

**Cambridge Technicals
Business**

Unit 2: Working in Business

Level 3 Cambridge Technical in Business
05834 - 05837

Mark Scheme for January 2019

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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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Annotations

Annotation	Meaning
Tick	Valid point, mark awarded
Cross	Incorrect
Question mark	Response unclear
BOD	Benefit of doubt (mark awarded)
TV	Too vague (mark not awarded)
REP	Repetition (no additional marks awarded)
NAQ	Not answered question (incorrect focus)
L1	Level 1 response (identification)
L2	Level 2 response (explanation)
L3	Level 3 response (analysis)
L4	Level 4 response (evaluation)
CONT	Context (required for high L4 award only)

Subject-specific marking instructions

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

L3 analysis is required to award L4.

Question			Answer	Marks	Guidance
1	(a)	(i)	<p>Responses include:</p> <ul style="list-style-type: none"> secretary superior to chiefs/directors/lower levels/overall chiefs superior to directors/lower levels directors superior to lower levels <p>Exemplar responses:</p> <p>E.g. The chief officer would have more power than a director (2).</p> <p>E.g. The Secretary of the <i>Department of Health & Wellbeing</i> has the final say (2).</p> <p>E.g. Chief Operating officer reports to the secretary (2).</p> <p>E.g. The higher the level of authority a person has in an organisation the greater their degree of control over the organisation and its employee (1).</p>	2	<p>Up to two marks for a correct example, else award definition one mark maximum.</p> <p>Accept inverse arguments e.g. directors subordinate to secretary.</p> <p>Do not accept 'how important someone is', 'ranking', 'status', annotate TV.</p> <p>Do not award Secretary has more authority over everybody else.</p> <p>Secretary above/higher up than the chief officers - TV.</p> <p>Do not accept 'somebody is better than somebody else'.</p> <p>Accept 'levels of authority' to mean</p> <ul style="list-style-type: none"> more say more power more/in control in charge more responsibility subordinate to boss of reports to request permission from can delegate has final say (secretary only).

Question			Answer	Marks	Guidance
1	(a)	(ii)	<p>Indicative content:</p> <p>Hierarchical/hierarchy or tall structure.</p>	1	<p>One mark for a correct identification.</p> <p>This question assesses synoptic content from Unit 1 LO3 Organisation structures.</p> <p>Contradictory rule applies, see p.2.</p>
1	(b)		<p>Responses include:</p> <p>Private sector:</p> <ul style="list-style-type: none"> • make profit • improve brand image. <p>Public sector:</p> <ul style="list-style-type: none"> • social benefit/helping people • improve health and wellbeing. <p>Exemplar responses:</p> <p>E.g. The main aim of businesses in the private sector is to make a profit (1), whilst in the public sector it is to provide social benefits (1).</p> <p>E.g. Private sector is for profit (1) whilst public sector is not for profit (0).</p> <p>E.g. One is for profit and one is for social benefit (0).</p>	2	<p>Up to two marks.</p> <p>One mark for private sector aims and objectives, one mark for public sector aims and objectives.</p> <p>This question assesses synoptic content from Unit 1 LO1 Different types of businesses.</p> <p>Do not award other financial aims e.g. break even, lower costs, etc, as they apply to both sectors.</p> <p>Social benefit e.g. for the people/public, about the people/public, public service provision.</p>

