

Cambridge Technicals

Engineering

Unit 24: Project management for engineers

Level 3 Cambridge Technical in Engineering
05873

Mark Scheme for January 2025

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Valid point, mark awarded
	Incorrect
	Response unclear
BOD	Benefit of doubt (mark awarded)
TV	Too vague (mark not awarded)
REP	Repetition (no additional marks awarded)
L1	Level 1 response (identification)
L2	Level 2 response (explanation)
L3	Level 3 response (analysis)
L4	Level 4 response (evaluation)
CONT	Context (required for high L4 award only)
NAQ	Not answered question
BP	Blank page
SEEN	Noted but no credit given
OFR	Own figure rule
TE	Transcription error

12. Subject specific marking instructions

For Level of Response marked questions marked over 4 levels, the candidate can access at L1 or L2. In either case, they can analyse the point made and proceed directly to L3.

L3 analysis is required before L4 can be accessed.

Question		Answer	Marks	Guidance
1	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> • Ryan (project manager) e.g., execute the project, plan the project, organise project team, instruct/support/oversee team leaders, keep project on track, monitor progress, co-ordinate resources, budgeting, etc. • the contractor (technology upgrade) e.g., to carry out works, install the new equipment, do as instructed, etc. • the consultant (insect protein) e.g., to provide advice, provide expertise, provide information, research solutions, make suggestions, offer guidance, etc. • a supplier (insect protein) e.g., provide goods, fulfil a purchase order, sell to company, etc. • Shanti (project sponsor) e.g., initiate/start project, agree scope, provide/agree funding, etc. 	5	<p>One mark for each correct identification to a maximum of five.</p> <p>No context required, however accept contextual answers.</p> <p>Roles (rather than tasks) required. Annotate tasks as NAQ.</p> <p>Ryan: write the report (task - NAQ) <u>manage</u> project (TV), look after (TV), ensure success (TV), smooth running (TV).</p> <p>Contractor: <u>Upgrade</u> technology (TV), provide technology (TV) Do not award decision-making or improve output as the contractor's role is to do as instructed.</p> <p>Consultant: Help (TV).</p> <p>Supplier: delivery (task - NAQ), agree price (task - NAQ), agree quality (task - NAQ) <u>Supply</u> goods (TV), provide <u>resources</u> (TV).</p> <p>Project sponsor: Oversee project (TV), communicate with stakeholders (TV). Do not award <u>manage/monitor</u> funding as budgeting is the role of the project manager.</p>

Question		Answer	Marks	Guidance															
1	(b)	<p>Indicative content:</p> <table border="1"> <thead> <tr> <th></th> <th>Internal communication?</th> <th>External communication?</th> </tr> </thead> <tbody> <tr> <td>A supplier (insect protein)</td> <td></td> <td>✓</td> </tr> <tr> <td>Shanti (project sponsor)</td> <td>✓</td> <td></td> </tr> <tr> <td>The consultant (insect protein)</td> <td></td> <td>✓</td> </tr> <tr> <td>The contractor (technological upgrade)</td> <td></td> <td>✓</td> </tr> </tbody> </table>		Internal communication?	External communication?	A supplier (insect protein)		✓	Shanti (project sponsor)	✓		The consultant (insect protein)		✓	The contractor (technological upgrade)		✓	4	<p>One mark for each correct identification to a maximum of four.</p> <p>Contradictory response rule applies (see preamble item 5) i.e., if two ticks are shown on one row, award zero for that row.</p>
	Internal communication?	External communication?																	
A supplier (insect protein)		✓																	
Shanti (project sponsor)	✓																		
The consultant (insect protein)		✓																	
The contractor (technological upgrade)		✓																	

