

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

# BUSINESS

05893, 05891, 05892

**Unit 2 January 2025 series**

## Contents

Introduction .....	3
Unit 2 series overview .....	4
Question 1 (a) .....	5
Question 1 (b) .....	6
Question 1 (c) .....	7
Question 1 (d) .....	8
Question 2 (a) (i) .....	9
Question 2 (a) (ii) .....	10
Question 2 (b) .....	11
Question 3 (a) .....	12
Question 3 (b) .....	13
Question 3 (c) .....	14

## 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 [Teach Cambridge](#).

### 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 one-hour exam paper which carries 45 marks. In this series, the paper comprised three questions and ten 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, their ability to identify key words within the questions and their use of context.

Candidates who performed well also showed good knowledge and understanding of the topic areas within Unit 1: Principles of Administration, which are linked to topic areas within this unit, e.g. effective telephone skills and effective administrative support.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• demonstrated knowledge and understanding of topics across the specification</li> <li>• demonstrated knowledge of topics within Unit 1: Principles of Administration which are linked to this specification (as indicated in the Teaching Content)</li> <li>• understood the requirements of each command verb</li> <li>• focused in on key words within the question</li> <li>• provided contextual responses.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrated a lack of knowledge of key topic areas within the specification</li> <li>• demonstrated a lack of knowledge of topics within Unit 1: Principles of Administration</li> <li>• did not understand the requirements of the different command verbs</li> <li>• did not focus on key words within the questions</li> <li>• did not include all required information in the purchase order</li> <li>• did not provide contextual responses.</li> </ul>

## Question 1 (a)

### The Glen

The Glen is a dental surgery in a small town. Four dentists and four dental nurses work in the surgery. It also employs two receptionists and an administration manager.

Receptionists greet patients when they arrive, answer the telephone, book appointments and take payments. The Administration Manager is responsible for all other administration duties.

(a) Analyse **one advantage** and **one disadvantage** to The Glen of using verbal communication when arranging the date and time of appointments with patients.

[6]

Advantage

Disadvantage

This question was a low-scoring question. Very few candidates achieved the full 6 marks available.

The question assessed Learning Objective 2.1.2.

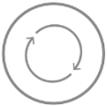
Many candidates focused on either face-to-face or telephone communication rather than verbal communication. Although some correct responses could be applied to both contexts, for many candidates it resulted in incorrect responses, e.g. you might be cut off due to a poor signal.

Some candidates provided patient-facing advantages and disadvantages. However, the question requires advantages and disadvantages to The Glen i.e. business-facing. As such any patient-facing responses, e.g. the patient can understand more clearly, were incorrect.

Very few candidates who achieved marks for the advantage and/or disadvantage then went on to analyse the advantage/disadvantage provided; therefore, not achieving the analysis mark in each instance.

Some candidates provided contextual responses. However, many only referred to the context provided in the question i.e. appointment and patients. Examples of responses that were eligible for marks included dental, surgical and receptionist roles.

## Assessment for learning



Candidates must understand the requirements of each command verbs. In this instance, analyse.

Encourage candidates to read questions carefully to identify who their response needs to relate to, e.g. the business, employees, customers, or another stakeholder. In this instance it was the business rather than patients or employees.

Encourage candidates to use context within their responses, e.g. for this question paper, 'dental surgery' rather than 'business'.

Candidates should also be aware they will not gain credit for just repeating terms/words used within the question.

## Question 1 (b)

(b) Identify **two** types of written communication The Glen could use to contact patients about their appointments.

[2]

1

2

This question was very well-answered. Most candidates scored the full 2 marks available.

Incorrect responses tended to be those that did not apply to contacting patients about their appointments, e.g. report and memo. Encourage candidates to identify key information, such as this, within the question.

### Question 1 (c)

(c) Describe **two** methods of document storage that could be used to maintain the confidentiality of patients' personal information.

[4]

1

2

This question assessed Learning Objective 4.1 Appropriate uses of different methods of document storage. This part of the Unit 2 specification is signposted to Unit 1 Learning Objective 6.1.3.b where the different methods are listed. Candidates therefore needed to understand which of these methods were appropriate for maintaining the confidentiality of patients' personal information.

A common error was identifying a format for the documents rather than how these should be stored, e.g. hardcopy or spreadsheet.

#### Assessment for learning



Make sure that candidates have studied and revised the sections of the Unit 1 specification that are signposted as linked to this Unit 2 specification.

## Question 1 (d)

(d) Explain **two** reasons why it is important that the receptionists at The Glen use effective telephone skills with patients.

[4]

1

2

This question assessed Learning Objective 2.5 The importance of effective telephone skills in business administration.

Candidates who achieved marks recognised that the question required reasons why effective telephone skills are important.

Candidates who did not perform well, identified, or explained telephone skills rather than why these are important.

As the name of the business i.e. The Glen was included in the question, candidates needed to include relevant context in their response to achieve full marks.

### Question 2 (a) (i)

**Ordering stock**

The dental nurses check the stock items once a week and let the Administration Manager know if anything needs to be ordered.

(a)

(i) A purchase order needs to be completed for the following items:

- Eight 5 litre bottles of mouthwash at £24.50 per bottle
- Ten 200 millilitre (ml) tubes of toothpaste at £2.00 per tube.

