

Cambridge TECHNICALS LEVEL 3

BUSINESS

Cambridge
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2016

Feedback on the January 2018 exam paper
(including selected exemplar candidate answers
and commentary)

Unit 2 – Working in business

Version 1

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GENERAL EXAMINER COMMENTS ON THE PAPER

Candidates' performance on the paper was generally good across all four questions. This shows that candidates were well-prepared for the exam.

It was pleasing to see a high level of engagement with the case study; perhaps this is to be expected as the business scenario is one which candidates are familiar with. This was evident in most responses throughout the paper where candidates were able to demonstrate sound understanding of how a school operates and the implications of failure to fulfil some of its responsibilities.

The two in-tray questions were generally well performed, especially 3a in which most candidates demonstrated their ability to complete a credit note correctly and accurately from given information. Question 4a was not as well answered due to inaccurate interpretation of the rubric. This was a pity as most candidates showed sound understanding of the information that should be included in a good job advertisement.

However, there are two major weaknesses that are prevalent amongst some candidates. The first one is failure to interpret the questions accurately, in this case especially questions 1b and 4a. Candidates are strongly advised to read the questions carefully before attempting them. It is also good practice to read through a response after it has been written to ensure that it actually answers what the question is asking for.

Secondly, in 4b, even though the majority of candidates were able to analyse possible impacts on the school of failing to recruit a teacher in time, few attempted to reach a conclusion. There is only one levels-of-response question on this paper; as such this is the only opportunity for candidates to demonstrate their ability to identify, explain, analyse and evaluate a given business scenario.

Resources which might help address the examiner comments:

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)

<http://www.ocr.org.uk/i-want-to/skills-guides/>

Command verbs definitions

<http://www.ocr.org.uk/Images/273311-command-verbs-definitions.pdf>

Questions 1(a) and (b)

Answer all questions.

Text 1

Frankley Beeches School is situated in a multicultural community in the north of England. It is a single-sex school for girls from the ages of 11 through to 16 years old.

Frankley Beeches School excels in Maths and Computing. Its most recent achievement includes being in the top 20% nationally for progress made by pupils between their key stage 2 results at primary school and their key stage 4 (e.g. GCSE) results.

The Headteacher, Mrs Hannah Reed, believes that working closely with parents is the key to the success of the school. Effective communication between the school and the parents has kept absenteeism low, maintained good pupil behaviour and maximised collaboration between teachers and parents. The school uses a range of different methods such as letters, telephone calls, email and text messages to communicate with parents. In addition, parents' evenings are held once a term for each year group in the school hall.

1 Refer to Text 1.

(a) Identify **one** internal and **one** external stakeholder group of *Frankley Beeches School*.

Internal...	<p>Responses include:</p> <p>Internal:</p> <ul style="list-style-type: none"> • Employees – headteacher/ Mrs Reed, teachers, dinner supervisors, IT technicians, etc • Governors. <p>External:</p> <ul style="list-style-type: none"> • Parents • Students/pupils • Local community • Central government/local council • Ofsted • Suppliers.
External

[2]

(b) For each of the stakeholder groups you have identified in 1(a), explain **one** different objective that they might have.

Internal stakeholder	<p>Responses include:</p> <p>Employees – good pay, good working conditions, promotion, good grades</p> <p>Governors – good reputation, good results, school improvement</p> <p>Parents – good education, good behaviour</p> <p>Pupils – good education, good learning environment</p> <p>External stakeholder ...</p> <p>Local community – good behaviour, good living environment</p> <p>Government – good education, good results.</p> <p>Exemplar response:</p> <p>E.g. Teachers would want good pay (1) so that they will have a good standard of living (1).</p> <p>E.g. The local community would want litter from students travelling to and from school to be disposed of in litter bins provided (1) so that their gardens and the area where they live can be clean and tidy (1).</p>
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[4]

Mark scheme guidance

Question 1(a):

One mark for each correct identification.

This question assesses synoptic knowledge from Unit 1 LO5 Stakeholders.

Community, government too vague.

Question 1(b):

One mark for a correct identification up to a maximum of **two** identifications plus a further one mark for each of **two explanations**.

This question assesses synoptic knowledge from Unit 1 LO5 Stakeholders.

Do not accept responsibilities.

Stakeholder groups must be those identified in part (a), even though they might not be correct.

Award second mark for 'why', not 'how'.