1	(c)	<p>Responses include:</p> <ul style="list-style-type: none"> • Anders plc e.g. better project outcomes (e.g. lower cost, improved quality, faster completion), higher output, more sales, more profit, etc. • project team leaders e.g. greater job satisfaction, improved morale/motivation, staff development, gain new skills, etc. • Ryan e.g. reduced workload, less pressure, more time for other tasks, can focus on important issues, etc. 	<p>3</p> <p>One mark for each correct identification to a maximum of three.</p> <p>Benefit i.e. beneficial <u>impact</u> required.</p> <p>Anders plc: Do not award 'better reputation' or 'fewer complaints'.</p> <p>Team leaders: Happy (TV) Do not award 'improved understanding of role' or 'less confusion'.</p> <p>Ryan: Do not award 'more confident' or 'trust himself'.</p>
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1	(d)	<p>Indicative content:</p> <ul style="list-style-type: none"> • purpose • aims/goals [not objectives] • scope • deliverables. <p>Exemplar responses:</p> <p>One item that Ryan should include in the project proposal is the aim (1) of the project. This is the overarching goal of the project (+1).</p> <p>Project deliverables (1) should be included in the project proposal. Deliverables are the tangible or intangible outputs required from the project (+1).</p> <p>Purpose (1) of project which is the reason why the project should take place (+1).</p> <p>Scope (1) i.e. the remit of the project (+1)</p> <p>The reason the project should take place (0).</p>	3 x 2	<p>One mark for each correct identification to a maximum of three identifications, plus one further mark for each of three descriptions.</p> <p>NB Description rather than explanation required.</p> <p>Without identification, description marks cannot be awarded.</p>
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1	(e)	<p>Responses include:</p> <ul style="list-style-type: none"> • Direction of the communication (reporting is the passing of information upwards/to superior, information sharing is the passing of information downwards/to subordinates) • Single/multiple direction (reporting is one way whereas information sharing can be two way) • Frequency (reporting is at prescribed intervals, information sharing as and when needed) • Degree of formality (reporting is always formal, information sharing may be less formal) • Degree of requirement (reporting is a mandatory part of the process, information sharing is ad hoc) • Specificity (reporting usually has set parameters, information sharing is less prescribed). <p>Exemplar responses:</p> <p>The frequency of communication tends to differ (1). Reporting is done at pre-set intervals (1).</p> <p>Reporting requires upwards communication (1) whereas information sharing is outwards or downwards.</p> <p>Reporting requires upwards communication whereas information sharing is outwards or downwards (1).</p> <p>Reporting is done at set intervals, for example once a fortnight (1).</p> <p>One is more formal than the other (1).</p>	2	<p>One mark for explicit statement of difference criteria. AND/OR One mark for knowledge of reporting and/or information sharing.</p> <p>No context required.</p> <p>Do not award answers relating to the number of recipients of the communication.</p> <p>Do not award answers relating to whether the communication is verbal or written.</p>
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2	(a)	(i)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Node 2 <ul style="list-style-type: none"> ○ EST 3 ○ LFT 3 • Node 4 <ul style="list-style-type: none"> ○ EST 21 ○ LFT 23 • Node 6 <ul style="list-style-type: none"> ○ EST 28 ○ LFT 28 	6	One mark for each correct identification to a maximum of six.
2	(a)	(ii)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Task B dependant on: Task A (Outline plan) • Minimum completion time: 38 <u>days</u> • F delayed by 7 days: no effect (still 38 days OFR) 	3	One mark for each correct identification to a maximum of three.

