

**Cambridge Technicals  
Business**

**Unit 9: Human resources**

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**

<b>Annotation</b>	<b>Meaning</b>
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 before L4 can be accessed.

Question			Answer	Marks	Guidance
1	(a)	(i)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Data Protection Act</li> <li>• Employment Act</li> <li>• Equality Act</li> <li>• Health and Safety at Work Act</li> <li>• National Minimum Wage Act</li> <li>• Personal Protective Equipment at Work Regulations</li> <li>• Working Time Regulations</li> </ul>	1	<p>One mark for correct identification.</p> <p>Legislation must be accurately named.</p> <p>Legislation identified <b>must</b> be current e.g. <b>do not</b> accept Disability Discrimination Act, Sex Discrimination Act etc.</p> <p>If multiple responses mark first response only.</p>
		(ii)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• litigation and/or tribunals</li> <li>• financial costs of breaching legislation e.g. fines, compensation, court costs</li> <li>• difficulty recruiting skilled and/or experienced employees</li> </ul> <p>Exemplar response:</p> <p>If <i>Springly Farm</i> breached the Health and Safety at Work Act then workers and visitors could be injured (1). This may result in financial costs such as having to pay compensation to people injured (1).</p>	2 x 2 marks	<p>One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two developments.</p>
	(b)		<p>Responses include:</p> <ul style="list-style-type: none"> <li>• additional/new employees might be needed - recruitment costs</li> <li>• additional layers of management may be needed if spans of control become too large</li> <li>• new skills might be needed</li> <li>• training packages might need to be arranged for current employees</li> </ul>	2	<p>One mark for correct identification, plus a further one mark for explanation.</p>

Question		Answer	Marks	Guidance
		<p>Exemplar response:</p> <p>Diversifying into a new sector, such as when the cafe opened for visitors, is likely to result in the need for new skills (1). Plans will therefore need to be put into place to ensure that people are available with these skills. This could be either via recruiting new employees or providing training for existing employees (1).</p>		
	(c) (i)	$\frac{\text{Number of work days lost due to employee absence}}{\text{Total number of working days}} \times 100$ $\frac{136}{2000} \times 100$ <p>Answer = <b>6.8%</b></p>	2	<p>Up to two marks.</p> <p>Award full marks for '6.8%' or '0.68' irrespective of workings. <b>Only</b> accept '7%' or '0.7' if correct workings shown.</p> <p>Award maximum 1 mark for correct formula (in words or figures) or '6.8' (without percentage symbol) or '7' (without percentage sign) if seen.</p>
	(ii)	$\frac{\text{Number of temporary employees leaving during the year}}{\text{Number of temporary employees employed during the year}} \times 100$ $\frac{4}{16} \times 100$ <p>Answer: <b>25%</b></p>	2	<p>Up to two marks.</p> <p>Award full marks for '25%, 1/4 or 0.25' irrespective of workings.</p> <p>Award maximum 1 mark for correct formula (in words or figures) or '25' (without percentage symbol) if seen.</p>
2	(a)	<p>Responses include:</p> <p>Pros</p> <ul style="list-style-type: none"> <li>clearly states job title and that the role is temporary</li> <li>clear layout – easy to identify which are essential and which are desirable skills/experience</li> </ul>	8	<p><b>Levels of response</b></p> <p><b>Level 4 (7 – 8 marks)</b> Candidate evaluates whether the person specification is fit for purpose.</p>

Question	Answer	Marks	Guidance
	<p>Cons</p> <ul style="list-style-type: none"> <li>• lack of detail may make shortlisting harder</li> <li>• missing details may make it difficult for an applicant to assess whether the role is suitable for them</li> <li>• willingness to work around animals is probably an essential skill</li> <li>• willingness to work outdoors is essential rather than desirable for this role</li> </ul> <p>Exemplar response:</p> <p>The person specification has a clear layout. The job title and that the role is temporary are clearly stated and it is divided into two clear sections – one for essential skills and one for desirable skills. (L1) This is important information for applicants so that they can identify whether they have the essential skills as a minimum (L2). If not then it helps them to make the decision not to apply. It also makes it easier for <i>Springly Farm</i> when they are shortlisting for interview (L2) as they will be able to compare applications with the details on the person specification. In this respect the advertisement is fit for purpose. (L3)</p> <p>There is also important information missing such as a willingness to work around animals (L1). Without this information, applicants might think they will never come into contact with animals while on the Farm (L2). This might only become clear at interview and, if the applicant is unwilling to work near animals, will waste both the applicant's and interviewee's time (L3).</p> <p>Overall, the person specification is not fit for purpose. If there are insufficient details to help an applicant to decide whether the role is suitable for them then it is of little use within the recruitment process for both the applicant and the business. As there has been a high labour turnover in previous years (context) for Visitor</p>		<p><b>Level 3 (5 – 6 marks)</b> Candidate analyses the impact of good/bad/missing features on the person specification. Analysis must be business-facing.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidate explains good/bad/missing features on the person specification and/or provides an appropriate example.</p> <p><b>Level 1 (1 – 2 marks)</b> Candidate identifies good/bad/missing features on the person specification.</p> <p>Accept brief/short as L1.</p> <p>Accept L1 features that would relate to a job advert.</p>