Examiner comments

Question 1(a) – A good proportion of candidates were able to identify the internal and external stakeholders of Sir Harry's School in context, scoring full marks. However, there was some confusion amongst some candidates who incorrectly identified students as internal stakeholders. Other common mistakes include vague answers such as 'government' and 'community' as external stakeholders. Candidates are advised to give more specific answers such as 'central government', 'local council' or 'local community'.

Question 1(b) – This is perhaps one of the more challenging questions on the paper in which candidates were required to explain the objectives of the stakeholders they identified in part (a). This question tests candidates' understanding of the differing objectives of different stakeholders. Whilst most candidates appeared to understand the different needs, most struggled to explain them adequately. A common mistake that candidates made was to explain how the stakeholders identified achieve their objectives rather than what their objectives were and why they have these objectives. The question requires candidates to explain stakeholder objectives, not how they can be achieved, therefore answers such as 'teachers ensure they teach to the best of their ability' does not answer the question.

Exemplar Candidate Work

Question 1(b) – Low level answer

- (b) For each of the stakeholder groups you have identified in 1(a), explain one different objective that they might have.

Internal stakeholder... one objective that the headteacher would have is to maintain their close relationship with the parents and continuing their effective communication via email, letters or telephone in order to keep absenteeism low also.

External stakeholder... One objective that the parents would have is for their child to maintain a high progress between ^{their} key stage 2 (result) and their key stage 4 (result).

[4]

Commentary

This question requires the candidate to explain an objective. To do this the candidate needs to correctly identify an objective and then develop their answer to explain why it would be a suitable objective for the stakeholder in question. Unfortunately, the objective described for the Headteacher is incorrect because 'to maintain their close relationship with the parents ...' is a responsibility of her job role rather than an objective per se. Acceptable answers would include 'to improve the reputation of the school', 'to become an outstanding school', 'to improve/maintain a high level of achievement amongst the students', etc.

Pleasingly, the candidate has correctly identified one possible objective that parents may have, i.e. 'for their child to maintain a high progress', scoring one mark. The second mark was not awarded because the question requires candidates to explain why parents may have this objective i.e. so that their child may have a bright future or get a good job. The candidate response suggests 'how' the objective would be achieved, rather than 'why' it should be achieved. This is a common mistake amongst the cohort. Candidates are advised to read the question carefully. A 'describe' question would require a 'how' whereas an 'explain' question would require a 'why'. This question states clearly that candidates are expected to **explain** an objective that a stakeholder may have, therefore a 'why' is required for the second mark.

Exemplar Candidate Work

Question 1(b) – High level answer

(b) For each of the stakeholder groups you have identified in 1(a), explain one different objective that they might have.

Internal stakeholder ^{He} ~~They~~ will want to ^{attract a large} achieve a high level ~~of~~ pupils ^{as far as possible} so ~~they~~ ^{can} successfully ~~compete~~ ^{in the market} and improve the school's reputation.

External stakeholder They would want their children to achieve high grades through getting their children very good and reliable education.

[4]

Commentary

This is a high level answer because the objectives for both the internal and external stakeholders have been identified correctly. In the first answer the Headteacher wants to attract as many pupils as possible, which is an acceptable objective. The candidate then went on to explain why this might be the case i.e. so that they can successfully compete in the market ..., scoring two marks.

In the second answer the objective of parents has been correctly identified as 'to achieve higher grades', scoring one mark. The second explanation mark was not awarded because "through getting their children very good and reliable education" is how high grades can be achieved, not why. The candidate failed to explain 'why' parents might want their children to achieve higher grades, i.e. so that they can get into university, or enjoy a successful career etc.

Question 1(c)

(c) Identify and explain **three** reasons why *Frankley Beeches School* holds face-to-face meetings for parents' evenings rather than using video conferencing.

Reason 1	<p>Responses include:</p> <ul style="list-style-type: none"> • time required • scheduling • equipment required • number of participants • quality of communication • system not reliable/may crash <p>Reason 2</p> <ul style="list-style-type: none"> • risk of hacking. <p>Exemplar response:</p> <p>E.g. The scheduling required to hold a video conferencing with each parent would be impossible to arrange given the number of parents involved to discuss pupil (CONT) progress (2).</p> <p>Reason 3</p> <p>E.g. Video conferencing is only possible if they have the equipment. It would be unreasonable to expect everyone to have the facility at home (1).</p>
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[6]

Mark scheme guidance

Up to **two** marks for an explanation of a reason to a maximum of **six** marks.

