

Cambridge Technicals

Business

Unit 1: The business environment

Level 3 Cambridge Technical in Business
05834 - 05837 & 05878

Mark Scheme for June 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% (traditional 40% Batch 1 and 100% Batch 2) 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.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM

Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

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: Not applicable in F501

To determine the level – start at the highest level and work down until you reach the level that matches the answer

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. For annotations: See subject-specific marking instructions item **2, below**.

Subject-specific marking instructions

1. 12-mark Level of Response marked questions are to be marked over 4 levels:
Level 1 knowledge, Level 2 understanding, Level 3 analysis, Level 4 evaluation.

NB: L1 responses can be analysed to proceed directly to L3.

L3 analysis is always required before L4 can be accessed.

2. Annotations

Annotation	Meaning	Annotation	Meaning
	Tick – correct, mark awarded	L1	Level 1 (Knowledge)
	Cross – incorrect, mark not awarded	L2	Level 2 (Understanding)
	Meaning of response unclear	L3	Level 3 (Analysis)
NAQ	Not answered question	L4	Level 4 (Evaluation)
TV	Too vague	CONT	Response is contextual
BOD	Benefit of doubt	SEEN	Noted but no credit given
REP	Same point repeated	BP	Blank page
OFR	Own figure rule		Highlight

SECTION A			
Question	Answer	Marks	Guidance
1	Indicative content: B	1	For one mark.
2	Indicative content: D	1	For one mark.
3	Indicative content: B	1	For one mark.
4	Indicative content: A	1	For one mark.
5	Indicative content: C	1	For one mark.
6	Indicative content: C	1	For one mark.
7	Indicative content: B	1	For one mark.
8	Indicative content: B	1	For one mark.
9	Indicative content: B	1	For one mark.
10	Indicative content: C	1	For one mark.
11	Indicative content: C	1	For one mark.
12	Indicative content: B	1	For one mark.
13	Indicative content: B	1	For one mark.
14	Indicative content: D	1	For one mark.
15	Indicative content: D	1	For one mark.
16	Indicative content: A	1	For one mark.
17	Indicative content: C	1	For one mark.
18	Indicative content: D	1	For one mark.
19	Indicative content: B	1	For one mark.
20	Indicative content: B	1	For one mark.

SECTION B			
Question		Answer	Marks
21		Responses include: - Administration (1) or any administrative activity (1) e.g. send out links for an online meeting, arrange appointments, etc - IT (1) or any IT activity (1) e.g. cybersecurity, install virus protection, solve software glitches, take data backups, find lost data, manage data access, install machines, create automated systems, fix computers, <u>create</u> website, etc - Maintenance (1) or any maintenance activity (1) e.g. replace a broken window, arrange for a toilet to be mended, update payment kiosks, etc - Manage physical resources/equipment (1) or example of activity (1) e.g. rearrange meeting room furniture, erect display boards, sweep the floors, pick up litter, put up signs, decorate, etc - Security (1) or any security activity (1) e.g. lock up the building, issue security passes, patrol the building, etc. Exemplar responses: Name of business: Electric company Activity of business: Utility provider Administration (1). Install software (1). Mend equipment (1). Type an agenda (1).	2
			Guidance One mark for each identification to a maximum of two. Activity must be one that is usually done by someone working in the BUSINESS SUPPORT SERVICES function. Do not credit activities done by other business functions e.g. marketing, finance, HR, production, purchases, sales, logistics, customer services, legal team, health and safety, etc. Do not credit strategic tasks e.g. set objectives, make corporate decisions, risk management, oversee change, analyse reports, etc. NB Accept topic headings and/or drilled down activities. NB Accept two drilled down activities from the same bullet point. However, if topic heading awarded then the other response must be from a different bullet point, else REP. Watch out for answers that are not activities or tasks e.g. 'computers', 'self-service kiosks' or 'furniture' (0) TV. But accept with suitable verb e.g. mend/install/move/update the computers/self-service kiosks/furniture, etc. <u>Introduce</u> self-service kiosks/payment booths (0) TV. Take care with digital marketing: Create website/social media account/an App (1) (IT). Update/maintain website/social media (0) (marketing). Add a chat bot (0) (marketing). Answers should relate to the business which the learner has researched.

