OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

BUSINESS

05893, 05891, 05892

Unit 2 Summer 2024 series

Contents

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.

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).

Unit 2 series overview

Unit 2 is a 1 hour exam paper which carries 45 marks. This series the paper comprised of 3 questions and 13 part questions. The series has seen a wide spread of marks being achieved by candidates. This has depended on their knowledge and understanding of the specification and their ability to identify and interpret key words within the question.

Candidates appeared to connect with the context of this paper well and many responses were given in context.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- demonstrated knowledge and understanding of topics across the specification - answered questions from a business perspective rather than a general public or employee perspective - focused in on key words within the questions - understood how to complete a petty cash voucher.	- demonstrated a lack of knowledge of key topic areas within the specification - did not focus on key words within the questions - were unable to accurately complete a petty cash voucher.

Question 1 (a) (i)

Dartshire Police

Dartshire Police provides policing for the people who live in the county of Dartshire.

There are 11 police stations in the county. The largest police station is located in the city of Cawden. This is where all of the key functional areas are based, including the human resources, finance, marketing and administration teams.

(a)

(i) Earlier this morning PC Maxin went to a petrol station and paid for items using their personal debit card.

The police officer bought:

- 50 litres of diesel at £1.85 per litre
- 2 bottles of screen wash at £3.50 per bottle.

Complete the petty cash voucher using the information above and today's date.

[6]

PETTY CASH VOUCHER	
Name: PC Maxin	
Voucher number: 526945	
Date:	
Items bought	**Amount (£)**
TOTAL £	

This question was well answered by many candidates.

Not including the size in the 'Items bought' column i.e. litres and bottles, was a common reason for not achieving full marks. Some candidates also incorrectly calculated the 'Amount' for the two items, therefore not achieving the marks available for these calculations.

Question 1 (a) (ii)

(ii) Identify the functional area that will process the petty cash voucher.

[1]

Many candidates did not know the functional area that will process a petty cash voucher.

Administration was often seen. Other common incorrect answers included purchase order and invoice.

Question 1 (a) (iii)

(iii) Dartshire Police uses hard-copy petty cash vouchers.

Should Dartshire Police continue using hard-copy petty cash vouchers or change to using electronic copies?

Give reasons for your choice.

[8]

The full range of marks was achieved by candidates for this question. The structure of the question i.e. asking a direct question, appeared to help candidates to structure their response and to give reasons for their decision.

Candidates who did not perform well tended to give vague reasons e.g. it's easier, it's quicker, it's safer, everyone uses the internet, etc.

Candidates could choose either format as their recommendation, but specific reasons why either hard-copy or electronic copy is the better option, were required to achieve Level 4. Context was also required to achieve full marks.

Question 2 (a)

Dartshire Police Open Day

Every year Dartshire Police has an Open Day at Cawden Police Station. People from the local area are invited. This year the Open Day will be held on Saturday 24 August from 11.00 am until 4.00 pm.

Visitors can sit in police cars, find out how to use equipment and learn more about what the police officers do day-to-day. There are also demonstrations, fairground rides and competitions. The aim is to develop better relationships between the police and people living in the local area.

Senior police officers from each of the 11 police stations are going to a meeting to plan this year's Open Day. They will meet at Cawden Police Station. Administrators will then be given tasks to complete to make sure that everything is organised in time.

(a) Identify **one** financial cost to Dartshire Police of holding the meeting.

[1]

Candidates needed to identify one financial cost to Dartshire Police of holding the meeting. Many candidates instead identified a cost of holding the open day e.g. fairground rides.

Some candidates identified the venue as being a cost. However the scenario states that it was to be held at Cawden Police Station and so this was an incorrect response. Candidates should be encouraged to read each scenario carefully to identify important information.

Assessment for learning

Encourage candidates to identify (and highlight) key words in the question. In this instance, 'meeting'.

Question 2 (b)

(b) Police officers from all 11 police stations are travelling to the meeting at Cawden Police Station.

Identify **one** travel need that must be considered by the administrators that arrange the meeting.

[1]

A key word in the question is 'need'. Many candidates identified the cost of the travel rather than a travel need.

Some candidates also focused their response on the open day rather than when arranging the meeting.

Question 2 (c)

(c) Identify **two** documents that should be used to support the meeting.

In each case, state the purpose of the document.

[4]

Document 1

Purpose

Document 2

Purpose

This question differentiated between candidates who recognised that the key words in the question related to <u>documents</u> used <u>to support a meeting</u>, and those who did not. The full range of marks was achieved for this question.

Correct responses most often seen were agenda and minutes. Incorrect responses tended to be more vague e.g. notes, number of attendees, internal and external documents. Transactional documents were also identified by some candidates.

