

# **Cambridge Technicals Business**

## **Unit 9: Human Resources**

Level 3 Cambridge Technical in Business  
**05878**

## **Mark Scheme for January 2023**

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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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.

5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners must give candidates the benefit of the doubt and mark the crossed out response where legible.

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then zero should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages at the end of the response (and any additional lined pages if present) in instance any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.
7. Assistant Examiners may email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

## 8. 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)
OFR	Own figure rule

## 9. Subject-specific marking instructions

For Level of Response marked questions marked over 4 levels, the candidate can access at L1 or L2. In either instance, 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>Indicative content:</p> <ul style="list-style-type: none"> <li>• changing workplace culture</li> <li>• effective conflict management</li> <li>• effective/good communication between <u>management/Eve and employees</u></li> <li>• employee representation/work councils</li> <li>• (employer given) benefits (1) e.g. staff discount, childcare vouchers</li> <li>• empowerment</li> <li>• training/development/coaching/mentoring</li> </ul>	3 x 1 mark	<p>In each instance award:</p> <p><b>One</b> mark for each correct identification.</p> <p>Do <b>not</b> award flexible working and/or team working as these are excluded by the question.</p> <p>Do not award 'communication' unless it is clear who the communication is between. Annotate TV.</p> <p>Accept 'benefits'. Annotate BOD.</p>
1	(b)	$\frac{\text{No. of sales assistants leaving during the year}}{\text{No. of sales assistants employed during the year}} \times 100$ $\frac{3}{(2 \times 5)} = \frac{3}{10} \times 100$ <p>Answer = 30%</p>	3	<p>Up to three marks.</p> <p>Award full marks for 30% <b>or</b> 0.3.</p> <p><u>Else:</u></p> <p>Award maximum 2 marks for '30', if seen. OR Award maximum 1 mark for '10' or '2 x 5' or '5 + 5' if seen.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• better pay/increased pay/pay rise/extra pay</li> <li>• bonus</li> <li>• <u>fringe</u> benefits (1) e.g. gift card/voucher/free lunch/work phone/health insurance/gym membership/<u>staff discount</u></li> <li>• maternity/paternity <u>schemes/benefits/leave/time off</u></li> <li>• performance-related pay/commission</li> <li>• profit-sharing</li> <li>• workplace crèche</li> </ul> <p>Exemplar response: Profit sharing (1) could be introduced. This is where sales assistants would receive an agreed percentage of any profit that is made by Moments (1).</p>	3 x 2 marks	<p>In each instance award:</p> <p><b>One</b> mark for correct identification PLUS <b>One</b> mark for relevant description</p> <p>NB. Description required i.e. what is it?</p> <p>Do <b>not</b> award workplace pension scheme as this monetary reward is already provided.</p> <p>Do <b>not</b> award 'benefits'. Annotate TV.</p> <p>Do <b>not</b> award overtime, rewards, paid time off, car parking or promotion.</p> <p>Do <b>not</b> award pay higher than minimum wage TV (or similar) <b>unless</b> it is in context.</p>
2	(b)	<p>Use levels of response criteria. Responses include:</p> <ul style="list-style-type: none"> <li>• <u>improved</u> employee loyalty</li> <li>• <u>improved</u> customer satisfaction/<u>fewer</u> customer complaints</li> <li>• <u>improved</u> customer service</li> <li>• <u>improved</u> efficiency</li> <li>• <u>improved</u> employee engagement</li> <li>• <u>improved</u> quality of service/<u>fewer</u> mistakes/<u>better</u> service</li> <li>• <u>improved</u> productivity/<u>more</u> productive/<u>more</u> work done</li> <li>• <u>lower</u> levels of absenteeism/<u>fewer</u> days off work</li> <li>• <u>lower</u> levels of labour turnover/<u>less</u> employees leaving/<u>improved</u> employee retention</li> <li>• <u>fewer</u> conflicts/<u>fewer</u> disagreements</li> </ul>	16	<p><b>Levels of response:</b></p> <p><b>Level 4 (13 - 16 marks)</b> Candidate evaluates likely benefits to Moments of having motivated employees.</p> <p><b>Level 3 (9 – 12 marks)</b> Candidate analyses likely benefit(s) to Moments of having motivated employees.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains likely benefit(s) to Moments of having motivated employees.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <u>more</u> accepting of workplace changes e.g. expansion</li> <li>• <u>more likely</u> to follow business policies/procedures</li> </ul> <p>Exemplar response: It should lead to improved employee loyalty (L1). This means that employees are likely to stay working for the business (L2) reducing the recruitment costs to find a replacement employee (L3).</p> <p>It also means that customer service is likely to be improved (L1). This means that customers should return in the future (L2) which will increase revenue (L3).</p> <p>Overall the improved customer service is the most significant benefit because the shop is competing against lots of online card companies (CONT). Excellent customer service could give them a USP which will encourage customers to return, and buy, from the shop again and again (L4). Although lower levels of labour turnover is ideal, Eve has managed to run a successful business even with labour turnover of 30% in 2022 so this isn't as important.</p>		<p><b>Level 1 (1-4 marks)</b> Candidate identifies likely benefit(s) to Moments of having motivated employees.</p> <p><b>L1</b> – identifies <u>benefits</u> to the business. Do <b>not</b> accept increased motivation as a benefit. Only award positive identifications.</p> <p><b>L2</b> – any development relating to L1 benefit(s). Can be a feeling (manager/employee) e.g. more confident.</p> <p><b>L3</b> – impact on Moments/Eve of an L1 benefit. Analysis <b>must</b> be business facing. Do <b>not</b> accept increased motivation as an impact. L1 &amp; L3 <b>must</b> link.</p> <p><b>L4</b> – an overall reasoned judgement of the most significant benefit to Moments/Eve of having motivated employees. Choice <b>must</b> be an L1 (may be a 'new' L1).</p> <p>Award 13 marks for non-contextual judgement of the most significant benefit. Award 14 marks for non-contextual judgement of the most significant benefit that also gives the rationale for rejecting an alternative. Award 15 marks for contextual judgment of the most significant benefit. Award 16 marks for contextual judgement of the most significant benefit that also gives the rationale for rejecting an alternative.</p>



