

## **Cambridge Technicals**

### **Business**

Unit 2: Working in Business

Level 3 Cambridge Technical Certificate/Diploma in Business  
**05834 - 05878**

## **Mark Scheme for January 2018**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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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)	<p><b>Responses include:</b></p> <p>Internal:</p> <ul style="list-style-type: none"> <li>• Employees – headteacher/Mrs Reed, teachers, dinner supervisors, IT technicians, etc</li> <li>• Governors.</li> </ul> <p>External:</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Students/pupils</li> <li>• Local community</li> <li>• Central government/local council</li> <li>• Ofsted</li> <li>• Suppliers.</li> </ul>	2	<p><b>One</b> mark for each correct identification.</p> <p><b>This question assesses synoptic knowledge from Unit 1 LO5 Stakeholders.</b></p> <p>Community, government too vague.</p>

Question		Answer	Marks	Guidance
1	(b)	<p><b>Responses include:</b></p> <p>Employees – <b>good</b> pay, <b>good</b> working conditions, promotion, <b>good</b> grades  Governors – <b>good</b> reputation, <b>good</b> results, school improvement  Parents – <b>good</b> education, <b>good</b> behaviour  Pupils – <b>good</b> education, <b>good</b> learning environment  Local community – <b>good</b> behaviour, <b>good</b> living environment  Government – <b>good</b> education, <b>good</b> results.</p> <p><b>Exemplar response:</b></p> <p>E.g. Teachers would want good pay <b>(1)</b> so that they will have a good standard of living <b>(1)</b>.</p> <p>E.g. The local community would want litter from students travelling to and from school to be disposed of in litter bins provided <b>(1)</b> so that their gardens and the area where they live can be clean and tidy <b>(1)</b>.</p>	4	<p><b>One</b> mark for a correct identification up to a maximum of <b>two</b> identifications plus a further one mark for each of <b>two</b> explanations.</p> <p><b>This question assesses synoptic knowledge from Unit 1 LO5 Stakeholders.</b></p> <p>Do not accept responsibilities.</p> <p>Stakeholder groups must be those identified in part (a), even though they might not be correct.</p> <p>Award second mark for ‘why’, not ‘how’.</p>

Question		Answer	Marks	Guidance
1	(c)	<p><b>Responses include:</b></p> <ul style="list-style-type: none"> <li>• time required</li> <li>• scheduling</li> <li>• equipment required</li> <li>• number of participants</li> <li>• quality of communication</li> <li>• system not reliable/may crash</li> <li>• risk of hacking.</li> </ul> <p><b>Exemplar response:</b></p> <p>Eg The scheduling required to hold a video conferencing with each parent would be impossible to arrange given the number of parents involved to discuss pupil <b>(CONT)</b> progress <b>(2)</b>.</p> <p>Eg Video conferencing is only possible if they have the equipment. It would be unreasonable to expect everyone to have the facility at home <b>(1)</b>.</p>	6	<p>Up to <b>two</b> marks for an explanation of a reason to a maximum of <b>six</b> marks.</p> <p>In each case, award two marks for a contextual explanation (✓✓). Award one mark for a non-contextual explanation (✓).</p> <p>Do not accept 'parents' evening' as context. Acceptable context includes 'pupils, teachers, families, grades, school work, homework, behaviour, punctuality, GCCE, A-level, etc.</p> <p>Look out for repetition.</p> <p>Do not accept 'more formal', 'more professional'.</p> <p>Do not award if advantages/disadvantages apply to both methods.</p>
1	(d)	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• content – inform recipients of purpose of letter <b>(1)</b>; inform recipients of date 2 March <b>(1)</b>, start and finish times 3pm to 6pm <b>(1)</b>; state venue in hall <b>(1)</b>; ask recipients to confirm attendance by <b>completing</b> and <b>returning</b> reply slip <b>(1)</b>.</li> <li>• reply slip - space for pupil name <b>(1)</b>, space for year group <b>(1)</b>, a <b>check box</b> allowing parents to confirm attendance <b>(1)</b>, space for recipients to indicate preferred time slot <b>(1)</b>.</li> <li>• tone – encouraging <b>(1)</b>, appropriate closing phrase <b>(1)</b>.</li> <li>• Layout – matching salutation and complimentary close 'Yours faithfully' <b>(1)</b>.</li> </ul>	12	<p>Up to 12 marks.</p> <p>This question assesses content tone and layout. Candidates should not be penalised for errors of spelling, punctuation, grammar or sentence construction.</p> <p>If 'please confirm attendance by completing and returning reply slip' used as closing sentence, award both marks.</p>