Question	Answer	Marks	Guidance
2	<p>Use level of response criteria.</p> <p>Responses include:</p> <p>Features of BACS/cheques e.g.:</p> <ul style="list-style-type: none"> • BACS electronic/cheques paper based • direct transfer from bank to bank/cheques have to be cashed at a bank • BACS can be paid with a phone • BACS instantaneous payments/cheques have to be cleared • set up advanced payments with BACS • can replicate payments with BACS • replicate/save employee details with BACS • cheques have to be written and signed • BACS requires no physical transfer/cheques have to be distributed • BACS cannot be altered by payee/cheques can be altered by payee • cheques can be lost. <p>Exemplar response:</p> <p>E.g. Salaries go from the employer's account into the employees' account directly with electronic bank transfers (L1). This means payments are instantaneous (L2) and ease financial planning for both employer and employees (L3). Bank electronic transfers are also safer than cheques (L2) because cheques might be misplaced (L1) which means they have to be reissued or cancelled, reducing business efficiency (L3).</p> <p>Overall, it is easier for <i>The Department of Health & Wellbeing</i> to pay their employees by bank electronic transfer because of the</p>	12	<p>Levels of response</p> <p>Level 4 (10 – 12 marks) Candidate evaluates possible reasons for <i>The Department of Health & Wellbeing</i> using bank electronic transfer rather than cheques.</p> <p>Level 3 (7 – 9 marks) Candidate analyses possible reason(s) for <i>The Department of Health & Wellbeing</i> using bank electronic transfer.</p> <p>Level 2 (4 – 6 marks) Candidate explains possible advantage(s)/disadvantage(s) of features of BACS/cheques.</p> <p>Level 1 (1 – 3 marks) Candidate identifies feature(s) of bank electronic transfer and/or cheques.</p> <p>L1 knowledge – candidate identifies at least one positive feature of electronic transfer or negative feature of cheques.</p> <p>L2 understanding – candidate explains at least one advantage of electronic transfer or disadvantage of cheques.</p> <p>L3 analysis – candidate analyses at least one reason for using electronic transfer rather than cheques i.e. develops their answer to include the advantage to the organisation of using electronic transfer or the disadvantage to the organisation of using cheques. Note: analysis must be business facing.</p>

Question		Answer	Marks	Guidance
		sheer number of employees (L4) . To issue over 2000 (CONT) cheques a month would take a considerable amount of time to write and authorise, which would not be practical for an organisation of this size (L4) .		<p>L4 evaluation – Award 10 marks for a non-contextual, overall judgement. Award 11 marks for a contextual judgement. Award 12 marks for a detailed, contextual judgement.</p> <p>Do not award disadvantages of BACS or advantages of cheques.</p>
3	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> no discrimination in terms of gender, race, age, disability, sexual orientation, etc employment issues e.g. equal pay, equal opportunities for selection, interview, shortlisting, job advert, promotion, training, etc <p>Exemplar responses:</p> <p>E.g. No discrimination on grounds of gender, age or ethnic origin (1) in terms of pay (+1).</p> <p>E.g. No discrimination on grounds of age (1).</p> <p>E.g. Treating men and women the same (1).</p> <p>E.g. Treating men and women the same (1) in terms of promotion (+1).</p> <p>E.g. Hire (+1) disabled people (1).</p>	4	<p>One mark for type of discrimination. Plus one mark for an employment issue.</p> <p>This question includes two embedded marks for synoptic assessment from Unit 1 LO6 External influences.</p> <p>Look for type of discrimination first before awarding marks.</p> <p>Look out for REP.</p>

Question		Answer	Marks	Guidance
3	(b)	<p>Responses include:</p> <p>Skills: e.g.</p> <ul style="list-style-type: none"> • organisational skills • time management/work to deadline • problem solving/ability to adapt • administrative skills • ability to arrange meetings • ability to work on own initiative • ability to use office systems/data management/filing • communication skills • work well under pressure • any personality traits e.g. punctuality. <p>Qualifications: e.g.</p> <ul style="list-style-type: none"> • type e.g. GCSE, CTech, A-level, NVQ, degree, etc • subject e.g. Maths, English, IT, etc. <p>Experience: e.g.</p> <ul style="list-style-type: none"> • work experience in previous jobs, employment history e.g. PA 	6	<p>In each case, one mark for each of two criteria.</p> <p>Accept any relevant suggestions.</p> <p>Do not accept school/college/university qualifications – TV. Look for type e.g. GCSE, CTech, etc, or subject.</p> <p>Do not accept experience of having a skill e.g. experience of work well under pressure.</p> <p>Do not accept irrelevant/vague experience e.g. charity work, lifeguard, accountancy, etc.</p> <p>Do not accept ‘assistant’, annotate TV.</p>
3	(c)	<p>Responses include:</p> <ul style="list-style-type: none"> • cause delays • adverse effect on reputation • loss of trust • loss of funding • higher costs • complaints • law suits • backlog. 	6	<p>One mark for each impact/consequence up to a maximum of three marks.</p> <p>Impact ➡ Impact ➡ Impact</p> <p>Do not accept ‘loss of customers, sales, profit, brand image’ because it is a public sector organisation.</p> <p>Candidates may analyse possible impacts by way of examples.</p>

