

# **Cambridge Technicals Business**

## **Unit 2: Understand the role of the administrator**

Level 2 Cambridge Technical in Business Administration  
**05891 - 05892**

## **Mark Scheme for January 2021**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2021

**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>Responses include:</p> <ul style="list-style-type: none"> <li>to ensure that no one else books a meeting in their diary that clashes with this meeting</li> <li>to ensure that they are all available to attend the meeting</li> <li>to ensure that they are all aware that the meeting is taking place and what it is about</li> </ul> <p>Exemplar response: Successful diary management means that a date and time will be chosen that is convenient for all of these people (1). This is important because without them all being there it will be harder to make decisions (1).</p>	2	<p>One mark for identification of a reason why diary management is important plus one mark for explanation of why this is important.</p> <p>Responses do <b>not</b> have to be in context but <b>must</b> be relevant to key attendees.</p> <p>NB. Answer <b>must</b> relate to the importance of diary management rather than why it is important that all three attend.</p>

Question		Answer	Marks	Guidance
(a)	(ii)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• face-to-face</li> <li>• teleconference</li> <li>• video-conference</li> <li>• web-conference e.g. Teams, Zoom</li> </ul> <p>Exemplar response:</p> <p>If all key attendees are based in the store so a face-to-face meeting would be appropriate (L1). This would involve an office space being booked for the meeting to take place (L2). Being face-to-face will make it easier for them to all look at the same information. This means that decisions may be better informed and therefore any changes made to the website are more likely to improve the service to R Byatt's customers (L3).</p> <p>If it isn't possible for all of the attendees to be in the same location then a web-conference may also be appropriate (L1). This would mean that they could still speak to each other and view the same information on their computers (L2). By having access to the same information and for example, viewing the same website page, decisions should still be made that will improve the service to customers and hopefully the number of customers (L3).</p> <p>If it is possible for all attendees to be in the same location then a face-to-face meeting in the store (CONT) should be chosen. This is because it can be easier to have a detailed discussion face-to-face; body language can be observed and it can be easier to ask questions than with a web-conference as you know when someone else wants to speak. These factors should all contribute to a valuable discussion and appropriate decisions being made (L4).</p>	8	<p><b>Levels of response</b></p> <p><b>Level 4 (7 – 8 marks)</b> Candidate evaluates meeting formats to make a decision as to which format should be chosen. Candidate clearly justifies the recommendation made. Context is required for full marks.</p> <p><b>Level 3 (5 – 6 marks)</b> Candidate analyses reasons why meeting formats are/are not appropriate. Analysis <b>must</b> be business-facing.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidate explains meeting formats.</p> <p><b>Level 1 (1 – 2 marks)</b> Candidate identifies meeting formats.</p> <p>For context look for store, shop, customers etc. Do <b>not</b> award <i>R Byatt</i> or website as context.</p> <p>Do <b>not</b> award cheaper (or similar) as analysis unless impact on the business is given.</p>

Question		Answer	Marks	Guidance
	(a) (iii)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• they can prevent disagreements</li> <li>• they can prevent misunderstandings</li> <li>• they will have an accurate record to refer back to</li> <li>• they provide a record of the actions that the attendees each need to complete</li> </ul>	1	<p>One mark for correct identification of a <b>benefit</b>.</p> <p>Response does <b>not</b> have to be in context.</p>
	(b) (i)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• employees are being asked to complete lots of tasks</li> </ul> <p>Exemplar response: If employees are being asked to complete lots of tasks for different projects then a decision must be made regarding which to complete first (1). If they don't prioritise tasks relating to the online services update then the final 4 week deadline may not be met (1).</p>	2	<p>One mark for identification of what conflicting demands on time means plus one mark for explanation of the impact on the final deadline.</p> <p>The identification mark <b>must</b> be awarded before the explanation mark can be achieved.</p> <p>To award the explanation mark, the response <b>must</b> go beyond whether the deadline will/won't be met i.e. why?</p>

Question		Answer	Marks	Guidance
	(b) (ii)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• according to importance</li> <li>• according to the consequence(s) of late completion</li> <li>• according to the interactivity of tasks</li> <li>• according to the suitability for delegation</li> <li>• according to urgency</li> </ul> <p>Exemplar response: Tasks could be prioritised according to their interactivity with other tasks (1). If one task has to be done before another can be started then this one must be prioritised (1).</p>	2	<p>One mark for correct identification, plus a further one mark for explanation.</p> <p>Responses do <b>not</b> have to be in context.</p>
2	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• no separate offices</li> <li>• no room dividers/partitions</li> <li>• all team members sat together</li> <li>• team leaders sat with team members</li> </ul>	2 x 1 mark	One mark for each correct identification up to a maximum of two identifications.

