

Cambridge Technicals Business

Unit 9: Human resources

Level 3 Cambridge Technical in Business
05834 - 05837

Mark Scheme for January 2022

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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 before L4 can be accessed.

Question		Answer	Marks	Guidance
1	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> • compensation (pay) and benefits • employee relations • employee engagement • ensuring compliance with (employment) legislation • health and safety • recruitment and selection • skills audit • training and development • exit process. <p>Exemplar response: Layla will be responsible for overseeing the exit process when staff leave (1). She will need to ask them to complete a survey and arrange a time to have an exit interview with them (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 correct description up to a maximum of two descriptions.</p> <p>Award marks for description of how the responsibility will be performed/what it entails, not an explanation of why it is needed. A specific example of what is entailed can be awarded.</p>
	(b)	<p>Responses include:</p> <ul style="list-style-type: none"> • helps them to retain staff/volunteers • improve/maintain reputation • means they have to raise more money to meet additional costs • might have to reduce spending in other areas e.g. employee wages to cover additional costs • it takes <u>extra</u> time • reduces any surplus they might have • unlikely to be fined/sued. <p>Exemplar response: It will reduce any surplus that they have (1). This may mean</p>	2 x 3 marks	<p>For each impact identified, up to a maximum of two, award:</p> <ul style="list-style-type: none"> • one mark for correct identification of an impact on the charity of meeting human resources legislation • one mark for development or a relevant example • one mark for analysis <p>Analysis must be business-facing. Analysis mark can be awarded without the development mark.</p> <p>Do not award marks for points which refer to profit. Accept 'sales'.</p> <p>Identification must be of an impact on the charity not how it influences Layla's job role.</p>

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		having to reduce the level of marketing carried out (1). This might reduce the number of people they have donating their cars (1).		NB. Specific legislation does not have to be referred to. Do not award 'saves money' as an impact.
2	(a)	Indicative content: $\frac{\text{No. of volunteers leaving during the year}}{\text{No. of volunteers participating during the year}} \times 100$ $\frac{2}{8} \times 100$ Answer = 25%	3	Up to three marks. Award full marks for 25% or 0.25 (1/4). <u>Else award:</u> Award maximum 2 marks for '25', if seen. or Award maximum 1 mark for '8' if seen or correct formula (in words).
	(b)	Indicative content: A. Self-actualisation B. Esteem E. Physiological/survival/necessities/basic needs	3	Award one mark for each correct identification, to a maximum of three identifications. NB. Although 'physiological' does not have to spelt accurately to award, it must be clear that this is the term that the candidate intended.
	(c)	Responses include: <ul style="list-style-type: none"> • improved employee engagement • improved loyalty to the charity • improved quality of the work done • increased customer satisfaction • lower the labour turnover rate • improved retention of volunteers • increased productivity • lower levels of absenteeism • may receive a higher price for the cars at auction • may save <u>specific</u> costs e.g. recruitment, health and safety, training 	3	Award: <ul style="list-style-type: none"> • one mark for correct identification of a benefit plus <ul style="list-style-type: none"> • two marks for contextual description of the benefit or <ul style="list-style-type: none"> • one mark for non-contextual description of the benefit. To award the 2 nd /3 rd marks, the benefit must be described i.e. what it is (see exemplar). Do not award

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	<p>Exemplar response: Productivity is likely to improve (1). This means that more cars will be cleaned and valeted (CONT) in a set period of time (2).</p> <p>Productivity is likely to improve (1). This means that more sales will be made in a set period of time (1).</p>		<p>explanation of why the benefit will result from having motivated volunteers or analysis of the impact on the business.</p> <p>For context look for charity, cleaning, valeting, eight, auction, collect. Annotate CONT where seen. Do not award volunteer or car or name of the charity as context.</p>
(d)	<p>Use levels of response criteria.</p> <p>Responses include:</p> <p>Non-monetary methods:</p> <ul style="list-style-type: none"> • additional/longer breaks • awards e.g. volunteer of the month • delegation • empowerment • flexible working • improved equipment • improved working environment • job enlargement • job rotation • opportunity for teamworking • praise • training and development opportunities. <p>Monetary methods:</p> <ul style="list-style-type: none"> • bonuses • fringe benefits • maternity/paternity schemes/benefits • performance-related pay • profit-sharing • workplace crèche • workplace pension schemes 	8	<p>Levels of response</p> <p>Level 4 (7 – 8 marks) Candidate makes an overall justified decision as to the most appropriate method of motivation for the volunteers.</p> <p>Level 3 (5 – 6 marks) Candidate analyses the business-facing impacts of methods that could be used to improve motivation.</p> <p>Level 2 (3 – 4 marks) Candidate explains methods that could be used to improve motivation.</p> <p>Level 1 (1 – 2 marks) Candidate identifies methods that could be used to improve motivation.</p> <p>L1 – identification of methods of motivation. Method does not have to be appropriate.</p> <p>L2 – any development.</p> <p>L3 – benefit/drawback to the charity of introducing a specific method of motivation.</p>