SECTION B					
Question			Answer	Marks	Guidance
22			Responses include: • advantage ▪ avoid diluting ownership/retain full ownership ▪ pay back monthly/pay in instalments/pay back in small amounts ▪ can budget (for repayments). • disadvantage ▪ <u>interest</u> (is charged)/no interest free period ▪ security (collateral) may be required ▪ <u>late/non-payment</u> leads to penalties/damaged credit score/legal action/fines/additional charges/loss of assets. Exemplar responses: Name of business: Frank's Footwear Activity of business: Shoe shop Frank can buy a large quantity of shoes (CONT +1) and pay the money back in relatively small amounts each month (1). Allows repayments to be budgeted for (1). A disadvantage of using a loan is that interest will be charged (1) reducing the profit Frank makes on selling the shoes (CONT +1). May need to offer something you own as security to be accepted for the loan (1).	4	In each case, credit: Two marks for a contextual answer. (CONT annotation required). or One mark for a non-contextual answer. Test for CONTEXT = product/service/industry only. Look for industry specific terms. Do not credit uses of the finance as advantages e.g. 'it will allow the business to buy ... ' or 'it will help the business expand'. Specific advantage/disadvantage of bank loan over other sources of finance is required (see bullet points). Do not credit statements that apply to sources of finance in general e.g. 'use when insufficient funds'/'helps with cashflow'/'helps afford', etc as these are the purposes of ALL sources of finance. Do not credit 'can pay over a long period of time' since the question says it is a long-term source of finance. Expensive (0) TV (reference to 'interest' is required). Pay slowly (0) TV (the concept of instalments or paying back in small amounts required). Answers should relate to the business which the learner has researched.

Question		Answer	Marks	Guidance
23		Responses include: • <u>social</u> trend (1) (or specific example (1) e.g. buying trends, more people go to the gym, etc) • demographics (1) (or specific example (1) e.g. aging population, etc) • cultural belief (1) (or specific example of (1) e.g. greater demand for halal, etc) • attitudes to work (1) (or specific example (1) e.g. more people work from home, etc) • <u>disposable</u> income (high/low) (1). Exemplar responses: Name of business: JES Eats Activity of business: Fish and chip shop More people moving into the local housing estate (1). This has meant that there is a demand for more chips (CONT), increasing revenue (+2). Disposable income levels (1) in the area have increased. This has increased sales (+1). There is an increasing amount of antisocial behaviour in the area (1). This has meant that the business keeps having the salt (CONT) and vinegar stolen from the counter, increasing costs (+2). More people are becoming vegan (1). This has reduced cash inflow (+1).	6	In each case, credit as follows: One mark for a correct identification of a social factor. <i>Without identification no further marks can be awarded.</i> PLUS Two marks for contextual <u>analysis</u> i.e. impact on business of named social factor (CONT annotation required). OR One mark for non-contextual <u>analysis</u> i.e. impact on business of named social factor (no context). Test for CONTEXT = product/service/industry only. Look for industry specific terms. NB No additional marks for context on the social factor line. Contextual analysis required i.e. in the impact section. Identification of social factor: • NB Social factors only. Do not credit political, economic or legal factors. Take care with technological, ethical and environmental points. Most responses will be incorrect. However, if these are phrased as society becoming more aware, etc, then they are social trends e.g. <u>more use of</u> social media (1); the <u>public are becoming more eager</u> to support charities (1); <u>customers becoming more</u> environmentally conscious (1).