In each case, award two marks for a contextual explanation. Award one mark for a non-contextual explanation.

Do not accept 'parents' evening' as context. Acceptable context includes 'pupils, teachers, families, grades, school work, homework, behaviour, punctuality, GCSE, A-level, etc.

Look out for repetition.

Do not accept 'more formal', 'more professional'.

Do not award if advantages/disadvantages apply to both methods.

Examiner comments

This question requires candidates to explain why face-to-face is a more appropriate method of meeting between teachers and parents than video conferencing. Whilst most candidates appeared to have good understanding of how video conferencing works, some found it difficult to explain why it is not as appropriate as a face-to-face meeting. Candidates who focused on the disadvantages of using video conferencing such as connection issues, equipment/knowledge required performed much better than those who tried to explain why a face-to-face meeting is more advantageous. For example, 'a face-to-face meeting is more professional' does not really indicate why it is better. Video conferencing can be just as 'professionally' carried out as any meeting. The mark scheme requires candidates to show specific understanding of how the two methods differ in terms of resources required and the practical implications. Context is required for full marks to be awarded and most candidates managed to answer in context which was pleasing.

Question 1(d)

- (d) Compose a letter informing parents of a parents' evening for Years 7, 8 and 9 pupils. The parents' evening is to be held on 2 March 2018 from 3pm to 6pm.

In your letter:

- state the purpose of the letter
- inform parents of the date, time and venue of the parents' evening
- request parents to confirm whether they will attend by completing and returning the reply slip
- on the **reply slip** include spaces for parents to indicate the name and year group of their child
- on the **reply slip** include a check box for parents to tick to confirm attendance
- on the **reply slip** include a simple table for parents to indicate their preferred time slot of either 3pm to 4pm, 4pm to 5pm or 5pm to 6pm.

You will be assessed on the content, tone and layout used in your letter.

Use the letterhead on the **opposite page** to write your letter. You **may** use the space below to draft your letter. You will **not** receive marks for the draft.

[12]

You may use this box for drafting your letter.

Indicative content:

- content – inform recipients of purpose of letter (1); inform recipients of date 2 March (1), start and finish times 3pm to 6pm (1); state venue in hall (1); ask recipients to confirm attendance by **completing** and **returning** reply slip (1).
- reply slip – space for pupil name (1), space for year group (1), a **check box** allowing parents to confirm attendance (1), space for recipients to indicate preferred time slot (1).
- tone – encouraging (1), appropriate closing phrase (1).
- Layout – matching salutation and complimentary close 'Yours faithfully' (1).

Mark scheme guidance

Up to 12 marks.

This question assesses content, tone and layout. Candidates should not be penalised for errors of spelling, punctuation, grammar or sentence construction.

If 'please confirm attendance by completing and returning reply slip' used as closing sentence, award both marks.

Examiner comments

Another question that was well-performed by the majority of candidates in terms of content and the layout of the reply slip, scoring at least 10 marks. This is not surprising given candidates must have received such a letter from their schools regularly. It was pleasing to see that most candidates were able to use an 'encouraging' tone in their letters.

However, it was only very occasionally that candidates managed to provide matching salutation and complimentary close. This is a formal letter and as such must follow this standard layout. The other piece of information that candidates tended to miss was the venue, the school hall. The mark scheme has allowed various versions of this but the tendency was for candidates to leave out this vital piece of information. The advice is therefore to check the response carefully after it has been written to ensure that every detail has been included as required by the question.

Question 2

Frankley Beeches School

Frankley Beeches Close, Firling FB2 9IK
Headteacher: Mrs Hannah Reed BSc

Reply slip

Question 2

Text 2

Frankley Beeches School follows a strict protocol to maintain confidentiality of pupil data. Pupil records are checked at least once at the beginning of every academic year. Sensitive information about any pupil is kept securely in a locked filing cabinet and separate from their general school record. Teachers can only gain access to a pupil's sensitive information through the Deputy Headteacher, Mr Tim Lowe.

2 Refer to Text 2.

- (a) Identify and explain the legislation that might prompt *Frankley Beeches School* to check pupil records at least once every academic year.

Indicative content:

- Data Protection (Act) e.g. security, confidentiality, accuracy

Exemplar response:

E.g. The Data Protection Act **(1)** requires information held to be accurate **(1)**.