Question	Answer	Marks	Guidance
			<p>'CONT' annotation required for 15 or 16 marks. Annotate where seen.</p> <p>For context look for: sales assistant, 5, gift, £1, card, shop, chocolates, third, sole trader, 5% (absenteeism), 30% (labour turnover OFR).</p> <p>Do <b>not</b> award 'work harder', 'best effort', 'get the job done', 'more effective work', 'better work', customers feel looked after, etc at L1 or L2. Annotate TV.</p> <p>Do <b>not</b> award L1 for impact on reputation, revenue, turnover, sales, profit, likelihood of meeting objectives, competitive advantage, customer loyalty, more <u>repeat/recurring</u> customers, <u>increase</u> in number of customers, etc. These are 'knock-on' impacts of an L1. Award only for L3.</p>

Question	Answer	Marks	Guidance
3	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Eve's decision is final (after discussion)</li> <li>• encourages staff to share ideas/opinions/voice opinions</li> <li>• <u>two-way</u> communication/communication <u>between managers and Eve</u></li> <li>• shows respect of opinions of subordinates</li> <li>• can slow-down decision-making</li> <li>• can encourage creativity/innovation</li> </ul> <p>Exemplar responses:</p> <p>If Eve asks for their opinions before making decisions (1), the managers will feel valued (1).</p>	3 x 2 marks	<p>In each instance, award:</p> <p><b>One</b> mark for a feature of a democratic management style PLUS <b>One</b> mark for impact on the working relationship</p> <p>Impacts include:</p> <ul style="list-style-type: none"> <li>• managers may be more committed to the business</li> <li>• managers may feel resentment/demotivated/undervalued <u>if own contribution/opinion overlooked</u></li> <li>• managers may feel that they are part of the business</li> <li>• managers may feel valued/listened to/confident/motivated/empowered/appreciated</li> <li>• may create rivalry between managers</li> <li>• may help managers to bond with the owner/employer</li> <li>• may impact on goodwill in the relationship</li> <li>• may impact on levels of trust in the relationship</li> <li>• relationship may feel more relaxed/comfortable</li> <li>• improves communication <u>between Eve and the managers</u></li> </ul> <p>Award one feature per bullet (1<sup>st</sup> mark). Impact can be repeated (2<sup>nd</sup> mark).</p> <p>'Employees/managers/everybody have their say' BOD (bullet 3).</p>

