answers gained both marks by stating that the policy was intended to increase the productive potential of the economy or was about helping the market (or businesses in it) to operate more efficiently.

18

Question 5 (b)

(b) The UK government recently announced supply side policies intended to reduce unemployment and inflation.

These policies are expected to lead to the following outcomes:

- · more consumer spending on non-essential products
- fewer start-up regulations for new businesses.

Recommend how Lookalike Ltd's marketing function should respond to the expected outcomes of these policy changes.

Justify your answer.

[16]

As has been repeatedly mentioned in previous Examiners' reports, questions about the different business functions are never well answered. In this case, many candidates were unable to name an activity which the marketing function could carry out (other than 'improve marketing activities' which was considered too vague) or suggested actions which were nothing to do with marketing, such as recruit more workers or change suppliers.

Many other answers ignored any reference to the marketing function and instead discussed how supply side policy may be used to reduce inflation or unemployment which was not the focus of the question.

The limited number of good answers tended to consider how the marketing function may change prices, spend more money on promotion (especially with regards to search engine optimisation), or have seasonal offers. Even then, to achieve marks at Level 3 or above, the answer needed to make clear how this would respond to the outcomes of the supply side policies, namely more consumer spending on non-essential products and/or fewer start-up regulations.

It is now the norm for the 16-mark questions to be carefully structured to help candidates to develop their answers. It is still the case that many candidates are either not prepared for this structure or ignore it.

19

Assessment for learning



There must always be at least one question which assesses one or more of the business functions. It is vital that Centres ensure that candidates are prepared for this sort of question.

Supporting you

Teach Cambridge

Make sure you visit our secure website <u>Teach Cambridge</u> to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can <u>forward them</u> this link to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the OCR website.

Keep up-to-date

We send a monthly bulletin 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. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an Interchange account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

Find out more.

You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

How can you access our online courses?

Access courses from <u>Teach Cambridge</u>. Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this <u>link</u> and ask them to add you as a Teacher.

Access the courses **anytime**, **anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- · the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

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.

Call us on

01223 553998

Alternatively, you can email us on **support@ocr.org.uk**

For more information visit

- □ ocr.org.uk/qualifications/resource-finder
- ocr.org.uk
- **6** facebook.com/ocrexams
- **y** twitter.com/ocrexams
- instagram.com/ocrexaminations
- inkedin.com/company/ocr
- youtube.com/ocrexams

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.





Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & 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 2024 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.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please contact us.

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

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.