[2]

- (b) Explain **two** reasons why it is important for *Frankley Beeches School* to maintain the confidentiality of pupils' sensitive information.

Reason 1. **Responses include:**

- data protection
- child protection
- reputation
- misuse
- law suits/breaks law.

Reason 2. **Exemplar response:**

E.g. Pupils need to be able to trust the school to keep secure any sensitive information provided. Any breach of trust may lead to pupils **(CONT)** discussing sensitive information and the school would fail in child protection **(2)**.

E.g. So that information is not accessed by people who do not need to know **(1)**.

[4]

Mark scheme guidance

Question 2(a):

One mark for a correct identification plus a further one mark for an explanation.

Do not award any marks if legislation is not identified or it is wrongly identified.

Question 2(b):

Up to **two** marks for an explanation of a reason to a maximum of **four** marks.

In each case, award two marks for a contextual explanation. Award one mark for a non-contextual explanation.

Accept different reasons for data protection, child protection.

Acceptable context includes 'pupils, parents, teachers, grades, school (work), homework, behaviour, GCSE, A-level, etc.

Do not accept 'pupils' sensitive information but accept 'pupils' as context.

Accept answers about security.

Examiner comments

Question 2(a) – This question tests candidates' knowledge of the Data Protection Act. The command words are 'identify' and 'explain' so the legislation must be stated clearly before any marks are awarded. It was pleasing to see that most candidates were able to state the legislation fairly accurately scoring one mark, but the second mark proved more challenging for some. The mark scheme requires some understanding of the legislation such as data must be accurate, kept secure/safe/confidential, etc.

Question 2(b) – The mark scheme requires responses to be in context for full marks to be awarded and this was achieved by most candidates. Most candidates' understanding of why pupils' sensitive information must be kept confidential was sound, reflecting their experiences in a school environment. Most responses were in context which was a pleasure to see.

Question 3(a)

Text 3

Suntex Stationery Ltd is a major supplier of stationery to *Frankley Beeches School*. The school's orders are usually placed online. In December, the school returned the following items to Suntex Stationery Ltd:

10 tubes of superglue @ £4.50 each
5 metal filing boxes @ £20.00 each

3 Refer to Text 3.

(a) Using the information in **Text 3**, complete the unshaded boxes in the credit note.

Suntex Stationery Ltd			
Sunteck Industrial Park Sunteck Road Hollingford HR2 3YH			
Credit Note			
Customer: Frankley Beeches School		Date: 8 January 2018	
		Credit Note no: FBRN751	
Customer account: FB453			
Quantity	Description	Unit price	Total
10	Superglue	£4.50	£45.00 (1)
5	Metal filing boxes	£20.00	£100.00 (1)
Sub total			£145.00 (1)
VAT @ 20%			£29.00 (1)
Total credit			£174.00 (1)

[6]**Mark scheme guidance**

Up to six marks.

Award marks as indicated. One mark for copying all of quantity, description and unit price, of **both** items, accurately.

£ sign can be omitted.

Accept filing boxes, metal boxes, but not metal filing.

Examiner comments

This is the first in-tray question on the paper and most candidates demonstrated the skills required in completing the credit note accurately. Whilst most candidates were able to calculate the VAT accurately, however, some proceeded to take it away from the subtotal to give the wrong total. This indicates a weakness in candidates' knowledge of VAT which could be improved if they understood the purpose of this particular form of taxation.

Questions 3(b) and (c)

- (b) Every month *Frankley Beeches School* receives a statement of account from *Suntex Stationery Ltd.*

Other than customer details, identify **two** pieces of information that a statement of account may contain.

- | | | | |
|-----|---------------------------------|-------------------------|------------|
| 1.. | Responses include: | | |
| | • invoices (number) | • dates of transactions | |
| 2.. | • credit (notes) issued/refunds | • (outstanding) balance | |
| | • payments made | • supplier details. | |
| | • date of statement | | [2] |

- (c) Identify **two** appropriate methods of payment *Frankley Beeches School* could use to pay *Suntex Stationery Ltd.*

- | | | | |
|------------|---------------------------|---------------|------------|
| Method 1.. | Responses include: | | |
| | • bank transfer | • paypal | |
| Method 2.. | • online payment | • debit card | |
| | • electronic transfer | • credit card | |
| | • apple pay | • cheque. | [2] |
| | • direct debit | | |

Mark scheme guidance

Question 3(b):

One mark for a correct identification up to a maximum of **two** identifications.