Question	Answer	Marks	Guidance
	<p>Assistants it is vital the right people are attracted to apply and employed for the role in the hope that they will stay until the end of their contract (L4).</p>		
<b>(b)</b>	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• local job centre</li> <li>• local newspaper</li> <li>• local shop windows</li> <li>• local sixth form/college/university</li> <li>• noticeboard at the farm</li> <li>• noticeboard in a local supermarket</li> <li>• on social media</li> <li>• websites other than the farm's own website.</li> </ul> <p>Exemplar response:</p> <p>The advertisement needs to be local as people are unlikely to travel long distances for a temporary role with variable hours (1). Students from a local college are likely to be interested in such a role so advertising on a noticeboard or having a poster at the student reception would attract applicants (1).</p>	3 x 2 marks	<p>One mark for each correct identification up to a maximum of three identifications, plus a further one mark for each of three explanations.</p> <p>Do <b>not</b> award repetition.</p> <p>Do <b>not</b> award farming magazines.</p>
<b>(c)</b>	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• telephone call</li> <li>• text</li> <li>• visiting the farm</li> </ul> <p>Exemplar response:</p> <p>Candidates could be asked to telephone to express an interest in the Visitor Assistant roles (1). They would need to speak to either the Farm Manager or the owners to discuss their skills and experience (1).</p>	2	<p>One mark for correct identification, plus a further one mark for a description.</p> <p>NB Must be an informal method.</p>

Question		Answer	Marks	Guidance
3	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• disengaged employees (particularly temporary workers)</li> <li>• communication (between permanent and temporary workers)</li> <li>• isolated/lack of team work</li> <li>• management style</li> <li>• recruitment choices</li> </ul> <p>Exemplar response:</p> <p>There is little communication and interaction between the permanent and temporary employees (1). This may affect employee relations because there is no team spirit and there might even be resentment between them (1).</p>	3 x 2 marks	<p>One mark for each correct identification up to a maximum of three identifications, plus a further one mark for each of three explanations.</p> <p>Barriers identified <b>must</b> be relevant to <i>Springly Farm</i>.</p>
	(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• greater involvement with decision making</li> <li>• delegation</li> <li>• empowerment</li> <li>• flexible working</li> <li>• fringe benefits</li> <li>• job rotation</li> <li>• job enrichment</li> <li>• opportunity for team working/team building</li> <li>• promotion opportunities</li> <li>• training and development opportunities</li> <li>• praise/positive reinforcement/appraisal/feedback from owners</li> <li>• employee of the month schemes</li> <li>• break room/staff room/recreation area etc</li> <li>• (more) breaks.</li> </ul>	2 x 3 marks	<p>One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations and a further one mark for each of two analyses.</p> <p>NB must be non-monetary.</p>



Question	Answer	Marks	Guidance
	<p>Exemplar response:</p> <p><i>Springly Farm</i> could use job rotation (1). If, for example, a temporary worker was employed to work in the café they could rotate on a weekly basis between serving customers, waiting at tables, clearing tables, washing up, and food preparation (1). Job rotation costs little to implement and leads to a more flexible workforce (1).</p>		
(c)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• accompanying employees to grievance meetings with employers</li> <li>• discussion with employers regarding employee concerns on an individual level</li> <li>• discussion with employers regarding employee concerns on a group level</li> <li>• discussion with employers regarding major changes on the farm</li> <li>• negotiating agreements with employers regarding pay and conditions</li> <li>• providing legal and/or financial advice</li> <li>• training opportunities</li> </ul> <p>Exemplar response:</p> <p>If an employee was concerned about discrimination in the workplace then they may approach the union to discuss their concerns with the Farm Manager or owners on their behalf (2).</p> <p>Trade unions may negotiate with the business for higher pay for their members (1).</p>	3 x 2 marks	<p>In each case:</p> <p>Award <b>two</b> marks for contextual response and <b>one</b> mark for a non-contextual response.</p>