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	<p>Exemplar responses:</p> <p>Volunteers could be offered the opportunity of teamworking (L1). This means that they will be cleaning the cars with at least one other volunteer not working on their own (L2). As the volunteers aren't paid this won't cost Donate-my-Car any additional money (L3).</p> <p>Volunteers could be offered the chance to carry out tasks other than just valeting cars (L1). At the moment they receive induction training but they could be given the chance to learn a new skill e.g. arranging for the cars to be entered into the auction (L2). This would save Layla time and mean that she could spend more time on other tasks e.g. dealing with clients (L3).</p> <p>Overall the opportunity to work as a team is the best method because the volunteers are retired (CONT) and may therefore choose to volunteer for the social interaction (L4).</p>		<p>Do not award 'increased motivation' as analysis. Award 'harder working' (productivity). Award 'increased engagement'.</p> <p>L4 – an overall justified decision of which is the best/most appropriate method for volunteers. Award 7 marks for non-contextual justification. Award 8 marks for contextual justification.</p> <p>Context to include: charity, retired, collect, valet, clean. Annotate CONT.</p>
3	<p>Responses include:</p> <ul style="list-style-type: none"> • <u>avoid</u> an increase in costs • <u>ensure</u> good customer service • <u>improve or maintain</u> employee/volunteer morale • <u>improve or maintain</u> the level of employee/volunteer motivation • <u>improve or maintain</u> employee/volunteer engagement • <u>improve or maintain</u> communication between employees and volunteers • <u>maintain or improve</u> absenteeism levels • <u>maintain or improve</u> the charity's reputation • <u>improve or maintain</u> productivity • <u>retain</u> employees/volunteers/<u>reduce</u> labour turnover. <p>Exemplar response: It will avoid an increase in costs (1). If Layla has to advertise for a new administrative assistant (CONT) because they are</p>	2 x 3 marks	<p>One mark for each correct identification, up to a maximum of two identifications, plus up to two marks for each of two explanations.</p> <p>For each of two reasons, award:</p> <ul style="list-style-type: none"> • one mark for correct identification (reason) <p style="text-align: center;">plus</p> <ul style="list-style-type: none"> • two marks for contextual explanation. 'CONT' annotation required <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • one mark for non-contextual explanation. <p>For context look for charity, cleaning, valeting, auction, administrative assistant, raising money, volunteers.</p>

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		<p>unhappy due to conflict, recruitment costs will increase (2).</p> <p>It will avoid an increase in costs (1). If Layla has to advertise for a new member of staff because they are unhappy due to conflict, recruitment costs will increase (1).</p>		
4	(a)	<p>Use levels of response criteria.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • Presentation: <ul style="list-style-type: none"> ○ clear font ○ tabular layout is clear ○ <u>no columns</u> for essential/desirable ○ no use of capitals after most bullet points ○ 'know about the car buying/selling process is not a skill, should be in the 'experience' section. • Content: <p style="margin-left: 20px;">Good:</p> <ul style="list-style-type: none"> ○ some qualifications are included ○ some experience is included ○ some skills are included ○ some personal attributes are included <p style="margin-left: 20px;">Missing:</p> <ul style="list-style-type: none"> ○ no essential/desirable ○ no mention of the job role/title that the person specification relates to ○ no logo ○ no specified GCSE grades e.g. 9-4 ○ other qualifications (might be helpful) e.g. IT or customer service ○ vocational qualifications (may be more suitable) 	16	<p>Levels of response:</p> <p>Level 4 (13 - 16 marks) Candidate justifies whether the person specification will enable accurate recruitment and selection decisions to be made. Candidate can agree or disagree but must be a reasoned decision.</p> <p>Level 3 (9 – 12 marks) Candidate analyses the impact of good/bad/missing points on the person specification.</p> <p>Level 2 (5 – 8 marks) Candidate explains why points identified are good/bad.</p> <p>Level 1 (1 – 4 marks) Candidate identifies specific good/missing points about the person specification.</p> <p>L1 – award one L1 for each good/missing point identified. Points must be specific (as per Responses include). Award one L1 for each item that needs to be included.</p> <p>L2 – any development.</p> <p>L3 – why L1 point is good/needed. Analysis must be business facing.</p>