2	(b)	<p>Use level of response criteria.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • financial plan (budget spend, costings, pricing, sources of finance) • outline plan (purpose, aims, objectives, scope, constraints, deliverables, targets, communication and controls) • resource plan (physical, technological and human resources) • quality plan (quality targets, quality control methods) • stakeholder analysis (internal and external stakeholders, power v interest, stakeholder management) • risk analysis (identification of risks, severity of risks, likelihood of risk, risk owners) • contingency plan (time, budget, physical, technologic and human resource issues) • project schedule (activities, order of completion, timings). <p>Exemplar response:</p> <p>A financial plan is important because it contains costings (L1). This allows the company to estimate the total costs of the project (L2) ensuring that the company remains profitable (L3).</p> <p>The resource plan is important because it ensure that sufficient physical resources are available to complete each task (L1). This is likely to reduce project delays (L2), so that the new formulation of protein powder can be put on the market more quickly, increasing sales (L3).</p> <p>The quality plan should help ensure that the new formulation of protein powder is up to required standards (L1), improving the company's reputation for high quality supplements (L3).</p>	12	<p>Level of response:</p> <p>Level 4: 10-12 marks Candidate evaluates whether the financial plan is more important than the other plans.</p> <p>Level 3: 7-9 marks Candidate analyses why one or more plans are important.</p> <p>Level 2: 4-6 marks Candidate explains why one or more plans are important.</p> <p>Level 1: 1-3 marks Candidate identifies why one or more plans are important.</p> <p>L1: reason a plan is important.</p> <p>L2: consequence that falls short of being analytical (e.g. impact on stakeholders/impact on project/consequences on the business).</p> <p>L3: impact on business.</p> <p>Level 4:</p> <p>Award 10 marks for a justified overall judgement of whether the financial plan is more important, with no context.</p> <p>Award 11 marks for a justified overall judgement of whether the financial plan is more important, with contextual reference.</p>
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		<p>I think that the quality plan is more important than the financial plan because only high-quality outcomes will lead to Anders plc receiving large orders (L4) from ready-to-eat snack (CONT) manufacturers. Using the financial plan to monitor performance is important, but an overspend would be a one-off expense, whereas a reduction in revenue would be cumulative year after year if the product proved unpopular.</p>	<p>Award 12 marks for a justified overall contextual judgement of which plan is most important, with explicit explanation of why one other plan is less important.</p> <p>Evaluation can conclude that all plans are equal in importance if supported with valid justification.</p> <p>NB The 7.5% cost reduction target is a deliverable (not a financial target in the financial plan).</p> <p>Context includes: protein, snacks, fitness, Australia, Canada, insects, eggs, milk, rice, soya beans, £60m, £80m, 2-year timescale, 7.5%, France, etc.</p>
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3	(a)	(i)	<p>Indicative content:</p> <table border="1" data-bbox="418 248 1207 472"> <thead> <tr> <th></th> <th>Quantitative information?</th> <th>Qualitative information?</th> </tr> </thead> <tbody> <tr> <td>Price of the product</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Size of the business</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Standard of the product</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		Quantitative information?	Qualitative information?	Price of the product	✓		Size of the business	✓		Standard of the product		✓	3	<p>One mark for each correct identification to a maximum of three.</p> <p>Contradictory response rule applies (see preamble item 5) i.e., if two ticks are shown on one row, award zero for that row.</p>
	Quantitative information?	Qualitative information?															
Price of the product	✓																
Size of the business	✓																
Standard of the product		✓															
3	(a)	(ii)	<p>Indicative content:</p> <p>$150 \times \text{€}4000 = \text{€}600,000$ OR $\text{€}4000/1.2 = \text{€}3333.33$</p> <p>$\frac{\text{€}600000}{1.2} = \text{£}500,000$ $\text{€}3333.33 \times 150 = \text{£}500,000$</p> <p>Exemplar responses:</p> <p>500,000 (2)</p> <p>0.5m (2)</p> <p>$4000 \times 150 = 600,000$ (1)</p> <p>$4000/1.2 = 3333.33$ (1)</p>	2	<p>Up to two marks.</p> <p>Award two marks for the correct answer, 500 000, irrespective of workings. (Accept 499 999.50).</p> <p>Else award max one mark for 600 000 or 3333.33, if seen.</p> <p>£ sign not required.</p>												