Question	Answer	Marks	Guidance
4 (a)	<p>Legislation includes:</p> <ul style="list-style-type: none"> <li>• Data Protection <u>Act</u>/GDPR</li> <li>• Employment <u>Act</u></li> <li>• Equality <u>Act</u></li> <li>• Health &amp; Safety at Work <u>Act</u></li> <li>• National Minimum Wage <u>Act</u></li> <li>• Personal Protective Equipment at Work <u>Regulations</u></li> <li>• Working Time <u>Regulations</u></li> </ul> <p>Exemplar responses:</p> <p>The Data Protection Act (1) means that when Eve is recruiting staff for the new shop (CONT) she must plan how she will keep their personal details secure (1+1).</p> <p>The Data Protection Act (1) means that Eve must plan how she will keep the personal details of anyone applying for a job safe (1).</p> <p>Health and Safety at Work Act (1) states what employers need to do to provide a safe working environment. This will need to be included in any training provided to employees (1).</p>	2 x 3 marks	<p>In each instance award:</p> <p><b>One</b> mark for correct identification of legislation (full title but no date required)</p> <p>PLUS</p> <p><b>Two</b> marks for contextual development. 'CONT' annotation required <u>where seen</u></p> <p>OR</p> <p><b>One</b> mark for non-contextual development.</p> <p>For context look for: sales assistant, 5, £1, gift, card, shop, chocolates, sole trader, 5% (absenteeism), 30% (labour turnover OFR).</p> <p>Development must relate to how the chosen legislation will impact human resources <u>planning</u>. (Forward looking).</p> <p>No correct legislation – no marks.</p>

Question	Answer	Marks	Guidance
4 (b)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• what is the budget/funds available</li> <li>• what is the timescale</li> <li>• what skills/qualities/qualifications/experience are needed</li> <li>• what will the role include/duties/hours</li> <li>• how many employees need to be recruited</li> <li>• how will applicants apply</li> <li>• where will the vacancy be advertised</li> <li>• how will interview(s) take place e.g. type/number/venue</li> <li>• selection criteria i.e. how will she shortlist, interview questions she will ask, whether to use assessment tasks and/or tests and at what point in the process</li> <li>• who will be on the interview panel</li> <li>• what will the interview timetable be (interviewers/interviewees)</li> <li>• who will be supporting on the interview day (e.g. to co-ordinate tests)</li> <li>• how many referees will be needed/when will she take up references</li> <li>• what will be the contents of the job offer</li> <li>• how will the job offer be made e.g. by email, by telephone</li> <li>• how will unsuccessful candidates be informed</li> <li>• what will be the details for the contract of employment</li> <li>• will there be a probationary period/how long will the probationary period be</li> </ul> <p>Exemplar response: The type of interview needs to be chosen (1) so that a suitable venue can be booked (1).</p>	3 x 2 marks	<p>In each instance award:</p> <p><b>One</b> mark for correct identification of a factor PLUS <b>One</b> mark for explanation</p> <p>Explanation is 'why'.</p> <p>Do <b>not</b> award requirement for authorisation to recruit (Eve is the owner).</p> <p>Do <b>not</b> award training.</p> <p>Do <b>not</b> award cost (1<sup>st</sup> mark).</p> <p>Factor <b>must</b> be a forward-looking decision.</p>