					• Must be social factors rather than social topics. Do not award 'diet', 'lifestyle', 'obesity', 'religion', etc. • Do not credit business' responses to the trend E.g. 'they introduced a healthy eating menu' (0). • 'Trend' (0) ('social', 'shopping' or appropriate example required). • 'Income' (0) ('disposable' required). • Accept same social factor for both positive and negative examples. <u>Analysis mark:</u> For analysis there must be a logical link between the social factor and the suggested impact. E.g. 'Higher disposable income (1) lead to more sales (+1)'. However, e.g. 'Higher disposable income (1) leads to better reputation (0 – no link)'. Do not credit 'loss of customers' as analysis. Impact of this on business required e.g. loss of sales/revenue/cash inflow/profit, etc. To award analysis marks for impact of 'disposable income' it must be clear whether the disposable income is high or low. 'Affects' TV, direction required. E.g. Affects costs (TV) (0). Answer should relate to the business which the learner has researched.
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Question	Answer	Marks	Guidance
24	Responses include: • more customers/more custom • customer trust • customer loyalty • customer retention/repeat custom • customer satisfaction • good reputation/image • better publicity/positive reviews/more word of mouth • fewer complaints • higher market share • growth • competitive advantage • can charge higher prices • more sales/revenue • higher cash inflows/improved cash flow • more profit. Exemplar responses: Name of business: Cath's Clothing Activity of business: Ladieswear retailer Cath's Clothing is likely to increase the number of dresses (CONT+1) it sells (1). The business is likely to see more shoppers coming into the store (1).	4	In each case, credit: Two marks for a contextual answer (CONT annotation required) or One mark for a non-contextual answer. Test for CONTEXT = product/service/industry only. Look for industry specific terms. NB Advantages for business are required, not actions taken by the business. NB responses do not need to be analytical – anything beneficial for business from improving customer service. Do not accept consequences or impacts on customers. 'Increased customer awareness' (0) 'Increased competitiveness' (0) TV 'Affects' TV, direction required. E.g. Affects reputation (TV) (0). Answers should relate to the business which the learner has researched.

Question	Answer	Marks	Guidance
25	Use levels of response criteria. - Benefit: ▪ <u>superior</u> can focus on other priorities/<u>superior</u> can do other (more important/complex) tasks ▪ speeds up task completion, helps complete <u>all</u> tasks, complete tasks to deadlines. - Practical example (must include <u>all</u> three of the following): ▪ 'Superior' or named role e.g. boss, manager, etc ▪ 'Subordinate' or named role e.g. employee, etc ▪ Details of task delegated e.g. refunds, dealing with a complaint, restocking, etc. Exemplar responses: Name of business: TS Ltd Activity of business: Soup manufacturer One benefit for TS Ltd of delegation is that it allows managers time to deal with other tasks (✓). One example is when the sales manager delegated the task of liaising with existing customers over delivery dates for soup (CONT ∴ L2) to her assistant (✓). 4 marks [Benefit with context and example] One benefit for TS Ltd of delegation is that it allows managers time to deal with other tasks (✓), such as dealing with a new client interested in buying soup (CONT ∴ L2). 3 marks [Benefit with context, no example].	4	Levels of response Level 2 (3 - 4 marks) (CONT annotation required) Candidate gives a contextual response as to how a business has benefited from using delegation. Level 1 (1 - 2 marks) Candidate gives a non-contextual response as to how a business has benefited from using delegation. Award bottom of the appropriate mark band for benefit to business of delegation (see Benefit bullet points). Award top of the appropriate mark band for benefit for business PLUS a practical example of delegation (see Practical example bullet points). NB No marks for example only. Saves time (0) TV. More work (0) TV. Mark as follows: (1) First look for benefit of delegation for business. <i>Without this understanding no marks can be credited.</i> (2) Then look for practical example of delegation. (3) Finally look for context to determine which level to award. NB Benefit must be for the business, rather than for the superior/subordinate. E.g. Do not credit 'spreads workload', 'lowers stress', 'less tiring', 'learn new skills', 'frees up time', etc. See Benefit bullet points for acceptable responses.