Do **NOT** accept customer details.

Do **NOT** accept vague answers e.g. total amount, money transactions.

Question 3(c):

One mark for each correct identification up to a maximum of two identifications.

Do **not** accept 'cash', standing order.

Examiner comments

Question 3(b) – This question seems easy at first glance but it tests specific knowledge on a statement of account. So unless candidates know what a statement of account should contain, which the majority did not seem to know, they are unable to answer this question satisfactorily. Some evidently confused it with a bank statement. There were also a lot of vague answers such as 'it shows money transactions, goods purchased'. The mark scheme requires specific detail such as credit note issued, payments made, balance outstanding.

Question 3(c) – It was pleasing to see fewer vague answers this session such as 'card'. However, candidates who stated 'cash' failed to read the scenario carefully. The school orders stationery online so therefore excludes 'cash' as a method of payment. Some candidates stated 'standing orders' which showed a lack of understanding of this method of payment. The mark scheme accepts any kind of online payment as long as the answers are specific and clear.

Question 4

Text 4

Frankley Beeches School is looking for a temporary, full-time Maths teacher to cover a period of maternity leave in the summer term. The school secretary has been asked to draft a job advertisement for this appointment. The following job advertisement has been received by Mrs Hannah Reed for her approval.

Frankley Beeches School**Job title:** Frankley Beeches School**Location:** England**Job type:** Full-time**Post date:** 1 February 2018

We are looking for an experienced teacher who a leader in in their field.

Key tasks:

- 1 Teach agreed subjects, including the preparation of teaching materials as necessary.
- 2 Prepare specific learning programmes to meet the special educational needs of groups and individuals.
- 3 Assess and record pupil progress.

Qualification: Degree in Maths

If you interested, please apply ASAP.

Question 4(a)

4 Refer to Text 4.

(a) Identify **eight** improvements that could be made to the job advertisement to ensure that it is fit for its intended purpose and audience.

1. Responses include:

- left align 'location' and 'job type'
- 'is' inserted after 'who'
- deleted second 'in'
- 2. • 'are' inserted after 'you'
- job title changed to 'Maths teacher' or 'Maths teacher' clearly stated
- school logo
- 3. • location made more specific – North of England or Firling
- adding details about the school e.g. type, results, etc
- adding 'temporary'
- adding 'for summer term only'
- 4. • adding 'to cover maternity leave'
- salary details
- level of experience required
- 5. • benefits of working for the school
- adding teaching qualification/grade of degree e.g. 2.1
- details about year groups to be taught
- changing 'ASAP' to a reply-by date
- 6. • adding correspondence details for application
- adding website link
- contract start and finish dates.

7.

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8.

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[8]

Mark scheme guidance

One mark for an appropriate improvement up to a maximum of **8** improvements.

Watch out for repetitions.

Do not accept 'check spelling and grammar', too vague.

Do not award 'job advertisement'.

Examiner comments

This was the second in-tray exercise on the paper, where candidates are asked to identify improvements that could be made to the job advertisement. Whilst most candidates appeared to be able to identify appropriate improvements, some failed to interpret the rubric accurately. Instead of making suggestions for how the job advertisement could be improved, some candidates stated the weaknesses in the document such as 'it does not state the starting date of the job'. This is a criticism, not an improvement, so therefore not awardable. There were also a number of vague answers such as 'there are spelling and grammatical mistakes' which again do not answer the question. This, once again, shows how important it is for candidates to read the question carefully first and checking afterwards to ensure the answers match the requirements of the question.

Exemplar Candidate Work

Question 4(a) – Low level answer

4 Refer to Text 4.

(a) Identify eight improvements that could be made to the job advertisement to ensure that it is fit for its intended purpose and audience.

1. Include statistics of progression of students ~~math~~ maths exams
2. Sign by the headteacher on behalf of the school and maths department.
3. ~~Clarify previous job history and state any relevant experience in teaching~~ full address and location of the school
4. Ensure that under 'post date' that grammar is correct to show school is professional and they aren't unprofessional.
5. Along with maths degree, do they have a teaching degree qualification.
6. Specify awards of grades needed by the future teacher. Studies to maintain in the top 20% for progression.
7. Specify that the job role will most likely be part time due to maternity leave.
8. Specify breaks off work (e.g. holidays) and wage they would be receiving.

[8]

Commentary

This question tests candidates' knowledge of the content of a job advertisement and how it should be laid out. The question specifically asks for improvements; it does not ask for the identification of mistakes or weaknesses i.e. answer number 4.