Question	Answer	Marks	Guidance
4 (c)	<p>Use levels of response criteria. Responses include:</p> <p><u>Good</u></p> <ul style="list-style-type: none"> <li>• clear that application is via CV</li> <li>• clear that they want experienced staff</li> <li>• clear what the job title/role is</li> <li>• clear what type of shop it is</li> <li>• <u>email</u> address provided</li> <li>• states basic outline of duties/serving customers/ensuring shop is tidy</li> <li>• clear that application is via CV</li> </ul> <p><u>Bad</u></p> <ul style="list-style-type: none"> <li>• limited detail about the duties/responsibilities</li> <li>• no business name given (other than in email address)</li> <li>• no location for the role/address</li> <li>• no phone number/lack of contact details</li> <li>• no closing date</li> <li>• three different fonts</li> <li>• (excessive) use of <u>exclamation marks</u></li> <li>• use of emojis</li> <li>• 'We want you!!!'</li> <li>• no business logo</li> <li>• Eve's full name not given</li> <li>• no information about pay</li> <li>• no information about hours/full-time/part-time/zero hours</li> <li>• no information about skills/qualities/qualifications</li> <li>• no information about <u>desired/level of</u> experience</li> <li>• no job advertisement reference number</li> </ul>	8	<p><b>Levels of response</b></p> <p><b>Level 4 (7 – 8 marks)</b> Candidate makes a <b>justified</b> decision as to whether the job advertisement is fit for purpose.</p> <p><b>Level 3 (5 – 6 marks)</b> Candidate analyses potential impacts on Moments of the information/features identified.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidate explains the information/features identified in L1.</p> <p><b>Level 1 (1 – 2 marks)</b> Candidate identifies information or features that are included or missing from the advert.</p> <p><b>L1</b> – identification of information or features that are included or missing from the advert. Must have L1. Missing can be a 'there should be'.</p> <p><b>L2</b> – any development of L1 point. Development <b>must</b> be relevant to a job advertisement.</p> <p><b>L3</b> – impact on Moments/Eve of L1 information/feature.</p> <p><b>L4</b> – an overall <b>justified</b> decision of whether the job advertisement is fit for purpose <u>based on previous analysis</u>. The decision can be positive or negative. Award 7 marks for non-contextual justification. Award 8 marks for contextual justification. Annotate 'CONT' where seen.</p>

Question	Answer	Marks	Guidance
	<p>Exemplar response:</p> <p>The large font of the title (L1) makes it very clear what the job role is (L2). This means that Moments should receive applications only from people wanting this role, which will save time when reading through them (L3).</p> <p>Three different fonts are used (L1). This looks very informal (L2). This may adversely affect the reputation of the business (L3).</p> <p>Overall I think that the job advertisement is fit for purpose because only people interested in a sales assistant role (CONT) will apply and they know that they need to have experience (L4).</p>		<p>Do <b>not</b> award professional or unprofessional at any level.</p> <p>For context look for: 5, sales assistant, £1, third, gift, card, chocolates, sole trader, 5% (absenteeism), 30% (labour turnover OFR).</p> <p>L1 - Annotate 'contains contact information' TV</p> <p>L2 includes e.g. harder to recruit, easier to recruit, more/fewer applying, stop people applying, people apply who aren't suited to the role, reaching the right audience, need to know what they are applying for, etc.</p> <p>L3 includes e.g. more <u>choice</u> of applicants, wasting time reading through applications, less time consuming (when shortlisting)</p>