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	<ul style="list-style-type: none"> ○ doesn't specify what office experience is needed ○ doesn't state that it is a charity ○ experience of using a database omitted ○ experience of updating websites omitted ○ more pertinent personal attributes e.g. able to work under pressure, multi-tasking, being polite, being well organised etc. ○ communication skills (other than telephone skills) <p>Exemplar response: There are no columns to separate essential and desirable skills (L1). This means that people applying will think that they have to have all of the skills etc. listed (L2). As a result, people might not apply that would actually be able to do the job well (L3).</p> <p>It doesn't specify what GCSE grades are needed (L1). There is a big difference in ability between someone who achieved a grade 9 and someone who achieved a grade 1 (L2). Layla might waste time interviewing someone who doesn't have sufficient ability to work out the times of bookings (L3).</p> <p>I don't think that currently the person specification will enable Layla to make accurate decisions. Not separating essential and desirable items means that Layla will receive fewer applications. This will make it harder to recruit the best person to work for the charity (CONT)(L4).</p>		<p>L4 – an overall judgement on whether the person specification will enable accurate recruitment and selection decisions to be made.</p> <ul style="list-style-type: none"> • Candidates must make a reasoned judgement whether the person specification is fit for purpose not how to improve the person specification or how to better attract applicants. <p>Award 13 marks for a generic argument which refers to either presentation or content, award 14 marks for a generic argument which refers to presentation and content, award 15 marks for a contextual argument which refers to presentation or content, award 16 marks for a contextual argument which refers to presentation and content .</p> <p>For context look for charity, volunteers, website etc.</p> <p>Do not award clear, clear layout, simple, simple layout, too vague, easy to read, etc. Annotate TV. Points need to be more specific to award e.g. clear font, clearly laid out in a table.</p>
(b)	<p>Indicative content:</p> <p>Type of interview:</p> <ul style="list-style-type: none"> • face-to-face/in-person interview • group interview • one-to-one interview • panel interview • telephone interview/phone call/telephone interview 	2	<p>Award:</p> <ul style="list-style-type: none"> • one mark for correct identification of an interview type <p style="text-align: center;">plus</p> <ul style="list-style-type: none"> • one mark for identification of a relevant advantage to Layla for the type of interview identified

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	<ul style="list-style-type: none"> • video-conference, web-conference, Skype, Facetime, etc. <p>Responses include:</p> <p>Advantages:</p> <ul style="list-style-type: none"> • Face-to-face interview e.g. : <ul style="list-style-type: none"> ○ Layla can see how they present themselves ○ Layla can see their body language, etc • Group interview e.g.: <ul style="list-style-type: none"> ○ easier to compare candidates (than individual interviews) ○ Layla can see how they interact with other people/work as a team ○ more people can be interviewed in the time available, etc • One-to-one interview e.g.: <ul style="list-style-type: none"> ○ Layla might gain a more realistic impression of the candidate ○ get to personally know the candidates better, etc • Panel interview e.g.: <ul style="list-style-type: none"> ○ Layla can discuss her thoughts on candidates with other people ○ one person can make notes whilst another asks questions, etc • Telephone interview e.g.: <ul style="list-style-type: none"> ○ can be done quickly/at short notice as only need a telephone ○ can interview people wherever they are in the country/no travel needed, etc ○ job role involves using the telephone so can judge telephone skills • Video-conference e.g.: <ul style="list-style-type: none"> ○ can interview people wherever they are in the country/no travel ○ can see people/body language, etc 		<p>Type of interview must be correct to award the advantage mark.</p>

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	<p>Exemplar response: She could use a face-to-face interview (1). The advantage of this is that she can see how well-presented they are (1).</p>		
(c)	<p>Responses include:</p> <ul style="list-style-type: none"> • likely to get a more accurate impression of the candidate • may help to create a rapport/relationship • more likely to receive useful/informative answers • reduces the likelihood of any misunderstanding during the interview • will help to give candidates a good impression of the charity • will help to choose the best candidate for the role <p>Exemplar response: Layla will get a more accurate impression of how the candidate will interact with volunteers (CONT) (1) because they will feel more at ease (2).</p> <p>Layla will get a more accurate impression of the candidate (1) because they will feel more at ease (1).</p>	3	<p>Award:</p> <ul style="list-style-type: none"> • one mark for identification of a benefit to <i>Donate-my-Car</i> of using good communication skills when interviewing <p>plus</p> <ul style="list-style-type: none"> • up to two marks for explanation. Award one mark for non-contextual explanation or two marks for contextual explanation. Annotate CONT. <p>No benefit, no marks.</p> <p>For context look for charity, volunteer, website, database, <u>collect</u> cars, auction etc.</p> <p>Benefit must be to <i>Donate-my-Car</i>/Layla not the candidate.</p> <p>Do not award professional as a benefit.</p>
(d)	<p>Responses include:</p> <ul style="list-style-type: none"> • can evaluate the employee's performance in the workplace • can 'get rid' of the employee • opportunity to address performance issues to see if they improve • decide if the working relationship is a good fit • decide whether the new employee is a cultural fit • may help recruitment planning • may increase employee productivity during this period • reduces risk when filling a job role 	2 x 2 marks	<p>In each case, award:</p> <ul style="list-style-type: none"> • two marks for contextual benefit. Annotate CONT. • one mark for non-contextual benefit <p>Do not award benefits to the employee.</p>