Question			Answer	Marks	Guidance
			One benefit for TS Ltd of delegation is that it allows managers time to deal with other tasks (✓). The sales manager did this by delegating the task of liaising with customers about delivery dates to her assistant (✓). (NO CONTEXT ∴ L1) 2 marks [Benefit and example, no context] One benefit for TS Ltd of delegation is that it allows managers to deal with other tasks (✓). (NO CONTEXT ∴ L1) 1 mark [Benefit, no example, no context]		If the explanatory example does not contain all 3 required details (superior, subordinate and task), hold response at bottom of the appropriate mark band. Test for CONTEXT = product/service/industry only. Look for industry specific terms. Answer should relate to the business which the learner has researched.

SECTION C					
Question			Answer	Marks	Guidance
26			Responses include: - Non-current assets - explanation: something <u>owned</u> by the business that is to be kept in the business/for long-term use/over 12 months/unlikely to be converted to cash/not for resale/not liquid, etc. - example: building, land, solar panels, beds, scanners, (state-of-the-art) equipment, Wi-Fi, tablet/computers, gaming consoles, musical instruments, table. - Current assets - explanation: something <u>owned</u> by the business which is expected to be used up/used in the near future/less than 1 year/converted into cash/is liquid, etc. - examples: stock/inventory, stationery, syringes, plasters, pens, envelopes, paper clips, cash. Exemplar responses: An example of a non-current asset is the scanner (1). A non-current asset is something that the business owns that it intends to keep within the business (1). A current asset is something bought by the business which will be used up (1) for example stocks (1) of medical supplies. A non-current asset is something that the business has for the long-term (0) (TV - could be a long-term liability).	4	In each case, credit: One mark for explanation AND/OR One mark for example taken from the business scenario. Do not credit 'A non-current asset is a fixed asset' as this does not explain the meaning of the term. For ownership accept 'owned' /'purchased'/'bought' by the business or 'belongs' to the business. 'Has' or 'possesses' TV as an item might be borrowed, rented or leased or could even be a liability. 'Money' '0' TV Example must use the terminology in the scenario. NB If a list of examples is provided, mark first one (if TV rather than incorrect mark the next one).

SECTION C					
Question			Answer	Marks	Guidance
27			Responses include: Advantages: • funded by government/state/taxation • can focus on service provision <u>rather than</u> private sector objectives • economies of scale. Disadvantages: • restricted funding, reliance on level of government support, funding can be cut, difficult to raise additional finance • lack of autonomy, only partial control, restricted decision making, needs permission/authorisation for change • affected by political influences e.g. change of government, government policy • diseconomies of scale. Exemplar responses: One advantage to T-wing of being part of a government-owned organisation is that it receives its funding from the government (1), so it does not need to charge patients (CONT+1). One disadvantage is that its funding level is set by the government (1) so it may not be able to afford to purchase a preferred piece of medical (CONT+1) equipment.	4	In each case, credit: Two marks for a contextual answer (CONT annotation required) or One mark for a non-contextual answer. Accept answers relating to the benefits to the hospital as a whole as well as T-wing in particular. Do not credit advantages to stakeholders e.g. patients get healthcare free (0). Do not credit arguments related to paying tax, profits or reputation. Government pays (1). Easy to raise funds (0). Funded by donations (0). Government makes <u>all</u> decisions (0). Government has <u>full</u> control (0). Business does not have full control (1). For context look for words such as: hospital, patients, teenagers, adolescents, doctors, nurses, cleaners, porters, illness, health, medical, wards, beds, scanners, syringes, opened 2020, 1250 workers, agency staff, overdraft, toilet shower, staff exhaustion, solar panels, get well, make full recovery, etc.