Question		Answer	Marks	Guidance
5	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• a more efficient/productive workforce/increased productivity</li> <li>• become familiar with the business' processes/procedures/how the shop runs</li> <li>• becomes familiar with business policies</li> <li>• can train other staff</li> <li>• <u>improved</u> employee loyalty</li> <li>• <u>improved</u> employee motivation</li> <li>• <u>improved</u> employee retention/<u>lower</u> labour turnover</li> <li>• <u>improved</u> quality of service/<u>fewer</u> mistakes</li> <li>• <u>improved</u> skill level/<u>develop/gain/be equipped</u> with required skills</li> <li>• <u>reduced</u> health and safety risks</li> <li>• manager won't need to be supervised</li> </ul> <p>Exemplar response: The manager will get to know the processes used by Moments quickly (1) because they are being shown how to do things (1). This means that they will improve their productivity (1).</p>	2 x 3 marks	<p>In each instance, award:</p> <p><b>One</b> mark for correct identification of a benefit</p> <p>PLUS</p> <p><b>One</b> mark for development <b>One</b> mark for analysis i.e. impact on Moments/Eve of training the manager</p> <p>Development may be a feeling (manager) e.g. feel valued.</p> <p>Analysis <b>must</b> be business facing. Do <b>not</b> award the reverse argument i.e. if training isn't offered....</p> <p>Do not award increase 'loyalty' as a benefit. Annotate TV.</p>

Question		Answer	Marks	Guidance
5	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• <u>online training/learning</u> or <u>online course</u> or <u>remote training/learning</u></li> <li>• simulation exercises</li> <li>• <u>training</u> courses/tutorial/seminar</li> <li>• (training) videos/DVDs</li> <li>• webinar/Zoom/Skype</li> </ul> <p>Exemplar response: Online training (1) could be used which could include watching videos via the internet (1).</p> <p>The manager could <u>watch</u> a training DVD (1) on their laptop (1).</p>	3 x 2 marks	<p>In each instance award:</p> <p><b>One</b> mark for each correct identification of a method of off-the-job training PLUS <b>One</b> mark for description of the method</p> <p>Description is the practical 'how' the training will be carried out. Do <b>not</b> award repetition of the method in the description e.g. online training is online.</p> <p>Award identification mark for a method <b>not</b> a location.</p> <p>Corporate event/meeting – Annotate TV.</p> <p>Do <b>not</b> award off-the-job training is done in the employees own time.</p> <p>Do <b>not</b> award video calls.</p>
6	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• poor communication <u>between staff</u></li> <li>• <u>different</u> opportunities e.g. different pay, different terms and conditions, different hours</li> <li>• unfair treatment e.g. an existing employee may have applied for promotion to manager but not been promoted/bullying/harassment/discrimination</li> <li>• the new staff might not be welcomed into the existing team/new employees not fitting in to the team/culture</li> <li>• the new manager might want to make changes/bring in new ideas/have a <u>different</u> management style</li> <li>• Eve spending more time/focusing on the new shop</li> <li>• envy/jealousy <u>between staff/managers</u></li> </ul>	2 x 1 mark	<p>In each instance award:</p> <p><b>One</b> mark for correct identification of a possible cause of conflict.</p> <p>Do <b>not</b> award arguments, disagreements or staff not get along.</p>



Question	Answer	Marks	Guidance
6 (b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• <u>better/improved/effective</u> communication</li> <li>• having clear business policies and procedures e.g. disciplinary action, grievance procedures</li> <li>• having methods of resolution available/planned (1) i.e. <ul style="list-style-type: none"> <li>○ mediation</li> <li>○ negotiation</li> <li>○ arbitration/conciliation</li> <li>○ ACAS</li> <li>○ trade unions</li> </ul> </li> <li>• providing training for <u>managers</u> to resolve/better deal with <u>conflict</u></li> </ul> <p>Exemplar responses:</p> <p>Eve could make sure that there is improved communication (1) between all staff. If the shop managers (CONT) get to know each other and find it easy to communicate then any potential conflict can be discussed and hopefully resolved before it becomes an issue (2).</p> <p>Eve could introduce new policies that clearly state how conflict will be dealt with (1) so that all staff know what the process would be (1).</p>	2 x 3 marks	<p>In each instance award:</p> <p><b>One</b> mark for identification of a method</p> <p>PLUS</p> <p><b>Two</b> marks for contextual development. 'CONT' annotation required.</p> <p>OR</p> <p><b>One</b> mark for non-contextual development.</p> <p>Development may be description of the method (what it is), a reason for using the method (why) or how the method identified will help to resolve conflict.</p> <p>For context look for: 5, sales assistant, gift, card, <u>shop manager</u>, chocolates, sole trader, 5% (absenteeism), 30% (labour turnover OFR).</p> <p>Do <b>not</b> award context for shop or third.</p> <p>Do <b>not</b> award team bonding/building.</p> <p>Do <b>not</b> award 'sacking the employee' or similar.</p> <p>Do <b>not</b> award 'meetings'. Annotate TV.</p> <p>Do <b>not</b> award 'warning'.</p>

