CAMBRIDGE TECHNICALS

OCR
Oxford Cambridge and RSA

Examiners' report

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

BUSINESS

OCR Level 3 Cambridge Technical in Business

Certificate: 05834

Extended Certificate: 05835

Foundation Diploma: 05836

Diploma: 05837

Extended Diploma: 05878

Unit 1 Summer 2025 series

Version 1

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 Teach Cambridge.

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Unit 1 series overview

This series has seen some good answers relating to improving the environmental profile of a business (as illustrated by responses to Question 31). Examiners have also seen some improvement in candidates' understanding of social factors (as illustrated by responses to Question 23). However, LO7 continues to be an area of the specification for which candidates are not fully prepared. In particular, LO7.2 (sources of finance) as highlighted by responses to Question 16 and Question 22. In addition, LO6 relating to legislation (as highlighted by responses to Question 10, Question 18 and Question 20) is a topic which candidates appear to have difficulty assimilating and is, therefore, worthy of extra attention. In contrast, LO4 finance, which has seen poor performance in some previous sessions, performed as expected this year (see Question 7, Question 14 and Question 30 (a) and (b)).

As ever, those candidates who showed a sound understanding across the breadth of the specification, coupled with an ability to analyse and evaluate, did well on this paper.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• researched a wide variety of businesses, targeted to the research brief (for Section B) • demonstrated numerical skill (in Question 7, Question 14, Question 30 (a) and Question 30 (b)) and the ability to interpret data from tables (Question 28) • answered questions contextually (in Sections B and C) • made judgements supported by justified reasoning (Section C extended response questions).	• left answer spaces blank (including multiple-choice questions and Question 25 and Question 27) • showed little evidence of studying the topics indicated in the pre-release research brief (particularly evident was a lack of knowledge of a bank loan as a form of finance (Question 22)) • ended extended response questions abruptly, without making an overall judgement • demonstrated little, or no, knowledge of specific legislation (specification reference LO6) in particular Question 10 and Question 18 the Companies Acts and Question 20 the Data Protection Act.

Section A gives time for candidates to settle into the exam. This section of the paper was generally well answered by most candidates. A few candidates did not gain marks because they ticked two or more responses, say A and D. Candidate will not be given marks when they respond with 2 answers, rather than 1, in the hope that at least 1 is correct. Candidates should be instructed not to take this approach. Where a candidate indicates an answer and subsequently changes their mind, they should clearly cross out their original tick. In addition, some candidates left some MCQs entirely blank. This is poor examination technique. Candidates should be encouraged to indicate a response to all 20 questions

Yet again, Section B was not as well answered as might be expected, especially given the clear guidance on areas to focus on in the pre-issued research brief for this examination. Some scripts showed no evidence at all of research for Section B, the one area of the paper where candidates can prepare in advance. Centres are advised to devote adequate time to the preparation of candidates for Section B of this paper, the research brief for each series is specific to that series and is issued well in advance of the examination.

How the research brief linked to the questions in Section B	
• Bank loans as a source of finance.	• Question 22 Explain one advantage and one disadvantage to a business that you have researched of using a bank loan as a long-term source of finance.
• The importance of the customer services function.	• Question 24 Explain two advantages for a business you have researched of improving the quality of the customer services function.
• How social factors affect a business.	• Question 23 Analyse the impact of two social factors on a business that you have researched. You should choose one social factor that has had a positive impact on the business and one social factor that has had a negative impact on the business.
• The evolving role of the business support services function.	• Question 21 Identify two activities done by the business support services function in a business that you have researched.
• Delegation in practice.	• Question 25 Using a suitable example, explain how delegation has been used to benefit a business you have researched.

The wording of Question 22 and Question 25 linked extremely closely with the wording of the pre-issued research brief, however some candidates still showed very limited knowledge or understanding. Centres are advised to emphasise to candidates the importance of focussing their business research and revision on the topics indicated in the corresponding series' research brief.

Evidence suggests that those candidates who chose to answer all five questions in Section B on the same business did less well than those who selected a business according to the question. Candidates should be encouraged to select the business they use carefully i.e. to choose a specific business for which their understanding is suitable for answering the question. This was especially important for Question 22 where the business needed to have used a bank loan and for Question 25 where the business needed to have benefited from the use of delegation.