In answer number 4, instead of merely stating 'ensure ... grammar is correct', the candidate could suggest:

- inserting 'is' after 'who';
- deleting the second 'in';
- inserting 'are' after 'you'.

Each of the bullet points listed above would gain a mark (i.e. 3 additional marks here).

The first, second and sixth answers were not awarded because these items would not be normally included in a job advertisement. Answer number 7 does not make sense so not awardable.

To achieve higher marks the candidate needs to make sure their answers are specific and answer the question set i.e. actually state how the job advertisement could be improved.

Exemplar Candidate Work

Question 4(a) – High level answer

4 Refer to Text 4.

- (a) Identify eight improvements that could be made to the job advertisement to ensure that it is fit for its intended purpose and audience.

1. The job title should say 'mathematics teacher' instead of 'Frankly Beeches School'.
2. The location should say 'Frankly Beeches School, ^{Filing} ~~Frankly~~ instead of 'England'.
3. ^{Missing words inserted so} Spelling and grammar should be better. Sentencing needs to be better. ^{should be} 'teacher who is a leader in their field', ~~it~~
4. Should be a contact number or email so potential applicants can respond.
5. Layout should be better. The words 'location' and 'job type' need to be placed directly under the words 'job title'.
6. The qualification needed should be more detailed and specific.
7. The key tasks should be more descriptive and specific. e.g. explain how they will assess pupil progress.
8. ^{just say} Retention ~~say~~ 'full time' for job type, ~~to~~ specify the actual hours they will be working.

[8]

Commentary

Apart from answers number 6 and 7, this candidate has suggested six appropriate improvements to the content, grammar and layout to the job advertisement. These are clear, precise suggestions that could have made the job advertisement more fit for its intended purpose and audience.

Answer number 6 was not awarded because it was deemed to be too vague. The candidate could improve by stating the qualifications needed to be included, i.e. Teaching qualification, PGCE, Maths qualifications, etc.

The first part of answer number 7 was not awarded because it is too vague. The example that follows would not be normally included in a job advertisement so therefore the mark was not awarded.

To achieve full marks the candidate would need to suggest 8 specific improvements to the job description. These could relate to content, grammar or layout. Please see the published mark scheme for further suggestions of valid responses.

Question 4(b)

(b) Evaluate likely impacts on *Frankley Beeches School* of failing to recruit a Maths teacher in time to cover the period of maternity leave in the summer term.

[12]

Responses include:

- bad reputation
- dissatisfied pupils/parent
- unhappy teachers
- use supply teachers
- governor disapproval
- LEA intervention
- poor results
- lower standard of teaching.
-

Exemplar response:

E.g. The results for Maths will be affected adversely due to insufficient members of staff (L2). This will in turn affect the reputation of the school (L3).

By not recruiting in time the workload for other members of staff will increase (L1). This might lead to lessons not being planned effectively (L2) which will lower the standard of teaching (L3).

Ultimately, the greatest impact would be on the standard of teaching and this would adversely affect the attainment of the pupils. *Frankley Beeches School* excels in Maths (CONT) and Computing, it would be difficult to maintain this achievement with insufficient members of staff which would then affect its reputation in the long run (L4).

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Mark scheme guidance**Levels of response****Level 4 (10–12 marks)**

Candidate evaluates the impact of failing to recruit in time with justification. NB. Justification must be relevant to the scenario.

Level 3 (7–9 marks)

Candidate analyses impact(s) of failing to recruit in time.

NB. Analysis is the consequence of the explanation given at level 1 or 2.

Level 2 (4–6 marks)

Candidate explains impact(s) of failing to recruit in time.

Level 1 (1–3 marks)

Candidate identifies impact(s) of failing to meet deadline.

L4 evaluation – Award 10 for a generic judgement of the biggest or most serious/short-term/long-term impact. Award 11 marks for a contextual judgement of the biggest or most serious/short-term/long-term impact. Award 12 marks for a comparative judgement of the biggest or most serious impact or a detailed short-term/long-term impact.

Do not award L3 for impacts on teachers, pupils, or parents.

Examiner comments

This was the only levels-of-response question which tests candidates' ability to analyse a given scenario to reach a conclusion. It was pleasing to see good, accurate analyses of possible impacts, perhaps because candidates have in-depth understanding of the responsibilities of a school. However, the fact that very few candidates reached a conclusion about the biggest impact is disappointing. Few attempted even to write a conclusion which indicates that candidates either did not understand the meaning of 'evaluate' or they did not read the question carefully enough.