Question			Answer	Marks	Guidance
			<p>Exemplar response:</p> <p>E.g. Missing deadlines may cause delays (1), leading to a high volume of backlog (1). This may result in loss of trust in the organisation (1).</p> <p>E.g. Missing deadlines may mean that important information is not passed on (1) which means that profit decreases (0) meaning that they cannot expand their service provision (0).</p>		<p>Do not award 'unprofessional', it is too vague but not incorrect.</p> <p>Do not award if first impact incorrect.</p> <p>An incorrect or non-contextual impact breaks the chain.</p>
4	(a)	(i)	<p>Indicative content:</p> <p>Fox Meadow (Leisure Centre).</p>	1	<p>One mark for the correct answer.</p> <p>Do not award 'Swan' as its capacity is too low.</p> <p>Do not award 'Arora' as its food offering is not healthy.</p> <p>Do not award 'A-Class' as it would come in over-budget.</p>

Question			Answer	Marks	Guidance
4	(a)	(ii)	<p>Indicative content:</p> <ul style="list-style-type: none"> restaurant capacity - 75 cost - 1465 healthy lunch – salad bowls, grilled chicken with wild rice, tuna pasta bake, baked apple, fruit salad. <p>Exemplar responses:</p> <p>E.g. The restaurant at Fox Meadow Leisure Centre is big enough to accommodate all the participants (1).</p> <p>E.g. The restaurant at Fox Meadow Leisure Centre has a capacity (1) of 75 (1).</p> <p>E.g. The lunch and activity charges at Fox Meadow Leisure Centre are within budget (1).</p> <p>E.g. The lunch and activity charges at Fox Meadow Leisure Centre are £35 (1) under the budget (1).</p>	4	<p>One mark for each reason. One mark for context.</p> <p>Accept alternative answers as follows:</p> <p>Reasons for choosing Arora:</p> <ul style="list-style-type: none"> restaurant capacity of 50 within budget - £1447.50 or £52.50 left over cheapest minimum spend of £1400. <p>Reasons for choosing Swan Centre:</p> <ul style="list-style-type: none"> healthy menu – pasta salad, salmon and brown rice salad, vegetable stir fry with rice, red berry compote, frozen yoghurt within budget - £1420 or £80 left over cheapest maximum spend - £1420 cheapest minimum spend of £1400. <p>Reasons for choosing A-Class:</p> <ul style="list-style-type: none"> healthy menu – jacket potato with choice of filling and salad, winter vegetable stew and mash, organic pork and mushroom casserole, tropical fruit salad, grilled pineapple with yoghurt restaurant capacity of 80 <p>For context look for costs, maximum capacity of leisure centre, menu items, etc.</p>

Question		Answer	Marks	Guidance
4	(b)	<p>Indicative content:</p> <p><u>FOX MEADOW:</u></p> <p>Fox Meadow Minimum spend: £1405 (4)</p> <p>Else: award 1 mark for each of the following figures if seen, to a maximum of 3 marks:</p> <p>1050 375 355 325 280 175 75 28.10 21 7.10 5.60 1.5</p> <p>Fox Meadow Maximum spend: £1465 (4)</p> <p>Else: award 1 mark for each of the following figures if seen, to a maximum of 3 marks:</p> <p>1050 415 375 325 175 90 29.30 21 8.30 6.5 1.8</p>	8	<p>Up to four marks for minimum spend. Up to four marks for maximum spend.</p> <p>Award full (four) marks for each correct answer (with or without workings).</p> <p>Other leisure centres:</p> <p><u>SWAN:</u></p> <p>Swan Minimum spend: £1400 (4)</p> <p>Else: award 1 mark for each of the following figures if seen, to a maximum of 3 marks:</p> <p>1020 380 350 320 290 200 150 90 28 20.40 7.6 5.8 1.8</p> <p>Swan Maximum spend: £1420 (4)</p> <p>Else: award 1 mark for each of the following figures if seen, to a maximum of 3 marks:</p> <p>1020 400 350 320 310 200 150 90 28.40 20.40 8.00 6.20 1.80</p> <p><u>ARORA:</u></p> <p>Arora Minimum spend: £1400 (4)</p> <p>Else: award 1 mark for each of the following figures if seen, to a maximum of 3 marks:</p> <p>1050 375 350 300 250 200 175 100 28 21 7 5 2</p>