As always, Section C contained three high tariff, extended response questions. These questions were level of response marked. Candidates needed to demonstrate the skills of analysis (Level 3) and evaluation (Level 4) to gain the highest marks.

Analytical skill (Level 3
Analysis requires candidates to develop their answers to include impacts on the business, in this case a hospital. It should be noted that phrases such as 'this will change the hospital's brand image' (Question 28), 'this will affect staffing levels' (Question 29 (b)) or 'this will impact on costs' (Question 30), cannot be given because the direction of the impact is unclear. Candidates need to make explicit the direction of such impacts i.e. 'damage the brand image', 'reduced staffing levels' and 'reduce costs'.

Evaluative skill (Level 4)

Evaluation requires a reasoned judgement that answers the question. I.e. a justification of which patient satisfaction issue is the worst for T-wing (Question 28), the most severe consequence for T-wing of ignoring the employee satisfaction survey (Question 29 (b)) and a recommendation as how to how best to improve T-wing's environmental profile (Question 31).

Candidates should be encouraged to reach decisions and give detailed justification to support their argument using contextual information. While a justified judgement that applies to most businesses would achieve a Level 4 mark, an answer which argues using the particular circumstances of the business scenario, in this case a hospital wing that specialises in treating teenagers, was more highly rewarded.

Areas which caused most problems on this paper were legal issues (Questions 10, 18 and 20) and sources of finance (Questions 16 and 22). On the other hand, Question 23 on the impact of social factors, Question 29a about employee objectives and Question 31 on improving the environmental profile of a business, were well answered.

Section A overview

Most multiple-choice questions were well answered. Those that were more problematic are discussed below.

Question 10

10 A private limited company is owned by two sisters. The company ceases trading with debts of £40 000. According to the Companies Act:

A both sisters are jointly and severally liable for the full £40 000 ☐

B each sister must repay £20 000 of the debt from personal funds ☐

C neither of the two sisters needs to pay back the debt ☐

D the sister with the most savings should pay back the £40 000 ☐

[1]

This question was testing knowledge and understanding of the Companies Acts. The correct response is C because the owners of a private limited company have limited liability. Candidate responses were fairly evenly split between answers A, B and C. Answering A or B indicates potential confusion between the protection of limited liability provided by the Companies Act versus unlimited liability under the Partnership Act.

Question 16

16 Which is a long-term, external source of finance for a sole trader?

A Mortgage ☐

B Overdraft ☐

C Owner's savings ☐

D Share issue ☐

[1]

This question was testing knowledge and understanding of sources of finance, with particular emphasis on finance for a sole trader. Candidate responses were fairly evenly split between the four options. This appears to indicate a lack of understanding regarding the appropriateness of various sources of finance for 'external' and 'long-term' finance. In addition, response D is not a valid selection because a sole trader cannot issue shares.

Question 18

18 Which type of business is **required** to hold an annual general meeting (AGM)?

A A community interest company (CIC)

B A partnership

C A private limited company

D A public limited company

[1]

This question was testing knowledge of types of business, and which was legally required to hold an AGM. Very few candidates selected the correct answer, D. By far the most common and incorrect response was A.

Question 20

20 Which is a provision of the Data Protection Act?

A Customers cannot be given the data held on them

B Employee data must be relevant and not excessive

C Research and development data cannot be sold

D Sales data must be password protected

[1]

This question was testing candidate understanding of the Data Protection Act. Responses were fairly evenly distributed across the four options. This appears to indicate a lack of robust understanding of this topic area.

Section B overview

The questions in Section B should be answered with direct reference to candidates' personal research, as directed by the pre-released research brief available in advance of the examination. How each question in this section links to the research brief is tabulated in the Series Review section at the beginning of this report.

For each question in this section, candidates are advised to select the most appropriate business from the ones that they have researched, rather than answer all questions about the same business. Evidence suggests that choosing a specific business on which to answer each question leads to better focused answers and higher marks.

Question 21

21 Identify **two** activities done by the business support services function in a business that you have researched.

Name of business ....

Activity of business ....

1 ....

....

2 ....

....
[2]

Most candidates picked up marks on this question. Of those who did not, the most common error was naming two activities done by a different functional area, in particular customer services.

Misconception

?