Question	Answer	Marks	Guidance
28	Use level of response criteria. Indicative content: - Issue 1: Room/heating/lighting/ventilation [L2: 8 percentage point fall (or a 9.1% reduction)] - Issue 2: Cleaning/bathroom/toilet/wash basin/shower [L2: 30 percentage point fall (or a 1/3rd/33.3% reduction)] - Issue 3: Meals/catering/food/nutrition [L2: 9 percentage point fall (or a 10.3% reduction)]. Exemplar response: One issue that needs addressing is the lighting (L1). This may be because the lights are too bright or not dimmable (L2) which leads to higher than necessary electricity costs (L3). Another issue that needs addressing are the meals (L1). The meals have seen a 9-percentage point drop in the number of patients who think they are nutritious and tasty (L2). This could damage T-wing's reputation (L3).	12	Levels of response Level 4 (10 - 12 marks) Candidate evaluates the current issues in Fig. 1 that need to be addressed to improve patient satisfaction. Level 3 (7 - 9 marks) Candidate analyses current issues in Fig. 1 that need to be addressed to improve patient satisfaction. Level 2 (4 – 6 marks) Candidate explains current issues in Fig. 1 that need to be addressed to improve patient satisfaction. Level 1 (1 – 3 marks) Candidate identifies current issues in Fig. 1 that need to be addressed to improve patient satisfaction. L1 – a current issue from Fig. 1. E.g. The cleanliness of the toilets is an issue (L1). (Max one L1 per issue). L2 – explanation of reason WHY the issue is a problem; use of data (i.e. a <u>calculation</u>); or a consequence which falls short of being analytical (i.e. is stakeholder-facing or a consequence (rather than impact) on the organisation). E.g. The cleanliness of the toilets is an issue (L1) because this is unhygienic (L2). (Max one L2 per issue). NB do not award L2 for quoting data or saying fallen/worsened, data calculation required. NB Fewer customers/fewer patients, customers go elsewhere, customers don't come back, complaints, breach of legislation, etc = L2. Impact on business of these required for L3.

Question	Answer	Marks	Guidance
	The third issue which needs to be addressed is the cleanliness of the toilets (L1). Dirty toilets may lead to the hospital being fined (L3). The <u>most</u> important issue to address is the catering because this could damage the hospital's (CONT) reputation (L4). Using more electricity than necessary is unlikely to damage the hospital's reputation, especially since T-wing has solar panels so will not pay for most of its electricity (L4).		L3 – a business-facing impact of <u>not</u> addressing the issue (i.e. negative). E.g. The cleanliness of the toilets is an issue (L1) because this is unhygienic (L2). This may lead to the hospital receiving a fine (L3). (Max one L3 per issue). Examples of L3 include: damage reputation, worsen image, reduce customer base, bad publicity, lawsuits, fines, lower revenue/income, reduced funding. However, do not accept lower 'sales'/'sales revenue' or 'profit' as T-wing is a public sector organisation. L4 – evaluation – which issue is the worst/greatest/most serious/urgent and WHY. NB L4 can be accessed providing the response contains analysis i.e. L3, even if only 1 valid issue has been considered. Award 10 marks for a <u>selection</u> of which issue to prioritise with <u>justification</u> but no context. Award 11 marks for a <u>selection</u> of which issue to prioritise with <u>justification</u> and context. Award 12 marks for a <u>selection</u> of which issue to prioritise with <u>justification</u> that includes why another issue is of <u>lower priority including context</u>. NB 2 x L1 needed for a comparison to be possible. NB: L4 justification (10 marks) needs to be a disadvantage for the business rather than a reason (e.g. do not credit 'because patients may get ill').

Question			Answer	Marks	Guidance
					The justification for the rejected option (12 marks) can be a reason (rather than consequence). Context list e.g. hospital, teenagers, adolescents, doctors, nurses, illness, sick, health authority, medical, wards, beds, scanners, syringes, opened 2020, 1250 workers, agency staff, overdraft, staff exhaustion, solar panels, get well, make full recovery, etc. NB Do not credit as context words contained in Fig. 1 the patient satisfaction survey e.g. patients, shower, toilet, heating, meals as context in this question. 'Unprofessional' TV. 'Business failure' TV. 'Affects revenue/reputation', etc TV – direction required (negative). Do not award solutions. Do not award causes. NB Do not credit 'lower customer satisfaction/patients not satisfied' at any level as that is the topic of question.