Ten marks were awarded for a generic judgement of the biggest or most serious/short-term/long-term impact. To achieve eleven marks the conclusion must be contextual whilst for twelve marks candidates were required to make a comparative judgement of the biggest or most serious impact or a detailed short-term/long-term impact. As the question was asking for possible implications on the school, a conclusion that evaluates the impacts on teachers, pupils, or parents was not awardable.

Exemplar Candidate Work

Question 4(b) – Low level answer

- (b) Evaluate likely impacts on *Frankley Beeches School* of failing to recruit a Maths teacher in time to cover the period of maternity leave in the summer term.

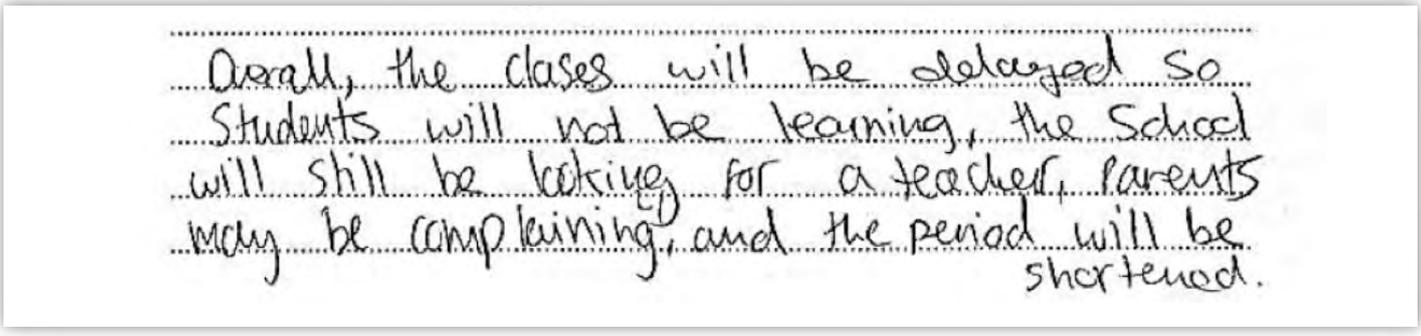
[12]

The classes may be delayed until the school can find a maths teacher to teach the classes. Also the students it may decide not to come to the classes after a long wait and they may look for another class to attend instead. Also the school itself may be impacted because it may give ~~them~~ Frankley Beeches a bad ~~re~~ reputation for summer schooling and no teacher or student will want to go.

This can also lead to no one being available to teach maths because it will be during the summer and everyone will be working or enjoying themselves instead!

The school may have to offer extra pay to the teacher because it's so late and they can't get anyone else.

The school may also ~~make~~ have to make another letter for a job draft to hire another teacher for maybe more money. ~~of more~~



Overall, the classes will be delayed so
students will not be learning, the school
will still be looking for a teacher, parents
may be complaining, and the period will be
shortened.

Commentary

This is the only question on the paper that tests candidates' higher-level ability to analyse and evaluate a given issue. In this case candidates were asked to evaluate the impacts on the school of failing to recruit a Maths teacher in time to cover the maternity leave.

The question is marked over four levels, with the candidate gaining a mark consistent with the highest level they achieve. A level 1 mark is for knowledge, level 2 for understanding, level 3 for analysis and level 4 for evaluation. As this is a topic candidates are familiar with, most were able to identify and explain likely impacts this may have on students, teachers and the school's general attainment.

This candidate's response consists mainly of a list of likely impacts e.g. classes may be delayed, students may decide not to come to classes. One attempt at development can be found at the end of the first paragraph – it may give Frankley Beeches a bad reputation (level 1) and no teacher or student will want to go (level 2).

The next three paragraphs were not awarded marks because they were either not deemed as likely impacts or the description did not make much sense. Two more likely impacts were identified in the last paragraph but these were not developed/explained so were only deemed level 1 points.

There was one satisfactory attempt at developing/explaining a likely impact on the school. The whole answer is awarded a level 2 mark of 4.

To gain higher marks the candidate needs to develop more of the points they make. For example, the first impact identified can be developed as follows – students may decide not to come to the classes (level 1), this will have a negative impact on their grades (level 2). This small addition would have taken the total mark awarded to 5.