It appears to be a common misconception that customer services and business support services fulfil similar functions; they do not. Customer services supports customers and potential customers whereas business support services supports the employees of the business. The primary activities of BSS relate to IT, administration, maintenance, physical resource management and security.

Question 22

22 Explain **one** advantage and **one** disadvantage to a business that you have researched of using a bank loan as a long-term source of finance.

Name of business ....

Activity of business ....

Advantage ....

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Disadvantage ....

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[4]

Despite questions on the advantages and disadvantages of various sources of finance appearing on many previous papers, and loans being clearly indicated on the pre-issued research brief for this session's Section B, most candidates scored half marks or less on this question.

The disadvantages proved slightly more accessible than the advantages. By far the most common correct disadvantage related to interest charges. Correct advantages included retaining full ownership and paying back in instalments. However, many were not given any marks for the advantage because they gave responses about the uses of the funds rather than the advantage of the method.

Describing what the business spent the funds on is not the same as explaining the advantage of the method. All sources of finance provide funds to be able to obtain things that otherwise could not be afforded. Examiners were looking for the specific advantages of obtaining funds by using a bank loan e.g. do not need to dilute ownership, can pay back in small amounts, have fixed repayments making it possible to budget for the extra expense.

To gain full marks the answer also needed to be contextual. Section B questions are not generic; they are to be applied to the candidate's chosen business.

Consider the following three exemplar responses to improve performance on this type of question.

Exemplar 1

Name of business Tesco

Activity of business retails food, clothes, homeware

Advantage Tesco were able to purchase expensive new equipment, despite not having the cash. This means they were able to buy many self-checkout tills which allows them to serve more customers and therefore make more sales revenue which leads to more profit.

Disadvantage At the time that Tesco took out this loan, interest rates were high. This meant their monthly repayments were high which increased their costs significantly and lead to it being harder to make a profit.

[4]

This response shows the importance of giving an advantage of the method i.e. bank loans as a source of finance, rather than solely a use of the funds.

The candidate's chosen business is Tesco.

The candidate describes how the business has been able to afford expensive self-checkout tills that have led to more customers, revenue and profit. However, this is a use of the funds rather than a benefit of the method of funding. All sources of funds allow purchases to be afforded. Examiners could not give any reward for the advantage.

The disadvantage was better done with a negative feature of a bank loan explained – interest rates making repayments expensive. This covers bullet point 1 on the mark scheme and is credited with 1 mark. To gain an extra mark the disadvantage would need to be contextual.

1 mark out of an available 4 is credited. To gain full marks, response 1 needs to be a contextual advantage rather than use. Response 2 would also need context. One way that the candidate could have achieved this for response 2 would have been by ending with a more business specific explanation e.g. … harder to make a profit when selling its groceries.

Exemplar 2

Name of business ~~[illegible]~~ MII Dental

Activity of business Dental sales

Advantage Repayments are made in installments so the company didn't have to spend large amounts of money at once.

Disadvantage Interest had to be paid back on the full amount even though they didn't spend it all.

This response shows the importance of context. The candidate's chosen business is MII Dental.

The advantage covers bullet point 2 on the mark scheme (instalments). It is a valid response but there is no context, so is given only 1 of the available 2 marks.

The disadvantage covers bullet point 1 on the mark scheme (interest). Again, it is a valid response but there is no context, so is given only 1 of the available 2 marks.

2 marks out of an available 4 are credited. To gain full marks, both the advantage and the disadvantage would need to be contextual. One way that the candidate could have achieved this is by referring, say, to a new dentist's chair being purchased or adding to the costs of being a dentist and running a surgery.

Exemplar 3

Name of business McDonald's

Activity of business Restaraunt:

Advantage One advantage of McDonald's using bank loans as a source of finance would be that since it is an external source of finance, McDonald's does not have to sell it's shares to gain access to capital and is able to keep full ownership and decision-making over their business like new food menus.

Disadvantage One disadvantage of using bank loans as a source of finance is that McDonald's assets could be seized by the bank which McDonald's owes the debt to if McDonald's fails to repay their debt, their restaraunts and properties could be used as collateral.

[4]

This response is exactly what the examiner is looking for.

The candidate's chosen business is McDonalds

The advantage covers bullet point 1 on the mark scheme (retain ownership). It is given 2 marks because the response is correct and contextual (note the reference to control of 'food menus').