Question			Answer	Marks	Guidance
29	(a)		Responses include: • reasonable pay e.g. liveable/at least minimum wage • treated fairly/equally/well • promotion • reasonable working conditions/environment • adequate breaks • recognition • feel valued • job security • job satisfaction/enjoyable job • suitable/low/not long/not excessive hours • work-life balance.	2	One mark for each identification to a maximum of two. No context required. Do not award responses about work-time behaviour e.g. patient care, improve hospital, help people, meet targets, etc. Do not accept answers relating to responsibility/overtime as some people want more and some want less. Do not award vague responses e.g. Earn money (0) TV; Pay (0) (TV); Gain experience (0) TV.

29	(b)	Use level of response criteria. Responses include: • loss of goodwill • lose employees/employees leave/resign • lose employee loyalty • employees don't turn up for work • employees late for work/poor punctuality • being understaffed • more vacancies • high labour turnover/low employee retention • high absenteeism • wastage • low motivation • low output/productivity • bad publicity • complaints • damaged reputation/image • fail to achieve targets/objectives • involvement of trade unions • industrial action e.g. strike, protest, etc • legal action e.g. fines, sued, etc. • low quality of work/care/service; low standard of work/care/service. Exemplar response: Motivation levels are likely to be low (L1). This may lead to increased absenteeism (L3).	12	Levels of response Level 4 (10 - 12 marks) Candidate evaluates likely consequences for T-wing of ignoring the opinions of its employees. Level 3 (7 - 9 marks) Candidate analyses likely consequences for T-wing of ignoring the opinions of its employees. Level 2 (4 – 6 marks) Candidate explains likely consequences for T-wing of ignoring the opinions of its employees. Level 1 (1 – 3 marks) Candidate identifies likely consequences for T-wing of ignoring the opinions of its employees. L1 – a consequence (negative) to T-wing of ignoring employees. E.g. Workers may leave (L1). L2 – explanation of cause of consequence from Fig. 2 i.e. WHY arisen (according to Fig. 2); or a consequence which falls short of being analytical (i.e. is stakeholder-facing or a consequence (rather than impact) on the organisation). E.g. Workers may leave (L1) because they no longer look forward to going to work (L2). (Max one L2 per L1 point). NB: causes must be from Fig. 2. i.e. • Reduced <u>job/work/employee satisfaction</u> • Fewer feel <u>valued/supported</u> by employer • Fewer <u>look forward</u> to coming to work each day • More have taken <u>time off work</u>/More are <u>exhausted</u>
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		If Nina ignores the opinions of staff then they are likely to leave (L1) because they are exhausted (L2), increasing T-wing's recruitment costs (L3). Alternatively, employees may contact their trade unions (L1). Industrial action could result (L2) which would lead to negative publicity for T-wing (L3). The worst consequence for T-wing is likely to be staff leaving because this will increase the recruitment costs (L4) for the hospital (CONT) which is already struggling financially. The financial impact is far worse than any negative publicity from industrial action because there will always be poorly teenagers that need to be treated, and T-wing will need the staff to treat them (L4).	