Question	Answer	Marks	Guidance
7	<p>Use levels of response criteria.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• 360° feedback/360° appraisal</li> <li>• grading based on attendance/absenteeism</li> <li>• (individual) performance management by objectives</li> <li>• on-going monitoring of business performance</li> <li>• peer appraisal</li> <li>• results-based appraisals</li> <li>• self-appraisal</li> <li>• upward appraisal</li> <li>• top down/downward appraisal</li> </ul> <p>Exemplar response: Peer appraisal (L1) could be used. This is where sales assistants would provide their view of the performance of other sales assistants (L2). This will help Eve to target training more effectively because these are the people who work alongside that person so know how they work (L3).</p> <p>Individual performance management by objectives (1) is when each sales assistant will be set objectives to meet in a set amount of time (L2). The individual objectives can be linked to the business objectives so may help the business increase revenue or profit (L3).</p> <p>Overall I think that individual performance management by objectives is the best because the sales assistants all work in the shops (CONT). By linking their objectives to tasks in the shop such as reducing customer complaints, they can have a direct impact on revenue and therefore profits received (L4). 360° feedback wouldn't be appropriate because the sales assistants don't have anyone lower than them in the hierarchy.</p>	16	<p><b>Levels of response:</b></p> <p><b>Level 4 (13 - 16 marks)</b> Candidate evaluates formal appraisal techniques to monitor the performance of sales assistants.</p> <p><b>Level 3 (9 – 12 marks)</b> Candidate analyses the impact on Moments of using one or more formal appraisal techniques.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains formal appraisal technique(s).</p> <p><b>Level 1 (1-4 marks)</b> Candidate identifies formal appraisal technique(s).</p> <p><b>L1</b> – identifies techniques. Techniques do not have to be appropriate to Moments. Term must be correct. L1 must be awarded to access L2.</p> <p><b>L2</b> – accurate description of the L1 technique(s). L2 must be awarded to access L3.</p> <p><b>L3</b> – benefit/drawback/impact on Moments/Eve/managers of <u>identified technique(s)</u> (not appraisal in general).</p> <p><b>L4</b> – an overall reasoned judgement of the most appropriate technique for Moments to introduce for the sales assistants. Reason <b>must</b> relate to the chosen method <b>not</b> appraisals in general.</p> <p>Do <b>not</b> award L4 if either 360° feedback or upward appraisal are chosen.</p>

Question	Answer	Marks	Guidance
			<p>Award 13 marks for a non-contextual judgement of the most appropriate technique.                      Award 14 marks for non-contextual judgement of the most appropriate technique that also gives the rationale for rejecting an alternative.                      Award 15 marks for contextual judgment of the most appropriate technique.                      Award 16 marks for contextual judgement of the most appropriate technique that also gives the rationale for rejecting an alternative.</p> <p>For context look for: 5, gift, card, shop, chocolates, third, sole trader, 5% (absenteeism), 30% (labour turnover OFR).</p> <p>Do <b>not</b> award sales assistants as context.</p> <p>L1 – Do <b>not</b> award KPI's. Do <b>not</b> award SMART targets/objectives.</p> <p>L1 - BOD evaluation/assessment/review if used in place of appraisal.</p> <p>L2 description for 360° feedback, peer appraisal, self-appraisal, top-down appraisal, <b>must</b> make clear <b>who</b> is providing the feedback/input for the appraisal.</p>

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