The disadvantage covers bullet point 3 on the mark scheme (penalties for non-payment). It is given 2 marks because the response is correct and contextual (note the reference to the bank potentially seizing 'restaurants').

The full 4 marks are credited.

Question 23

23 Analyse the impact of **two** social factors on a business that you have researched.
You should choose one social factor that has had a **positive** impact on the business and one social factor that has had a **negative** impact on the business.

Name of business ....

Activity of business ....

Social factor 1 ....

....

Positive impact on the business ....

....

.... **[6]**

....

....

....

Social factor 2 ....

....

Negative impact on the business ....

....

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....

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....

Candidates needed to name two social factors, one with a positive impact on a business and one with a negative impact on the business. Understanding of this area of the specification appeared greatly improved with many candidates gaining marks for this question.

Analysis marks were credited for clearly stating a business-facing impact of the social factor identified impacts. To gain full marks each impact also needed to be contextual rather than generic. For more information, please see the exemplar responses in the published mark scheme.

Question 24

24 Explain **two** advantages for a business you have researched of improving the quality of its customer services function.

Name of business ....

Activity of business ....

1 ....

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2 ....

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[4]

Most candidates were able to give two advantages for a business of improving the customer services function, perhaps because the customer services function is within their real-life experience. Of those who did not obtain full marks, by far the most common shortfall was to give generic responses rather than contextually specific responses as applicable to their chosen business.

Assessment for learning

Centres are advised to encourage candidates to avoid generic wording like 'product', 'goods', 'units', 'items', 'services', 'output', etc and instead refer to the specific product or service the business is providing. This is more likely to form part of a contextual response, potentially gaining more marks.

Question 25

25 Using a suitable example, explain how delegation has been used to benefit a business you have researched.

Name of business ....

Activity of business ....

....

....

....

....

.... **[4]**

This question was testing TC 3.3 'how the elements of organisational structure impact on business operations' with specific reference to bullet point 3 'delegation'.

The candidate needed to give a benefit to the business of delegation and give a specific example. To gain full marks the response needed to be contextual. Many candidates were given at least 3 marks for giving a contextual benefit to the business of delegation. Of those who did not, the most common errors were either to give a non-contextual response or to give an example but with no stated benefit for the business.

OCR support

Centres are advised to give candidates plenty of practice in preparing for Section B, since it is the one section of the exam where candidates can prepare well in advance. OCR's Teach Cambridge website contains copies of all previous series' research briefs and question papers. A research brief could be set for homework with questions being tackled as a test in class (simulating the experience of an exam) or one or more questions from Section B could be tackled as part of a lesson starter or plenary.

Section C overview

All of the questions in this section link to the business scenario which should be read carefully before answering any of the questions in this Section of the exam paper.

Question 26

26 Using an example from the business scenario, explain what each of the following terms means.

- Non-current assets

....

....

....

....

- Current assets

....

....

....

....

[4]

This question tested specific knowledge and understanding of the terms used in a statement of financial position. Few candidates were able to accurately select appropriate examples from the text; even fewer were able to accurately explain the meaning of the terms. Incorrect answers were seen, especially relating to non-current assets. This includes non-current assets being debts or liabilities or items which the business does not yet own or items which the business does not need. Significant reinforcement of this topic area appears to be required.

Assessment for learning

Centres are advised to make sure that candidates have a robust understanding of the different terms used in the financial statements listed in 4.3 of the specification i.e. an income statement, a statement of financial position and cash flow forecasts/statements.

Question 27

27 Explain **one** advantage and **one** disadvantage for T-wing of being part of a government-owned organisation.

Advantage ....

....

....

....

....

....

Disadvantage ....

....

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....

....

.... **[4]**

Most candidates were able to suggest an advantage or disadvantage for a business of being government-owned, thus gaining at least one mark. By far the most common correct advantage related to finance, e.g. 'state funding/'funding from taxation'. Correct disadvantages were more varied and included 'lack of autonomy', 'impacted by political change' and 'restricted funding'. Those that gave contextual answers, gained full marks.

Those who did less well on this question tended to confuse government-owned organisations that operate in the public sector with public limited companies, thus giving incorrect responses such as can 'sell shares on the stock exchange and are subject to hostile takeovers'.