L3 – a business-facing impact of the L1 consequence (all negative). Accept impacts to T-wing/Peterdale Hospital/or the health authority. E.g. Workers may leave (L1) because they no longer look forward to going to work (L2). This will increase T-wing's recruitment costs (L3). (Max one L3 per L1/L2point). NB: Fewer customers/fewer patients treated = L2. Impact on business of fewer patients being treated required for L3. Examples of L3 include: damage reputation, worsen image, customer dissatisfaction, bad publicity, bad word of mouth, lawsuits, fines, reduce productivity, increase absenteeism, high labour turnover, poorer cash flow, lower revenue/income, less funding, increased cost, closure. However, do not accept lower sales/sales revenue or profit as T-wing is a public sector organisation. L4 – evaluation – which consequence is the worst/greatest/most serious/urgent/highest priority and WHY. NB L4 can be accessed providing the response contains analysis i.e. L3, even if only 1 valid consequence has been considered. Award 10 marks for a <u>selection</u> of which consequence is worst with <u>justification</u> but no context. Award 11 marks for a <u>selection</u> of which consequence is worst with <u>justification</u> and context. Award 12 marks for a <u>selection</u> of which consequence is worst with <u>justification</u> that includes why another consequence is of <u>lower priority including context</u>. NB 2 x L1 needed for a comparison to be possible.
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					NB: Justification needs to be a disadvantage for the business rather than a reason (e.g. do not credit 'because the hospital has limited finance'). The justification for the rejected option (12 marks) can be a reason (rather than consequence). Context list e.g. hospital, patients, teenagers, adolescents, doctors, nurses, illness, sick, health authority, medical, wards, beds, scanners, syringes, opened 2020, 1250 workers, agency staff, overdraft, toilet, shower, staff exhaustion, solar panels, get well, make full recovery, cash flow problems, running out of funds, little/no cash, high level of vacancies, etc. NB 'Unprofessional' TV. 'Business failure' TV. '<u>Affects</u> costs/reputation', etc TV – direction required (negative). Do not credit solutions or circumstances that might have led to the survey data. NB Do not credit 'lower employee satisfaction/lower job satisfaction' as a <u>consequence</u> at any level as that is the topic of question (however accept as L2 Why for first entry of Fig. 2 survey).
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Question		Answer	Marks	Guidance
30	(a)	Indicative content: Expected net cash flow in March: £15m - £15m = £0 E.g. £0 (1) E.g. 0 (1) E.g. Nothing (1) Actual net cash flow in March: £16.0m - £16.3m = '<u>£0.3m</u>' or '<u>(£0.3m)</u>' E.g. -300K (1) E.g. (300,000) (1) E.g. minus £0.3 million (1) E.g. - £0.3 (0) (no 'm' indicator).	2	In each case, credit: One mark for a correct answer. Expected NCF: Also accept answer in words e.g. 'zero' or 'none' (but not breakeven). Actual NCF: Answer is negative – also answer in words e.g. 'minus' (but not 'loss of'). Accept a double indication of negativity e.g. '(-300000)', please annotate BOD. NB: £ signs not required. Check carefully correct number of zeros or 'm' where necessary.