Question		Answer	Marks	Guidance
2	(a)	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>Data Protection (Act) e.g. security, confidentiality, accuracy</li> </ul> <p><b>Exemplar response:</b></p> <p>E.g. The Data Protection Act <b>(1)</b> requires information held to be accurate <b>(1)</b>.</p>	2	<p><b>One</b> mark for a correct identification plus a further one mark for an explanation.</p> <p>Do not award any marks if legislation is not identified or it is wrongly identified.</p>
2	(b)	<p><b>Responses include:</b></p> <ul style="list-style-type: none"> <li>data protection</li> <li>child protection</li> <li>reputation</li> <li>misuse</li> <li>law suits/breaks law.</li> </ul> <p><b>Exemplar response:</b></p> <p>Eg Pupils need to be able to trust the school to keep secure any sensitive information provided. Any breach of trust may lead to pupils <b>(CONT)</b> discussing sensitive information and the school would fail in child protection <b>(2)</b>.</p> <p>Eg So that information is not accessed by people who do not need to know <b>(1)</b>.</p>	4	<p>Up to <b>two</b> marks for an explanation of a reason to a maximum of <b>four</b> marks.</p> <p>In each case, award two marks for a contextual explanation (✓✓). Award one mark for a non-contextual explanation (✓).</p> <p>Accept different reasons for data protection, child protection.</p> <p>Acceptable context includes 'pupils, parents, teachers, grades, school (work), homework, behaviour, GCCE, A-level, etc.</p> <p>Do not accept 'pupils' sensitive information but accept 'pupils' as context.</p> <p><b>Accept answers about security.</b></p>

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3	(a)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Credit Note</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="padding: 5px;"><b>Customer:</b> Frankley Beeches School</td> <td colspan="2" style="padding: 5px;"><b>Date: (Insert date of exam)</b></td> </tr> <tr> <td colspan="2" style="padding: 5px;"><b>Customer account: FB453</b></td> <td colspan="2" style="padding: 5px;"><b>Credit Note no.: FBRN751</b></td> </tr> <tr> <th style="padding: 5px;">Quantity</th> <th style="padding: 5px;">Description</th> <th style="padding: 5px;">Unit price</th> <th style="padding: 5px;">Total</th> </tr> <tr> <td style="padding: 5px;">10</td> <td style="padding: 5px;">Superglue</td> <td style="padding: 5px;">£4.50</td> <td style="padding: 5px;">£ 45.00 (1)</td> </tr> <tr> <td style="padding: 5px;">5</td> <td style="padding: 5px;">Metal filing boxes</td> <td style="padding: 5px;">£20.00</td> <td style="padding: 5px;">£ 100.00 (1)</td> </tr> <tr> <td colspan="2" style="padding: 5px;"><b>Sub total</b></td> <td colspan="2" style="padding: 5px;">£ 145.00 (1)</td> </tr> <tr> <td colspan="2" style="padding: 5px;"><b>VAT @ 20%</b></td> <td colspan="2" style="padding: 5px;">£ 29.00 (1)</td> </tr> <tr> <td colspan="2" style="padding: 5px;"><b>Total credit</b></td> <td colspan="2" style="padding: 5px;">£ 174.00 (1)</td> </tr> </tbody> </table>	Credit Note				<b>Customer:</b> Frankley Beeches School		<b>Date: (Insert date of exam)</b>		<b>Customer account: FB453</b>		<b>Credit Note no.: FBRN751</b>		Quantity	Description	Unit price	Total	10	Superglue	£4.50	£ 45.00 (1)	5	Metal filing boxes	£20.00	£ 100.00 (1)	<b>Sub total</b>		£ 145.00 (1)		<b>VAT @ 20%</b>		£ 29.00 (1)		<b>Total credit</b>		£ 174.00 (1)		6	<p>Up to six marks.</p> <p>Award marks as indicated. One mark for copying all of quantity, description and unit price, of <b>both</b> items, accurately.</p> <p>£ sign can be omitted.</p> <p>Accept filing boxes, metal boxes, but not metal filing.</p>
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3	(b)	<p><b>Responses include:</b></p> <ul style="list-style-type: none"> <li>• invoices (number)</li> <li>• credit (notes) issued/refunds</li> <li>• payments made</li> <li>• date of statement</li> <li>• dates of transactions</li> <li>• (outstanding) balance</li> <li>• supplier details.</li> </ul>	2	<p><b>One</b> mark for a correct identification up to a maximum of <b>two</b> identifications.</p> <p>Do <b>NOT</b> accept customer details.</p> <p>Do <b>NOT</b> accept vague answers e.g. total amount, money transactions.</p>																																				