Question	Answer	Marks	Guidance
(d)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• improved customer satisfaction resulting in repeat visitors and improved feedback</li> <li>• improved employee motivation</li> <li>• improved employee retention (during their contract period)</li> <li>• more efficient and productive workforce</li> </ul> <p>Exemplar response:</p> <p>Providing training for temporary employees is likely to improve their motivation (L1). This is because their employer is showing an interest in their development and making them feel valued (L2). This improved motivation is likely to improve the interactions that the workers have with farm visitors. For the employees in the café they are also likely to be more productive which will result in more customers being served and the quality of the food prepared may also improve. Each of these will result in additional revenue for the farm, whether it be more customers visiting the café or more visitors recommending the farm to friends (L3).</p> <p>Providing training is also likely to improve employee retention (L1) as staff should become more confident when carrying out their roles (L2). This increased confidence may improve job satisfaction which in turn should result in greater employee retention. This reduces the costs that the farm potentially has to pay to recruit additional staff during the summer season (L3).</p> <p>The benefits to the farm of providing training should outweigh the costs. They may have been reluctant in the past to invest in training as the temporary workers are only with them for 6 months' of the year. However, the improved motivation and productivity that should result is likely to improve the customer experience greatly which in turn will improve the revenue received from visitors and the net profit earned (L4).</p>	16	<p><b>Levels of response:</b></p> <p><b>Level 4 (13 – 16 marks)</b> Candidate evaluates benefits to <i>Springly Farm</i> of providing training for their temporary employees. Candidate makes a judgement of the biggest/most important benefit or the benefit with the longest-term effect or the most likely benefit.</p> <p><b>Level 3 (9 – 12 marks)</b> Candidate analyses benefits to <i>Springly Farm</i> of providing training for their temporary employees.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains benefits to <i>Springly Farm</i> of providing training for their temporary employees.</p> <p><b>Level 1 (1-4 marks)</b> Candidate identifies benefits to <i>Springly Farm</i> of providing training for their temporary employees.</p> <p><b>L4 – judgement <b>must</b> relate specifically to temporary workers.</b></p> <p>Do <b>not</b> award marks for benefits to employees of receiving training.</p> <p>Do <b>not</b> award marks for drawbacks of training temporary workers.</p>

Question			Answer	Marks	Guidance
4	(a)	(i)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• avoiding increased costs e.g. if the unhappy employees leave the farm and need to be replaced</li> <li>• improve motivation</li> <li>• improve staff morale</li> <li>• maintain the farm's reputation</li> <li>• retain staff/higher labour turnover if staff leave</li> </ul> <p>Exemplar response:</p> <p>By addressing this issue successfully, these employees are likely to have improved morale therefore the customer service provided to visitors in the cafe (2).</p> <p>By addressing this issue successfully, these employees are likely to have improved morale therefore the level of customer service (1).</p>	2 x 2 marks	<p>In each case:</p> <p>Award <b>two</b> marks for a contextual reason and <b>one</b> mark for a non-contextual reason.</p>
		(ii)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• discrimination</li> <li>• poor communication</li> <li>• inadequately trained or inexperienced management</li> <li>• lack of equal opportunities</li> <li>• unclear job roles</li> <li>• unfair treatments</li> <li>• workforce inflexibility</li> <li>• working environment</li> <li>• work-life balance</li> </ul>	1	<p>One mark for a correct identification.</p> <p>Do <b>not</b> award a mark for bullying or harassment.</p>

Question		Answer	Marks	Guidance
	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• grading based on attendance and absenteeism</li> <li>• individual performance management objectives</li> <li>• on-going monitoring of business performance</li> <li>• peer appraisal</li> <li>• self-appraisal</li> <li>• 360 degree appraisal</li> </ul> <p>Exemplar response:</p> <p>Self-appraisal involves the worker (1) reflecting on how they feel that they have performed during the year – what they have done well and what they feel could be improved in the future (1).</p>	2	<p>One mark for who contributes to the appraisal <b>or</b> naming a formal appraisal technique.</p> <p>One mark for what the appraisal involves. Do <b>not</b> award a mark for 'employee performance' (TV).</p> <p>NB. Farm workers do not have any direct reports, therefore do <b>not</b> award marks for any appraisal technique that involves feedback only from direct reports.</p>
	(c)	(i) <p>Responses include:</p> <ul style="list-style-type: none"> <li>• decisions can be made quickly</li> <li>• if workers are unmotivated then greater direction is required</li> <li>• temporary workers are unlikely to have a detailed knowledge of the workings of the farm</li> <li>• the service to customers may be more consistent on a day to day basis</li> </ul> <p>Exemplar response:</p> <p>Using an autocratic management style means that greater, direct guidance can be given (1). Temporary workers are only employed for 6 months at a time and therefore are unlikely to have an in-depth knowledge of the working of the farm. Greater guidance should result in a better service to customers (1).</p>	2	One mark for correct identification, plus a further one mark for an explanation.