30	(b)	Indicative content: February wages and salaries exceeded the forecast by: $\pounds 6.3\text{m} - \pounds 5.7\text{m} = \pounds 0.6\text{m}$ or $\pounds 600000$ E.g. 0.6 million (1) E.g. 600K (1) E.g. -$\pounds 600,000$ (0) (answer should be positive) E.g. $\pounds 0.6$ (0) (no 'm' indicator) Percentage increase in actual cost of utility bills Jan to Apr: $(\pounds 4.4\text{m} - \pounds 4.0\text{m})/\pounds 4.0\text{m} = 10\%$ E.g. 10% (1) E.g. 10 (1)	2	In each case, credit: One mark for a correct answer. Wages and salaries: Answer should be positive. Do not award if negative. Utility bills: Answer should be positive. Do not award if negative. NB: £ sign/% sign not required. Check carefully for correct number of zeros or 'm' where necessary.
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31		Use level of response criteria. Responses include: • <u>more</u> solar panels/solar panels <u>elsewhere</u> e.g. in grounds (as well as those on the roof) • use a sustainable energy supplier • install wind turbines • turn off lights/devices when not in use • only use heating when needed • install lighting sensors • use LED lights • buy energy efficient equipment • insulate the building/add additional insulation • use automatic taps • use brown water in toilets • communal showers • use an eco-friendly/local supplier • use recyclable/biodegradable/sustainable supplies • buy recycled supplies • re-use equipment • use paper plates, cups, etc (instead of plastic) • source food locally • grow own fruit and vegetables • plant flowers/trees/garden • put up nesting boxes/beehive • install litter bins • do litter picks • introduce recycling • introduce a car-sharing/walk to work/cycle to work scheme • request a bus stop near hospital entrance • have parking facilities for electric vehicles • use electric ambulances • use digital methods of communication • send appointments by email • use eco-friendly detergents/toiletries • remove gaming devices/ban use of devices after 6pm.	12	Levels of response Level 4 (10 - 12 marks) Candidate evaluates ways that T-wing's environmental profile could be improved. Level 3 (7 - 9 marks) Candidate analyses ways that T-wing's environmental profile could be improved. Level 2 (4 – 6 marks) Candidate explains ways that T-wing's environmental profile could be improved. Level 1 (1 – 3 marks) Candidate identifies ways that T-wing's environmental profile could be improved. L1 – identifies a way. Practical how required. E.g. Lower the heating thermostat's setting in areas that are too hot (L1). NB T-wing already has solar panels on the roof. To award solar panels the response must be about 'more' solar panels or installed in 'other' areas. L2 – explains reason for selected way or suggests an impact which falls short of being analytical (i.e. is stakeholder-facing or a consequence (rather than impact) on the business). E.g. Lower the heating thermostat's setting in areas that are too hot (L1). This will lower the amount of gas used (L2). L3 – a business-facing impact of the L1 way (positive or negative). (max one L3 per L1 point). Accept impacts to T-wing/Peterdale Hospital/ or the health authority.
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		Exemplar response: One way T-wing could improve its environmental profile is by sending emails rather than letters (L1). As well as being environmentally friendly, this will speed up communication to patients on the waiting list (L2), improving the hospital's brand image (L3). T-wing could also purchase a better heating boiler that is more energy efficient (L1) leading to lower costs for gas or oil (L3). T-wing could also get any broken gaming consoles or computer tablets repaired rather than throw them away (L1). This will reduce what is sent to landfill (L2) and attract positive publicity for the hospital (L3). Nina should recommend the use of email when corresponding with patients (CONT) on the waiting list as it will lead to fewer complaints about slow communication (L4). Whilst a new boiler would be a good idea it would be expensive (L4).	E.g. Lower the heating thermostat's setting in areas that are too hot (L1). This will lower the amount of gas used (L2) in the hospital and reduce its utility costs (L3). Examples of L3 include: good reputation, good image, improved customer base, customer retention, improve publicity, better word of mouth, reduced cost, less money spent, save money, increase (cash) inflows, increased patient satisfaction, more revenue/income, increased costs, opportunity cost. However, do not accept more 'sales'/'sales revenue' or 'profit' as T-wing is a public sector organisation. L4 – evaluation – a justification as to which way Nina should recommend in her report. Award 10 marks for a <u>selection</u> of which way to recommend with <u>justification</u> but no context. Award 11 marks for a <u>selection</u> of which way to recommend with <u>justification and context</u>. Award 12 marks for a <u>selection</u> of which way to recommend with <u>justification</u> that includes why another way is of <u>lesser priority including context</u>. NB 2 x L1 needed for a comparison to be possible. NB: L4 justification (10 marks) needs to be an advantage for the business rather than a reason (e.g. do not award 'because more people are driving electric cars'). The justification for the rejected option (12 marks) can be a reason (rather than consequence). Context list e.g. patients, teenagers, adolescents, doctors, nurses, cleaners, porters, illness, health authority, medical, wards, beds, scanners, syringes, opened 2020, 1250 workers, agency staff, overdraft, toilet, shower, staff
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					exhaustion, solar panels, get well, make full recovery, running out of funds, etc. ‘Unprofessional’ TV. ‘Business failure’ TV. ‘Affects revenue/reputation’, etc TV – direction required. NB Watch out for answers that say reduce/less e.g. ‘reduce waste’, ‘print less’ or ‘use less power’. These are L2s for WHY. Practical how required for L1. If the selection at L4 is a reduction rather than a practical how, please do not award, annotate as TV. NB Environmentally friendly profile rather than ethical or CSR profile. Do not credit arguments relating to animal cruelty, halal, veganism, charities, education or hosting events, etc. NB Do not credit ‘more environmentally friendly/more eco-friendly’ at any level as that is the topic of question.
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