Complete the purchase order using the information above and today's date.

[6]

<b>Purchase order</b>			
Medi Ltd			
Priory Way			
Gilsome			
GS32 4NZ			
<b>Delivery address:</b>			
The Glen			
Marstead			
MD45 6PQ			
<b>Order number:</b> 3285	Date: <input style="width: 100%;" type="text"/>		
Description of items	Quantity to be ordered	Unit price (£)	Total (£)
<input style="width: 100%; height: 100%;" type="text"/>			
<input style="width: 100%; height: 100%;" type="text"/>			
		<b>Subtotal</b> £	<input style="width: 100%; height: 100%;" type="text"/>
		<b>VAT at 20%</b> £	<input style="width: 100%; height: 100%;" type="text"/>
		<b>Total paid</b> £	<input style="width: 100%; height: 100%;" type="text"/>

This question was well-answered, with many candidates achieving the full 6 marks available.

Common errors for those candidates who did not achieve full marks included:

- not adding a date to the purchase order
- adding an incorrect date; often 2024 rather than 2025
- not including the size of the items i.e. 5 litre and 200 ml
- deducting VAT from the subtotal (rather than adding it to the subtotal).

The purchase order used the term 'total paid' instead of 'total'. While this did not appear to cause confusion to candidates when answering Question 2 (a) (i), the mark scheme for Question 2 (a) (ii) was broadened to accept a wider range of responses.

## Question 2 (a) (ii)

(ii) Identify **two** possible consequences to The Glen if an error is made when completing the purchase order.

[2]

1

2

This question differentiated between those candidates who understood what a purchase order is used for, and those who did not.

Of those candidates who did understand what a purchase order is used for, many identified an error rather than a consequence of an error.

To ensure no candidates were disadvantaged by the purchase order using the term 'total paid' instead of 'total', the mark scheme was broadened to accept responses where the consequence related to paying too much or too little.

### Assessment for learning



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

## Question 2 (b)

(b) Evaluate benefits to The Glen of all employees working together as a team.

[8]

Most candidates identified at least one benefit of employees working as a team; therefore, achieving Level 1. Many then developed this response to achieve Level 2. Fewer candidates provided analysis of the benefit i.e. a business-facing impact, to achieve Level 3. No candidate achieved Level 4.

The requirements of this question followed those for Levels of Response questions in previous series where candidates were asked to 'evaluate'. To achieve Level 4, candidates needed to select which identified benefit was the most significant/important and justify this decision.

Most candidates who provided a conclusion discussed whether The Glen should encourage employees to work as a team, or not. This did not answer the question set. This approach reflected the wording of a question from the January 2024 question paper where candidates were required to make this decision.

Although the use of previous exam papers is beneficial preparation for candidates, encourage them to carefully read the question that is being asked, rather than answering one that they may be more familiar with.

### Misconception



Many candidates believed productivity and efficiency to be the same thing, using them interchangeably. Where this was seen, it meant that the chain of argument was broken.

Ensure that candidates understand the difference between these two terms.

## Question 3 (a)

### An important meeting

The dentists wish to expand the business. They have therefore decided to arrange a meeting where members of the local community can ask questions and raise any concerns about the expansion.

(a) Explain **three** factors that could affect the choice of venue for the meeting with the local community.

[6]

1

2

3

Many candidates were able to identify at least two factors that could affect the choice of venue. However, some then struggled to explain why this factor needed to be considered/how it would impact the decision.

## Question 3 (b)

(b) The Administration Manager has been asked to do the following tasks:

- arrange for a local café to provide refreshments for the meeting
- book a venue for the meeting
- prepare an agenda for the meeting.

Identify which task the Administration Manager should do first. Give reasons for your answer.

[3]

Many candidates correctly identified that the venue needed to be booked first. However, many then did not give a clear reason why this decision had been made.

This question assessed Learning Objective 3.3 How to prioritise tasks to meet deadlines; specifically, the interactivity of tasks. As such the venue needed to be booked first because the agenda would include details of the venue, and a **local** café could not be chosen for refreshments until the location of the venue was known. The café would also need to know where to deliver the refreshments to.

Candidates who recognised this scored the full 3 marks.

The most common incorrect response was to prepare the agenda first.

Please note that Questions 3 (b) and 3 (c) were incorrectly numbered as Questions 2 (a) and 2 (c). However, this did not affect candidates' performance in the exam.

### Assessment for learning



Encourage candidates to consider how tasks can interact with/impact on each other for a range of different scenarios.

## Question 3 (c)

(c) Explain **two** benefits to The Glen if effective administrative support is provided for the meeting with the local community.

[4]

1

2

This was a low-scoring question as many candidates did not show knowledge or understanding of what effective administrative support entails. As such, responses were often vague and lacking in detail.

This question assessed Learning Objective 1.2.2. In addition to the responses included within Learning Objective 1.2.2, candidates could have provided any benefit of the key administrative tasks relating to the support of a meeting listed in Unit 2 Learning Objective 1.2.1 and Unit 1 Learning Objective 2.1.2.

Context was also required to achieve full marks in each instance.

---

# 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 the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

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](mailto: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**
-  **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.



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 2025 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.