3	(a)	(iii)	<p>Responses include:</p> <ul style="list-style-type: none"> • supplier may be unreliable • supplier has bottlenecks/slow production/limited output • supplier unable to supply/shortage of supply • deliveries may be delayed • supplies may not be up to standard • supplier may increase prices • exchange rates change/volatility • long distance to travel to one or more factories • cost of shipping/importing from abroad • language difficulties/communication in foreign language • supplier could terminate the contract • supplier goes out of business/bankrupt • no back up supply/no supply contingency. <p>Exemplar responses:</p> <p>The supplier may be unable to supply enough of the product (1) which would lead to Anders plc having to delay production (+1).</p> <p>The supplier may begin to increase its prices (1) reducing the amount of profit Anders plc can make (+1).</p>	2	<p>One mark for a correct identification plus one further mark for explanation.</p> <p>Explanation mark must be for negative impact on the project/business.</p>
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3	(b)	(i)	<p>Indicative content:</p> <table border="1" data-bbox="414 268 918 507"> <thead> <tr> <th>Rank</th> <th>Concentration (percentage of insect protein)</th> </tr> </thead> <tbody> <tr> <td>1 (most preferred)</td> <td>20/25</td> </tr> <tr> <td>2</td> <td>25/20 } OR } 20&25</td> </tr> <tr> <td>3</td> <td>15</td> </tr> <tr> <td>4</td> <td>10</td> </tr> <tr> <td>5</td> <td>30</td> </tr> <tr> <td>6 (least preferred)</td> <td>35</td> </tr> </tbody> </table>	Rank	Concentration (percentage of insect protein)	1 (most preferred)	20/25	2	25/20 } OR } 20&25	3	15	4	10	5	30	6 (least preferred)	35	2	<p>Up to two marks.</p> <p>Award two marks if all correct. Award one mark for reversed order or max two errors.</p>
Rank	Concentration (percentage of insect protein)																		
1 (most preferred)	20/25																		
2	25/20 } OR } 20&25																		
3	15																		
4	10																		
5	30																		
6 (least preferred)	35																		

3	(b)	(ii)	<p>Indicative content:</p> <ul style="list-style-type: none"> • concentration of 25% (1) <p>Reasons include:</p> <ul style="list-style-type: none"> • most popular/equally popular (with 20% concentration) • commercial enterprise • lowers production costs • provides opportunity to lower prices • company can be more competitive • increases profitability <p>Exemplar responses:</p> <p>Anders plc should use a 25% (1) concentration because it is equal in rank with the 20% concentration (+1) but with lower production costs (+1).</p> <p>A 25% (1) concentration should be used as this provide the opportunity to reduce its prices (+1) allowing them to gain more customers and sales (+1).</p> <p>A public limited company exists to make a profit (+1). Anders plc should use a concentration of 25% because this will help to maximise profit (+1).</p>	3	<p>One mark for the correct identification of the concentration, plus up to two further marks for reasoning.</p> <p>Do not award arguments relating to the formulation having a higher percentage of protein. It is the type/source of the protein that is being reformulated, not the amount of protein itself.</p>
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3	(c)	(i)	<p>Indicative content:</p> <ul style="list-style-type: none"> • UK: 10.5% • Australia: 8% • Canada: 5% 	6	<p>Two marks for each correct bar (labelled by country and of correct magnitude). Else: One mark for evidence of each correct percentage (either presented graphically (without label) or by calculation in the workings box).</p> <p>Percentage labelling not required.</p> <p>Accept bars with or without gaps between and bars of unequal widths.</p>
3	(c)	(ii)	<p>Responses include:</p> <ul style="list-style-type: none"> • no e.g. only two of the three (66.6%) production sites met the target/<u>only</u> the UK and Australia met the target/Canada did not meet the target. • yes e.g. the average reduction across the three countries is 7.83%/ the new unit cost is £4612 undercutting the target of £4625. <p>Exemplar responses:</p> <p>The target has not been met because the production site in Canada has not seen a large enough decrease in costs. Whilst the factories in the UK and Australia have exceeded the target Canada has fallen 2.5 (Q) percentage points short of the target (3).</p> <p>The target has not been met because only 2 of the 3 sites met the target. Canada's costs only fell by less than 7.5% (2).</p> <p>Canada did not achieve the required cost reduction (1).</p>	3	<p>Award three marks for an explicit decision supported by valid quantitative argument that demonstrates quantitative skill.</p> <p>Award two marks for an explicit decision supported by valid argument (but without demonstration of quantitative skill).</p> <p>Award max. one mark for a response with valid argument, but no explicit decision or conflicting decision.</p> <p>No marks for a decision with no justification.</p> <p>NB Quoting 7.5%, 5%, 8% or 10.5%, or quoting 2 out of 3, is not demonstration of quantitative skill.</p> <p>Do not award invalid quantitative reasoning e.g. adding up the three cost reduction figures or their percentages.</p>