Question	Answer	Marks	Guidance																
(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• provides a permanent record</li> <li>• can be printed if required</li> <li>• can contact several colleagues at once</li> <li>• lots of information can be sent out at the same time</li> <li>• documents can be attached/shared</li> <li>• can avoid the need to print off hard copies of information</li> <li>• online/digital</li> </ul> <p>Exemplar response:</p> <p>Email can be used to contact several colleagues at once (1) which means that time is saved (1).</p>	2 x 2 marks	One mark for correct identification of a feature of an e-mail, plus a further one mark for explanation of a benefit of using email to communicate with colleagues.																
(c)	<p>(i)</p> <table border="1" data-bbox="371 831 1144 1243"> <thead> <tr> <th colspan="2" data-bbox="371 831 1144 858">PETTY CASH VOUCHER</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="371 858 1144 882">Name: <i>Sean Hendry</i></td> </tr> <tr> <td colspan="2" data-bbox="371 882 1144 906">Voucher number: 56124</td> </tr> <tr> <td colspan="2" data-bbox="371 906 1144 930">Date: 15 January 2021</td> </tr> <tr> <th data-bbox="371 930 931 975">Items bought</th> <th data-bbox="931 930 1144 975">Amount (£)</th> </tr> <tr> <td data-bbox="371 975 931 1038">20 2<sup>nd</sup> class stamps</td> <td data-bbox="931 975 1144 1038">12.20</td> </tr> <tr> <td data-bbox="371 1038 931 1102">20 1<sup>st</sup> class stamps</td> <td data-bbox="931 1038 1144 1102">14.00</td> </tr> <tr> <td data-bbox="371 1166 931 1230" style="text-align: right;">TOTAL</td> <td data-bbox="931 1166 1144 1230">26.20</td> </tr> </tbody> </table>	PETTY CASH VOUCHER		Name: <i>Sean Hendry</i>		Voucher number: 56124		Date: 15 January 2021		Items bought	Amount (£)	20 2 <sup>nd</sup> class stamps	12.20	20 1 <sup>st</sup> class stamps	14.00	TOTAL	26.20	<p>(1)</p> <p>(1)</p> <p>(1)</p> <p>(1)</p>	<p>Award marks as follows:</p> <ul style="list-style-type: none"> <li>• one mark for inserting the correct petty cash voucher date – (15 January 2021)</li> <li>• one mark for each accurate entry i.e. description and total amount both correct (maximum two marks)</li> <li>• one mark for the correct Total (OFR applies)</li> </ul> <p>Award mark for date if in numerical format e.g. 15/1/21.</p> <p>Date <b>must</b> include the year to award mark.</p> <p>Quantity <b>not</b> required in the items bought column.</p>
PETTY CASH VOUCHER																			
Name: <i>Sean Hendry</i>																			
Voucher number: 56124																			
Date: 15 January 2021																			
Items bought	Amount (£)																		
20 2 <sup>nd</sup> class stamps	12.20																		
20 1 <sup>st</sup> class stamps	14.00																		
TOTAL	26.20																		



Question		Answer	Marks	Guidance
	(c) (ii)	<p>Responses include:</p> <p>Advantages:</p> <ul style="list-style-type: none"> <li>• a computer isn't needed to fill it in</li> <li>• doesn't rely on technology</li> <li>• receipts can more easily be attached</li> <li>• the voucher can be kept in the 'petty cash tin' with the money used to make payments</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>• the business wouldn't have a saved (computer) record of it</li> <li>• could run out of petty cash vouchers</li> <li>• cost of buying petty cash vouchers</li> <li>• not eco-friendly</li> <li>• could be ripped</li> </ul>	2 x 1 mark	<p>One mark for correct identification of an advantage.</p> <p>One mark for correct identification of a disadvantage.</p> <p>Easy to use (or similar), annotate TV.</p> <p>'Damaged' is TV, a specific type of damage that relates only to a paper copy e.g. 'can be ripped', is awardable.</p>
	(d)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• receipt</li> </ul>	1	One mark for correct identification.