Question 28

28 Using the data in **Fig. 1**, evaluate the current issues that need to be addressed to improve patient satisfaction on T-wing. **[12]**

As with all 12-mark questions on this paper, this question is level of response marked. The type of answer examiners were looking for is shown in the exemplar response in the published mark scheme. This question centres around the severity for T-wing of the current issues raised by the patient satisfaction survey.

Candidates who were able to identify one or more of the problematic three issues shown in Fig. 1 were credited with Level 1. Those who were also able to explain why these issues were a problem were credited with Level 2. Those who were able to analyse the impact on T-wing of one or more of these issues were credited with Level 3.

By far the most common response was 'dirty toilets' (Level 1), 'because this is unhygienic' (Level 2), 'leading to damage to the T-wing's reputation' (Level 3). Such a chain of argument scored 7 of the available 12 marks solely for discussion of this one issue.

Once Level 3 had been achieved, candidates needed to select one of the issues and justify why it was the most serious issue for T-wing. This takes a response to Level 4 with a minimum of 10 marks. As always, there is no right or wrong answer here. Candidates could choose any of the three issues so long as their justification reasonably argued why it was the worst.

It is good practice to re-read the question before attempting to write the conclusion. This hopefully avoids writing an incorrect type of judgement. For this particular question, an incorrect type of conclusion would be that T-wing must improve patient satisfaction or that T-wing should address all three issues. Neither of these types of conclusions answers the question set. The question requires candidates to 'evaluate' i.e. make a judgement as to the 'value' of each of the issues.

Responses need to pick one issue (and one issue only) as being worse than the others and justify why this is the case (from T-wing's perspective). Those candidates who gave a valid contextual justification achieved a minimum of 11 marks. To gain 12 marks candidates also needed to justify why one of the other issues was of lower severity.

Some candidates selected one of the issues and attempted to justify their choice. Many ended their responses abruptly with no attempt to justify their recommendations.

Question 29 (a)

29
(a) State **two** likely objectives of employees.

1 ....

....

2 ....

....
[2]

Most candidates were able to name two stakeholder objectives of employees and were credited with full marks. By far the most common answers were 'high pay', 'good working conditions', 'job satisfaction' and 'being treated fairly'.

Of the few who did less well, by far the most common reason was that answers were too vague. Response such as 'pay' or 'working conditions' could not be rewarded as these could relate to 'low pay' or 'bad working conditions'.

Question 29 (b)

(b) Evaluate likely consequences for T-wing of ignoring the results of the 2025 **employee** satisfaction survey (**Fig. 2**). **[12]**

As with all 12-mark questions on this paper, this question was level of response marked. The type of answer the examiner was looking for is shown in the exemplar response in the published mark scheme. This question centres around the consequences of not listening to the opinions of employees as detailed in the employee satisfaction survey.

Candidates did well on this question, with almost all candidates being able to suggest consequences to a business of ignoring employee opinions. By far the most common starts to chains of arguments related to 'employees leaving', 'low motivation' and 'strikes'. These were given Level 1. Those candidates who could also explain the reasons for these consequences or suggest impacts on stakeholders were given Level 2. Those who were able to give the business-facing impact on T-wing of these consequences were given Level 3.

One of the most common chain of arguments was 'employees will leave' (Level 1), 'leading to the hospital being understaffed' (Level 2), 'increasing recruitment costs' (Level 3). Such a chain of argument scored 7 of the available 12 marks solely for discussion of this one consequence.

Again, it is good practice to re-read the question before attempting to write the conclusion. This hopefully avoids writing an incorrect type of judgement. For this particular question, an incorrect type of conclusion would be that T-wing must listen to employee opinions or that all consequences of not listening will be bad for T-wing. Neither of these types of conclusions answers the question set. The question requires candidates to 'evaluate' i.e. make a judgement as to the 'value' of each of the consequences. Responses need to select one consequence as being worse than the others and justify why this is the case (from T-wing's perspective).

Many good answers ended abruptly after the final consequence had been analysed. Limiting the candidate to a top Level 3 mark of 9. To improve their answers candidates should be encouraged to add an evaluative conclusion in order to achieve Level 4. This conclusion should select one of the consequences and justify why it is the most severe consequence from T-wing's perspective. Those who did this gained 10 marks. Those who included context gained 11 marks. Those who also explained why another consequence was less severe gained full marks.