Question		Answer	Marks	Guidance
	(ii)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• if employees' ideas aren't implemented there may be resentment</li> <li>• time consuming - decision making may take longer</li> </ul> <p>Exemplar response:</p> <p>Using a democratic management style may lower employee motivation (1). This is because the farm workers are likely to have a good understanding of their roles and the running of the farm. If they are asked for their opinions before decisions are made, and then these aren't taken on board, resentment may occur which in turn lowers motivation and productivity (1).</p>	2	One mark for correct identification, plus a further one mark for an explanation.
5	(a)	<p>Responses include:</p> <p>Benefits:</p> <ul style="list-style-type: none"> <li>• can be linked to the farm's own objectives</li> <li>• employees work harder to achieve them</li> <li>• progress can be monitored</li> <li>• straightforward to measure whether they have been met</li> </ul> <p>Drawbacks:</p> <ul style="list-style-type: none"> <li>• employees may be demotivated by the pressure to achieve the targets</li> <li>• if employees do not deem the targets set by management to be achievable or realistic then employees may be demotivated</li> <li>• sense of failure if not all targets are achieved may affect productivity</li> <li>• time consuming to produce</li> <li>• reliance on sufficient and accurate business data</li> <li>• time consuming to monitor</li> </ul>	2	<p>One mark each for correct identification of a benefit and one mark for correct identification of a drawback.</p> <p>Benefits and drawbacks <b>must</b> relate to the business <b>not</b> the employee.</p>

Question	Answer	Marks	Guidance
(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• cultural shift e.g. encouraging better interaction between permanent and temporary workers</li> <li>• effective conflict management</li> <li>• effective two-way communication between management and employees</li> <li>• employee representation i.e. work councils</li> <li>• empowerment of employees</li> <li>• flexible working</li> <li>• providing specific benefits e.g. discounted lunch in the café/extra days off etc</li> <li>• team working</li> </ul> <p>Exemplar response:</p> <p>Encouraging better team working (L1) should help to improve employee engagement, especially for the temporary employees. Currently they have very little interaction with the permanent workers which may cause friction. Encouraging team work, such as the temporary workers helping with the milking demonstrations, may enable workers to get to know each other better and to feel that they could ask for help or advice if they need it (L2). This means that customer service may be improved because the temporary workers may be able to answer visitors' questions more informatively (L3).</p> <p>Allowing the permanent workers to take at least one or two days of their annual holidays during busy times may improve their engagement (L1). There are times when they may need to take time off e.g. for a family wedding, but would have to miss out (L2). If they feel that the farm is allowing them the time off when they need to they may be more willing to work extra hours during the night at busy times and this should therefore increase productivity (L3).</p>	16	<p><b>Levels of response:</b></p> <p><b>Level 4 (13 – 16 marks)</b> Candidate evaluates relevant methods of improving employee engagement for workers at <i>Springly Farm</i>. Methods for both permanent and temporary workers must be evaluated.</p> <p><b>Level 3 (9 – 12 marks)</b> Candidate analyses relevant methods of improving employee engagement for workers at <i>Springly Farm</i>.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains relevant methods of improving employee engagement for workers at <i>Springly Farm</i>.</p> <p><b>Level 1 (1-4 marks)</b> Candidate identifies relevant methods of improving employee engagement for workers at <i>Springly Farm</i>.</p> <p><b>NB.</b> Do <b>not</b> award marks for consideration of any method of training (as listed in LO8.1) as a method of improving employee engagement as this is excluded in the question.</p> <p><b>NB.</b> Question asks for methods of improving methods of employee engagement (LO4) <b>not</b> methods of improving employee motivation (LO2) <b>or</b> methods of appraisal (LO5).</p> <p>Award maximum one L1/L2 mark for identifying specific benefits.</p> <p><b>L4:</b> candidates who explicitly evaluate methods for permanent <b>and</b> temporary workers should be awarded</p>

Question	Answer	Marks	Guidance
	<p>Effective methods for improving the employee engagement of temporary workers are likely to differ from those for the permanent workers as what they expect from the business is very different. The permanent workers are likely to have greater loyalty to the farm and therefore any method that they view as appreciating what they do for the business over the whole year should have an impact e.g. greater flexibility re holidays.</p> <p>Temporary workers are more likely to be engaged by methods which improve their day-to-day role e.g. team working. If <i>Springly Farm</i> want to improve employee engagement, they need to recognise this before deciding on methods to implement (L4).</p>		<p>the top half of the mark band. Answers which evaluate methods for just one category of worker (or combine both categories) should be awarded the bottom half of the mark band.</p>

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