Question		Answer	Marks	Guidance
	(e)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>the message should be written down</li> <li>the message must be accurate</li> <li>the message must be passed to the correct person</li> <li>message must be taken politely</li> </ul> <p>Exemplar response: If the message isn't written down accurately (1) then the administrator won't be able to do what the supplier has asked (1).</p>	2	<p>One mark for correct identification of a reason, plus a further one mark for development.</p> <p>Development <b>must</b> relate to the receptionist needing to politely take an accurate message because the finance administrator is unavailable <b>or</b> consequences of the receptionist not politely taking an accurate message.</p>
3	(a)	(i) <p>Responses include:</p> <ul style="list-style-type: none"> <li>a persuasive email is more likely to be colourful and/or include graphics</li> <li>a persuasive email is more likely to use informal language</li> <li>a reply to a complaint is less likely to include colour/graphics</li> <li>a reply to a complaint will be more formal</li> </ul> <p>Exemplar response: A persuasive email is more likely to use colour (1) because the business is trying to grab the customer's attention (1). Whereas a reply to a complaint is likely to be in black and white (1).</p>	3	<p>Award:</p> <ul style="list-style-type: none"> <li>one mark for a comparative statement (more/less)</li> <li>one mark for a reason why more/less</li> <li>one mark for the difference</li> </ul> <p>NB. Question relates to style of email rather than content of email.</p>

Question		Answer	Marks	Guidance
	(a) (ii)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• an appropriate opening e.g. Good morning (1)</li> <li>• an acknowledgement of the problem e.g. incorrect size table, measurements incorrect on the website (1)</li> <li>• the offer of an appropriate resolution e.g. a replacement table the correct size, a refund, etc (1)</li> <li>• an appropriate closure e.g. Kind regards (1)</li> <li>• appropriate tone i.e. apologetic (1)</li> <li>• appropriate layout i.e. subject in space provided (1)</li> </ul>	6	<p>Up to 6 marks.</p> <p>Subject must clearly identify that there is an issue/complaint.</p>
	(b) (i)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• all sales administrators can access the documents</li> <li>• all sales administrators can update the documents</li> <li>• instant access can be gained to the most up to date versions of the documents</li> </ul> <p>Exemplar response: All sales administrators have instant access to the documents (1) as they can access the shared drive to download a copy (1). This means that they can get on with tasks immediately rather than waste time trying to find the documents in a filing cabinet (1).</p>	3	<p>Award:</p> <ul style="list-style-type: none"> <li>• One mark for correct identification of an advantage</li> <li>• One mark for development</li> <li>• One mark for an analytical point</li> </ul> <p>Development mark not required to award analysis mark.</p>

Question		Answer	Marks	Guidance
	(b) (ii)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• administrators may forget to print out copies of the most up to date documents and put them in the filing cabinet</li> <li>• environmental concerns i.e. using paper to print the documents</li> <li>• only administrators with the key will have access</li> <li>• filing cabinet takes up space in the office</li> <li>• filing cabinet might not have sufficient capacity for all documents</li> </ul> <p>Exemplar response: An administrator might forget to put the key back where it should be kept (1) which means that no one can access any of the documents in the filing cabinet (1). If a document is needed urgently this might mean a deadline is missed (1).</p>	3	<p>Award:</p> <ul style="list-style-type: none"> <li>• One mark for correct identification of a disadvantage</li> <li>• One mark for development</li> <li>• One mark for an analytical point</li> </ul> <p>Development mark not required to award analysis mark.</p> <p>Analysis <b>must</b> be relevant to storing documents about in-store offers.</p>

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2021