Question 30 (a)

30 T-wing's cash flow statement and corresponding cash flow forecast for January to April this year are shown below.

T-WING: CASH FLOW STATEMENT				
	Jan	**Feb**	**Mar**	**Apr**
Total inflow	£12.0m	£16.0m	£16.0m	£16.0m
Cash outflows:				
Utility bills	£4.0m	£4.0m	£4.4m	£4.4m
Wages and salaries	£6.2m	£6.3m	£6.3m	£6.2m
Purchases of stock	£1.3m	£1.4m	£1.4m	£1.5m
Other costs	£4.2m	£4.3m	£4.2m	£4.3m
Total outflow	£15.7m	£16.0m	£16.3m	£16.4m
Opening balance	£0.5m	(£3.2m)	(£3.2m)	(£3.5m)
Closing balance	(£3.2m)	(£3.2m)	(£3.5m)	(£3.9m)

T-WING: CASH FLOW FORECAST				
	Jan	**Feb**	**Mar**	**Apr**
Total inflow	£15.0m	£15.0m	£15.0m	£15.0m
Cash outflows:				
Utility bills	£3.8m	£3.8m	£3.8m	£3.8m
Wages and salaries	£5.9m	£5.7m	£5.9m	£5.8m
Purchases of stock	£1.2m	£1.2m	£1.2m	£1.2m
Other costs	£4.1m	£4.3m	£4.1m	£4.2m
Total outflow	£15.0m	£15.0m	£15.0m	£15.0m
Opening balance	£0.5m	£0.5m	£0.5m	£0.5m
Closing balance	£0.5m	£0.5m	£0.5m	£0.5m

This question separated candidates. They either were given full marks or zero. There were also a significant number of no responses by candidates who did not attempt the question.

Assessment for learning

Centres are advised to get candidates to practice cash flow calculations (and other financial calculations) at frequent intervals throughout the programme of study. This could be possibly as a starter to a lesson, while waiting for all students to arrive.

Question 30 (b)

(b) Calculate:

- the amount by which wages and salaries exceeded the forecast in February

- the percentage increase in the actual cost of utility bills from January to April.

[2]

Question 30 (b) proved better answered than Question 30 (a) with many candidates having a good attempt at working out the answers and showing their workings.

Question 31

31 Analyse **three** ways T-wing's environmental profile could be improved.

Which one of these ways should Nina recommend in her report? Justify your answer. **[12]**

As with all 12-mark questions on this paper, this question was level of response marked. The type of answer examiners was looking for is shown in the exemplar response in the published mark scheme. This question centres around improving the environmental profile of T-wing.

Some very good answers were seen to this question with practical suggestions such as installing lighting sensors, introducing recycling, growing own food or buying from local suppliers, communicating with patients by email, introducing a cycle to work scheme for staff, etc. All of these excellent suggestions, and many more, were given as Level 1. Unfortunately, some candidates suggested donations to charity and holding community events, these could not be given because they relate to ethics or CSR (which are separate parts of the specification). Also, some candidates suggested using solar power. T-wing already has solar panels, so this suggestion could only be rewarded if it was clear that extra solar panels would be installed or installed in a location other than the roof.

To move through the levels of response candidates needed to explain the reason for their suggestion (Level 2) and analyse an advantage/disadvantage to the business of their suggestion (Level 3). One such common chain of argument was 'introduce recycle bins' (Level 1)', 'so that less waste is sent to landfill' (Level 2), 'increasing positive publicity for the ward' (Level 3)'.

In an attempt to encourage all candidates to make a justified judgement for Level 4, the question was scaffolded to demand this explicitly. Most candidates, therefore, wrote a final paragraph which chose a method. Those that gave a valid reason for their choice were given Level 4 and a minimum of 10 marks. Those candidates who gave a contextual justification for their choice achieved a minimum of 11 marks. Those who also justified why one of the other methods discussed was not selected, or was of lesser value, were given the full 12 marks.

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- 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 the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

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?

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

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.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our feedback page to learn more about how you can help us improve our resources.

Designing and testing in collaboration with you and your students

Helping young people develop an ethical view of the world

Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

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Contact the team at:

01223 553998

ocr.org.uk

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk

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