Question	Answer	Marks	Guidance
			<p>Arora Maximum spend: £1447.50(4)</p> <p>Else: award 1 mark for each of the following figures if seen, to a maximum of 3 marks:</p> <p>1050 397.50 375 300 297.50 200 175 100 28.95 21 7.95 5.95 2</p> <p><u>A-CLASS:</u></p> <p>A-class Minimum spend: £1577.50 (4)</p> <p>Else: award 1 mark for each of the following figures if seen, to a maximum of 3 marks:</p> <p>1152.50 425 400 350 325 210 192.50 100 31.55 23.05 8.50 6.50 2</p> <p>A-class Maximum spend: £1662.50 (4)</p> <p>Else: award 1 mark for each of the following figures if seen, to a maximum of 3 marks:</p> <p>1152.50 510 410 400 350 210 192.50 100 33.25 23.05 10.2 8.2 2</p>

Question		Answer	Marks	Guidance
4	(c)	<p>Indicative content:</p> <p>Content:</p> <ul style="list-style-type: none"> inform recipients of purpose of email (1) inform recipients of date (25th January 19) (1) start and finish times (10 – 4) (1) name (Fox Meadow Leisure Centre) (1) full address (55 Evans Road, Lexzinster LZ2 9PL) (1) inform recipients of activities i.e. swimming, indoor cycling, gym and bowls (1) ask recipients to indicate meal choices (1) ask recipients to indicate special dietary requirements (1). <p>Tone:</p> <ul style="list-style-type: none"> enthusiastic about benefits of participating (1) appropriate closing encouraging participants to reply (1). <p>Layout:</p> <ul style="list-style-type: none"> suitable title entered on subject line e.g. training day (1) suitable method for indicating menu choice e.g. tick boxes, dotted line, instruction to underline, instruction to circle (1). 	12	<p>Up to 12 marks.</p> <p>This question assesses content and tone. Candidates should not be penalised for errors of spelling, punctuation, grammar or sentence construction.</p> <p>Leisure Centre and its address must be clearly and accurately stated.</p> <p>Swan Leisure Centre, 5 Knights Lane, Lexzinster LZ4 8RR</p> <p>Arora Fitness Centre, 10 Hunters Drive, Lexzinster LZ3 7QQ</p> <p>A-Class Fitness & Leisure, 74 Swinton Avenue, Lexzinster LZ3 8IE</p> <p>This question includes one embedded mark for synoptic assessment from Unit 1 LO5 Stakeholders.</p>

Question		Answer	Marks	Guidance
4	(d)	<p>Responses include:</p> <ul style="list-style-type: none"> • less cost • more environmentally friendly • less paper waste/ink • faster response rate • faster receipt • hyperlinks • video attachment • ease of distribution • multiple recipients at the same time • reduces chances of delay • ease of storage of response from recipients • reduced chance of being lost. 	2	<p>One mark for each identification to a maximum of two identifications.</p> <p>Waste of resources too vague, must specify type of resources.</p> <p>Must be a benefit to the <i>Department of Health & Wellbeing</i> for marks to be awarded.</p> <p>Do not accept benefits to employees or advantages of email per se.</p> <p>Accept 'easier' if qualified.</p> <p>Do not accept 'waste resources', annotate TV.</p>

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