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3	(c)	<p><b>Responses include:</b></p> <ul style="list-style-type: none"> <li>• bank transfer</li> <li>• online payment</li> <li>• electronic transfer</li> <li>• apple pay</li> <li>• direct debit</li> <li>• paypal</li> <li>• debit card</li> <li>• credit card</li> <li>• cheque.</li> </ul>	2	<p><b>One</b> mark for each correct identification up to a maximum of two identifications.</p> <p>Do <b>not</b> accept 'cash', standing order.</p>
4	(a)	<p><b>Responses include:</b></p> <ul style="list-style-type: none"> <li>• left align 'location' and 'job type'</li> <li>• 'is' inserted after 'who'</li> <li>• deleted second 'in'</li> <li>• 'are' inserted after 'you'</li> <li>• job title changed to 'Maths teacher' or 'Maths teacher' clearly stated</li> <li>• school logo</li> <li>• location made more specific – North of England or Firling</li> <li>• adding details about the school e.g. type, results, etc</li> <li>• adding 'temporary'</li> <li>• adding 'for summer term only'</li> <li>• adding 'to cover maternity leave'</li> <li>• salary details</li> <li>• level of experience required</li> <li>• benefits of working for the school</li> <li>• adding teaching qualification/grade of degree e.g. 2.1</li> <li>• details about year groups to be taught</li> <li>• changing 'ASAP' to a reply-by date</li> <li>• adding correspondence details for application</li> <li>• adding website link</li> <li>• contract start and finish dates.</li> </ul>	8	<p><b>One</b> mark for an appropriate improvement up to a maximum of <b>8</b> improvements.</p> <p>Watch out for repetitions.</p> <p>Do not accept 'check spelling and grammar', too vague.</p> <p>Do not award 'job advertisement'.</p>

Question		Answer	Marks	Guidance
4	b	<p><b>Responses include:</b></p> <ul style="list-style-type: none"> <li>• bad reputation</li> <li>• dissatisfied pupils/parent</li> <li>• unhappy teachers</li> <li>• use supply teachers</li> <li>• governor disapproval</li> <li>• LEA intervention</li> <li>• poor results</li> <li>• lower standard of teaching.</li> </ul> <p><b>Exemplar response:</b></p> <p>Eg The results for Maths will be affected adversely due to insufficient members of staff <b>(L2)</b>. This will in turn affect the reputation of the school <b>(L3)</b>.</p> <p>By not recruiting in time the workload for other members of staff will increase <b>(L1)</b>. This might lead to lessons not being planned effectively <b>(L2)</b> which will lower the standard of teaching <b>(L3)</b>.</p> <p>Ultimately, the greatest impact would be on the standard of teaching and this would adversely affect the attainment of the pupils. <i>Frankley Beeches School</i> excels in Maths <b>(CONT)</b> and Computing, it would be difficult to maintain this achievement with insufficient members of staff which would then affect its reputation in the long run <b>(L4)</b>.</p>	12	<p><b>Levels of response</b></p> <p><b>Level 4 (10 - 12 marks)</b>  <b>10-12 marks</b> - Candidate evaluates the impact of failing to recruit in time with justification.  NB. Justification must be relevant to the scenario.</p> <p><b>Level 3 (7 - 9 marks)</b>  <b>7-9 marks</b> – Candidate analyses impact(s) of failing to recruit in time.    NB. Analysis is the consequence of the explanation given at level 1 or 2.</p> <p><b>Level 2 (4 – 6 marks)</b>  <b>4-6 marks</b> - Candidate explains impact(s) of failing to recruit in time.</p> <p><b>Level 1 (1 – 3 marks)</b>  <b>1-3 marks</b> - Candidate identifies impact(s) of failing to meet deadline.</p> <p>L4 evaluation – Award 10 for a generic judgement of the biggest or most serious/short-term/long-term impact. Award 11 marks for a contextual judgement of the biggest or most serious/short-term/long-term impact. Award 12 marks for a comparative judgement of the biggest or most serious impact or a detailed short-term/long-term impact.  Do not award L3 for impacts on teachers, pupils, or parents.</p>

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**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)

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

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