Exemplar Candidate Work

Question 4(b) – Medium level answer

- (b) Evaluate likely impacts on *Frankley Beeches School* of failing to recruit a Maths teacher in time to cover the period of maternity leave in the summer term.

[12]

It is important for Frankley Beeches School to recruit a Maths teacher in time to cover the period of maternity leave in the summer term otherwise this could have several impacts and consequences if they fail to do so:

One impact they could have is a bad reputation as parents could hear about the disorganised arrangement and feel others. If parents are ~~not~~ unsatisfied with the school, they could address the school board and take the complaint further. This could result in consequences for school staff or parents even considering taking their children out of the school if they don't have a Maths teacher to cover their ~~Maths~~ lessons.

Another impact would be that there could be diary clashes if other teachers attempt to try and cover the lesson and therefore lead to unprofessionalism.

If other parents hear about this incident then ~~other parents~~ ^{they} might have reservations about their children joining in the future.

Another impact could be that the school have to spend a lot more money on a cover teach so that someone can cover immediately. This could therefore lead to a decrease in the responsible teachers'

..... wages for not getting a cover teacher
in time. ~~Manage~~ This could the cause a
..... conflict between staff members and affect other lessons.

Commentary

This candidate has identified and explained several likely impacts on the school achieving a top level 2 mark of 6.

To enter level 3 candidates need to demonstrate the skill of analysis. Analysis in this qualification always means a consequence of a level 1 or level 2 point. The question required the likely impacts on the school to be analysed. While impacts on students and parents were awarded at levels 1 and 2, an analysis of the impacts on the school were specifically required to enter level 3. Consider this candidate's response: The first impact identified is 'bad reputation' (level 1) because parents could hear about the issue and tell others (level 2). This could be analysed to achieve level 3 by adding 'this will then lead to a lower intake of students reducing the school's funding from the government' (level 3).

The impact in the last paragraph could also have been analysed to achieve level 3 – the school will have to spend a lot of money on cover teacher (level 1) so that someone can cover immediately (level 2). The consequence of this is that the school may overspend (level 3).

Exemplar Candidate Work

Question 4(b) – High level answer

- (b) Evaluate likely impacts on Frankley Beeches School of failing to recruit a Maths teacher in time to cover the period of maternity leave in the summer term.

[12]

Not recruiting a suitable maths teacher in time to cover the period of maternity leave can have severe effects on Frankley Beeches School. One effect would be angry and unsatisfied parents who may threaten to move their child to another school. This impact can lead to many parental complaints, a rise in child absenteeism and a negative relationship between teachers and parents.

Another impact would be the effect of the school's ranking. Having no maths teacher will negatively affect student academic success and therefore the school will lower its ranking. This will lead to a lack of parents wanting their child to join the school. Also through word of mouth by parents, the school may be viewed as unprofessional.

This leads to the next impact, the school having a bad reputation which will lead to a lack of parents wanting their child to go to the school. The unprofessional actions of the school reflect badly on the children as they are expected to be professional when they are older through the teachings in school.

The most obvious impact would be the children's education. Not having a maths teacher will result in children not reaching their maximum capabilities and as a result prevent them from achieving what they want in the future due to poor grades. This is ethically wrong as the school should not be the reason for a child's lack of education. Therefore this could lead to at worst, the school closing down due to failing kids, angry parents, lack of students and bad publicity.

Commentary

This candidate has successfully analysed two likely impacts on the school to achieve a level 3 mark of 8. Impacts on the school have been analysed explicitly, see references to 'lower ranking' and 'closing down' as a result of poor student attainment.

To achieve a level 4 mark, this candidate needed to evaluate the impacts on the school e.g. suggest the most likely impact with a justification. For example, "the most likely impact on the school is a drop in the school's ranking due to lower student attainment. This is because without a Maths teacher students' grades are bound to suffer, affecting the overall achievement of the school". This will lead to a lower ranking as the school cannot maintain its position in the top 20% nationally. This answer would be awarded a level 4 mark of 11 because the most likely impact has been suggested ('drop in school's ranking' with reasoning (because ...) and is in context (top 20% nationally).

To achieve full marks, the candidate needs to suggest why the other impact they suggest, i.e. 'closing down', is less likely to take place. For example, "the school is unlikely to be closed down for a drop in student attainment. Closing a school down is a drastic measure which the government is unlikely to take unless there are no other options."



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