4	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> • completion figures are from end of <u>project</u>/final stage of a <u>project</u>/figures at end of <u>project</u>/final figures of a <u>project</u>/data once <u>project</u> completed. • e.g. cost, budget spend, budget overrun, time, time creep, quality erosion, scope, deliverables, levels of acceptance. <p>Exemplar responses:</p> <p>A completion figure is a piece of data collected at the end of a project (1), for example the total cost of the project (+1).</p> <p>One example is the amount of time creep (+1) Completion figures are data collected at the end of a project (1).</p> <p>One completion figure is budget spend (0).</p>	2	<p>One mark for correct identification plus one additional mark for example.</p> <p>No context required.</p> <p>For identification: do not award answers relating to completion figures being collected during the project/parts of the project/or for final figures for individual tasks.</p> <p>No marks for example alone.</p>
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4	(b)	<p>Responses include:</p> <ul style="list-style-type: none">• to show things that went wrong• to show how problems were dealt with• to analyse why things went wrong• to avoid undue positive bias• to avoid skewed judgements• to provide a balanced perspective. <p>Exemplar responses:</p> <p>Issue logs should be used when measuring the success of a project to ensure that the focus is not entirely on the positive (1) which would give a distorted judgement (+1).</p> <p>To give a fair and balanced perspective (1) that includes what went wrong as well as what went right (+1).</p>	2	<p>One mark for a valid reason plus one further mark for explanation.</p> <p>NB Question is about measuring success at the end of the project, not using issue logs during project execution.</p>
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Question		Answer	Marks	Guidance
4	(c)	<p>Indicative content:</p> <ul style="list-style-type: none"> • lack of delegation • poor decision making • ineffective problem solving • lack of communication/instruction/guidance • failure to listen • poor negotiation • failure to motivate/inspire/raise morale/establish rapport • poor task allocation • poor time management • poor conflict management. <p>Exemplar responses:</p> <p>Ryan's weak leadership skills may have failed to inspire the team (1), leading to project-based tasks being completed less enthusiastically and more slowly (+1).</p> <p>Weak leadership skills may have meant Ryan overlooked petty arguments (1) which then escalated leading to a greater amount of time being spent on resolution instead of on the project itself (+1).</p>	3 x 2	<p>One mark for each correct identification to a maximum of three identifications, plus one further mark for each of three explanations.</p> <p>Explanation mark must explain how the factor identified leads to time creep.</p> <p>Do not award responses related to strictness or lack of authority.</p> <p>Do not award responses related to lack of idea sharing or lack of involvement of team members.</p> <p>Lack of support (TV).</p>

Question		Answer	Marks	Guidance
4	(d)	<p>Indicative content:</p> <ul style="list-style-type: none"> • interest rates • exchange rates • inflation • taxation/tariffs. <p>Exemplar responses:</p> <p>Interest rates (1) may have increased (+1) leading to higher borrowing costs (+1).</p> <p>Exchange rates (1) may have altered. A weak pound (+1) would make the cost of importing of insect protein dearer (+1).</p>	2 x 3	<p>One mark for each of two economic factors, plus one mark for each of two explanations and a further one mark for each of two analyses.</p> <p>1st mark for naming an economic factor . 2nd mark for explanation. 3rd mark for link to overspend.</p> <p>Cost of living (TV).</p>

Question		Answer	Marks	Guidance
4	(e)	<p>Responses include:</p> <ul style="list-style-type: none"> • can identify strengths/successes • to build on its strengths • can identify weaknesses/failures/lessons • to learn from mistakes • to improve in future • monitor stakeholder satisfaction. <p>Exemplar response:</p> <p>Gyantics can identify lessons to be learned (1) to improve future performance in the insect (CONT) protein market (2).</p> <p>Gyantics can identify what it has done less well so that it can improve (1).</p>	2	<p>Two marks for a contextual response. One mark for non-contextual response.</p> <p>Context includes: protein, snacks, fitness, Australia, Canada, insects, eggs, milk, rice, soya beans, £60m, £80m, 2-year timescale, 7.5%, France, etc.</p>

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