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> work out whether the new employee has the skills etc. that they said they had <p>Exemplar response: The charity (CONT) can get rid of the employee at the end of the probationary period (2).</p> <p>The business can get rid of the employee at the end of the probationary period (1).</p>		
5	(a)	<p>Use levels of response criteria.</p> <p>Responses include:</p> <ul style="list-style-type: none"> on the job training off the job training coaching job rotation mentoring observation shadowing conferences online training simulation exercises training courses training videos/DVDs <p>Exemplar response:</p> <p>Layla could use on the job training (L1). This could be via observation (L2) incurring additional costs without any more work being done (L3).</p> <p>Online training courses could be used (L1). However, these will not be specific to Donate-my Car so the new employee may not know the charity's own processes (L3).</p>	16	<p>Levels of response:</p> <p>Level 4 (13 - 16 marks) Candidate evaluates which method of training is the most appropriate for the additional administrative assistant.</p> <p>Level 3 (9 – 12 marks) Candidate analyses the impact of using method(s) of different methods of training.</p> <p>Level 2 (5 – 8 marks) Candidate explains method(s) of training.</p> <p>Level 1 (1– 4 marks) Candidate identifies method(s) of training.</p> <p>L1 – identifies methods. Method does not have to be appropriate. Do not award induction training as this is already used.</p> <p>L2 – any development.</p> <p>L3 – benefit or drawback to <i>Donate-my-Car</i> or employees of an <u>identified L1 method</u> (not training in general).</p>

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	<p>The best method of training would be observation because it means that the new employee can see exactly how the charity works and the processes needed to collect and sell the cars (CONT). This is better than learning about administrative work in general using an online training course as it may not be relevant to the charity (L4).</p>		<p>L4 – an overall reasoned judgement of the most appropriate method(s) of training for the new administrative assistant. Award 13 marks for a generic judgement of the most appropriate method(s). Award 14 marks for a generic judgement of the most appropriate method(s) that gives the rationale for rejecting an alternative. Award 15 marks for contextual judgment of the most appropriate method(s). Award 16 marks for contextual judgement of the most appropriate method(s) that gives the rationale for rejecting an alternative.</p> <p>For context look for charity, auction, vehicle, database, website, volunteer. Do not award administrative assistant.</p>
(b)	<p>Responses include:</p> <ul style="list-style-type: none"> • gathering employee feedback • completing employee surveys • obtaining customer feedback • make employee performance calculations/ratios e.g. productivity ratio • analysing customer complaints <p>Exemplar response: The productivity ratio could be calculated (1).</p> <p>A productivity ratio could be calculated before and after training has taken place (2).</p> <p>Looking at customer feedback (1).</p> <p>By looking at customer feedback this will show if customers have noticed an improvement (2).</p>	2	<p>Award:</p> <ul style="list-style-type: none"> • two marks for explanation of a method of measuring the effectiveness of training • one mark for explanation of a method of measuring performance

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6	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> • grading based on attendance/absenteeism • individual performance management by objectives • peer appraisal • results-based appraisals • self-appraisal <p>Exemplar response: Layla could introduce individual performance management by objectives (1). This is where she would set the employees their own objectives that they must meet within the appraisal period (1).</p>	2	<p>Award one mark for identification plus one further mark for description of the technique.</p> <p>Do not award upward appraisal or 360° feedback.</p> <p>Do not award description that refers to profit.</p>
	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • involves employees in decision-making processes • encourages staff to share their ideas/opinions • encourages two-way communication • shows respect of the opinions of the subordinates. <p>Exemplar response: Employees will be encouraged to share their ideas (1). This should improve their relationship with Layla (1) because they will feel that she trusts their opinion (1).</p>	2 x 3 marks	<p>In each instance award:</p> <ul style="list-style-type: none"> • one mark for identifying a feature of a democratic management style plus • one mark for employee reaction plus • one mark for stating how the working relationship between Layla and the Administrative Assistants will be affected e.g. improve, worsen, good, bad. <p>No feature, no marks.</p> <p>NB. Explanation must relate to the Administrative Assistants/employees not the volunteers.</p>

Question	Answer	Marks	Guidance
(c)	<p>Indicative content:</p> <ul style="list-style-type: none"> • cultural shift • effective conflict management • effective two-way communication between herself and the employees • employee representation e.g. works council • empowerment of employees • flexible working • employer given benefits • team working • training, development and coaching. <p>Exemplar response: Layla could introduce flexible working (1). This means that employees could choose their start and finish times as long as they complete the correct number of hours each day/week (1).</p>	3 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 descriptions.</p> <p>Award description mark for 'what' not 'why'.</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

www.ocr.org.uk

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

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