The second mark in each instance was awarded for the purpose of the identified document. Some candidates described the document rather than stating its purpose and so did not achieve the second mark.

Question 2 (d)

(d) State **one** check that should be made to the meeting documentation before it is sent out to the attendees.

[1]

This question required candidates to state what should be checked before meeting documentation is sent out to attendees.

Some responses were too vague to award a mark e.g. check the time. In this instance candidates needed to make it clear that it was the <u>time of the meeting</u> that needed to be checked.

Assessment for learning

Encourage candidates to include sufficient detail to make their answer clear, even if the command verb is state or identify.

Question 2 (e)

(e) Other than face-to-face, analyse **two** meeting formats that could be used for the meeting to plan the Open Day.

[6]

Format 1

Format 2

This question was well answered by candidates who were able to identify appropriate meeting formats. Once a meeting format had been correctly identified, many candidates then went on to develop their response and analyse the format.

Candidates who did not perform well on this question were often unable to identify alternative meeting formats. Vague responses e.g. video call or telephone call were often seen. Candidates must be aware that, for example, a telephone call is not a meeting format whereas a telephone conference is.

Question 3 (a) (i)

Promoting the Open Day

Dartshire Police uses social media to provide information to the local community. They plan to promote the Open Day using social media.

(a)

(i) Write a social media post that Dartshire Police could use to promote the Open Day.

The post should:

- include the date of the Open Day
- include the time that the Open Day will be held
- include the location of the Open Day
- encourage people to attend.

[5]

Dartshire Police Social Media Account

This question was well answered, with most candidates scoring at least 1 mark.

Low scoring responses were often due to the candidate not referring back to the information provided in the scenario. This resulted in the date, location and/or time of the open day being incorrect.

Question 3 (a) (ii)

> **(ii)** Identify **two** likely consequences to Dartshire Police if there is an error in the social media post.
>
> [2]

1

2

Many candidates achieved at least 1 out of the 2 marks available for this question.

Responses that did not achieve marks were often people-facing e.g. the general public/local community, rather than business-facing. The question required likely consequences to Dartshire Police.

Assessment for learning

Encourage candidates to read questions carefully to identify who their response needs to relate to e.g. the business, employees, customers, or another stakeholder.

Question 3 (b) (i)

(b)

(i) To make sure that everything is ready for the Open Day on 24 August, lots of tasks will need to be completed. Each task will have a deadline.

Explain **two** possible impacts on Dartshire Police if deadlines are missed when organising the Open Day.

[4]

1

2

Candidates were required to provide two contextual impacts on Dartshire Police.

Many candidates provided impacts that were not business-facing e.g. people won't be able to go on the rides, and so did not achieve marks for one or both responses.

The most often seen correct response was a negative impact on Dartshire Police's reputation. Candidates should be encouraged to always make it clear in such responses whether it is a positive or a negative impact. Candidates who stated that it would 'affect' their reputation did not achieve a mark for this.

Assessment for learning

Encourage candidates to always state the 'movement' if they are using words such as impact or affect e.g. positive, negative, increase, decrease, etc.

Question 3 (b) (ii)

(ii) Identify **two** methods of prioritising tasks that the administrators could use to meet deadlines.

[2]

1

2

This was a low scoring question. The question tested LO3.3: How to prioritise tasks to meet deadlines.

Many responses related to meeting deadlines rather than prioritising tasks. As such incorrect responses seen included; improving communication, having a meeting, keeping on top of the work, working overtime, and using a diary.

Question 3 (c)

(c) Police Administrators answer phone calls from the public every day.

Identify **two** telephone skills that an administrator should have. In each case, explain why the skill is important.

[4]

Telephone skill 1

Why important?

Telephone skill 2

Why important?

Many candidates were able to identify at least one telephone skill. Some then struggled to explain why that skill is important.

Candidates should be encouraged to provide specific responses. For example, 'communication skills' and 'good communication' are both too vague as these do not make it clear what type of communication is being referred to. However, 'clear speech' was correct for 1 mark.

Candidates should also be encouraged to answer the question as it is set. For example, in this question candidates were asked to explain why their identified telephone skill is important. However, some candidates answered in the negative e.g. if they do not use clear speech then……. This explains what will happen if the skill is not present, and therefore does not answer the question set.

For those candidates who scored highly there was often very good use of context, even though this was not required by the question. It did, however, help these candidates to clearly explain why their chosen skill(s) are important.

Supporting you

Teach Cambridge

Make sure you visit our secure website **Teach Cambridge** 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 forward them 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 Teach Cambridge. 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 link 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**
- **facebook.com/ocrexams**
- **twitter.com/ocrexams**
- **instagram.com/ocrexaminations**
- **linkedin.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.

👍 **I like this**   👎 **I dislike this**

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.