

## **Cambridge Technicals Business**

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

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

**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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Question		Answer	Marks	Guidance
1	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Impact on the school's image/reputation</li> <li>• Messages need to be accurate</li> <li>• Messages need to be passed on promptly</li> <li>• Messages need to be passed on to the correct person</li> <li>• Message needs to be fully understood by the caller</li> <li>• Need to appear professional (as first contact with the school)</li> <li>• Telephone calls need to be transferred to the correct person</li> <li>• Needs to be helpful/interested/active listening to ensure that the caller's needs are met</li> </ul>	2	<p>One mark for each correct identification <b>of an importance</b>, up to a maximum of two identifications.</p> <p>Identifications <b>must</b> relate to the receptionists' telephone skills rather than their reception skills in general.</p>
	(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Having regular team meetings</li> <li>• The office is open plan</li> <li>• Team building exercises</li> <li>• Team working project</li> </ul> <p>Exemplar response: The office is open plan (1). This will encourage effective teamwork because the employees will be sat close to each other rather than all being in separate small offices (1).</p>	2	<p>One mark for correct identification <b>of a factor</b>, plus a further one mark for explanation of how it will encourage teamwork.</p> <p>Responses do <b>not</b> have to be in context.</p>

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(c)		<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Administrator should consider potential consequences of one of the tasks being delayed e.g. to the administrator, to the Headteacher, to colleagues etc.</li> <li>• Administrator should consider the potential consequences of not promptly contacting the parent, who is ultimately an external customer</li> <li>• Administrator should consider the impact on business activity e.g. how many other tasks could not be completed if printer paper is not available</li> <li>• Administrator should consider the impact on colleagues if printer paper is not available</li> <li>• Contacting a parent should be quicker than placing an order</li> <li>• Headteacher is more senior than the line manager (significance of the originator)</li> <li>• The line manager is likely to be in the same office and can see what the administrator is doing i.e. whether they are following their instructions or not</li> </ul> <p>Exemplar response:</p> <p>I think that the administrator should contact the parent first (1). The headteacher is more senior than the line manager (1) so their instructions should take priority as they are higher up the chain of command (1).</p>	3	<p>Award marks as follows:</p> <ul style="list-style-type: none"> <li>• one mark for identifying which task should be prioritised</li> <li>• one mark for stating why this task has been chosen/why alternative task not chosen</li> <li>• one mark for development of why this task has been chosen or a second statement of why this task has been chosen.</li> </ul> <p>Watch out for repetition i.e. alternate sides of the same argument e.g. this one is urgent, this one is less urgent.</p> <p>Either task can be chosen.</p>
(d)		<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Adverse impact on the school's reputation if information leaked</li> <li>• Loss of trust in the school</li> <li>• May receive fewer applications for students to join the school</li> </ul>	2	<p>One mark for correct identification, plus a further one mark for explanation.</p> <p>Explanation <b>must</b> be in context e.g. student, parent, children. Annotate CONT. Do <b>not</b> award 'school'.</p>

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		<ul style="list-style-type: none"> <li>• School may be fined</li> <li>• School may face legal action</li> <li>• A safeguarding issue may arise</li> </ul> <p>Exemplar response: If the information is leaked than this will have an adverse impact on the school's reputation (1) this may lead to fewer parents wanting their children to attend the school (1).</p>		Do <b>not</b> award 'unprofessional'.																												
	(e)	<table border="1"> <tr> <td>Order number: NMA428SSS</td> <td>Order date:</td> <td>15/01/19</td> <td></td> </tr> <tr> <th>Description</th> <th>Quantity</th> <th>Unit price (£)</th> <th>Total (£)</th> </tr> <tr> <td>A4 plain paper</td> <td>20</td> <td>8.00</td> <td>160.00</td> </tr> <tr> <td>A4 files</td> <td>25</td> <td>1.00</td> <td>25.00</td> </tr> <tr> <td></td> <td>Subtotal</td> <td>185.00</td> <td></td> </tr> <tr> <td></td> <td>VAT@ 20%</td> <td>37.00</td> <td></td> </tr> <tr> <td></td> <td>Total</td> <td>222.00</td> <td></td> </tr> </table>	Order number: NMA428SSS	Order date:	15/01/19		Description	Quantity	Unit price (£)	Total (£)	A4 plain paper	20	8.00	160.00	A4 files	25	1.00	25.00		Subtotal	185.00			VAT@ 20%	37.00			Total	222.00		6	<p>Award marks as follows:</p> <ul style="list-style-type: none"> <li>• one mark for inserting the correct order date – (date of the exam)</li> <li>• one mark for each accurate order entry i.e. description, quantity, unit price and total all correct (maximum two marks)</li> <li>• one mark for the correct subtotal (OFR applies)</li> <li>• one mark for correct calculation of VAT (no OFR)</li> <li>• one mark for correct calculation of the overall total (no OFR)</li> </ul>
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2	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Governors may live in different places/have different travel times so a later start time may be required to ensure they are all there at the start</li> <li>• If a Governor lives some distance away then a later start time will be more convenient</li> <li>• If a Governor relies on public transport rather than driving then it is likely to take them longer to travel to the meeting so a later start time would be beneficial.</li> </ul>	2	<p>One mark for correct identification <b>of a travel need</b>, plus a further one mark for explanation.</p> <p>Explanation <b>must</b> be how the start time of the meeting will be affected.</p> <p>Do <b>not</b> award 'need to find a convenient time'.</p>																												

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		<ul style="list-style-type: none"> <li>• If required, will there be onsite car parking available at the proposed time of the meeting as a later start time may be needed if they have to park a long distance away</li> <li>• School rush hour traffic may mean a start time either before or after this</li> </ul> <p>Exemplar response: If someone is using public transport it will take them longer to travel to the school (1) therefore a later start time may be needed (1).</p>		
(b)		<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Availability</li> <li>• Cost/budget</li> <li>• Capacity/number or amount of people</li> <li>• Location needs to be convenient for all attendees</li> <li>• Reputation of the venue</li> <li>• Required resources e.g. projector</li> <li>• Refreshments/catering</li> <li>• Type of meeting e.g. formal in this instance</li> <li>• Whether the venue provides administrative support</li> </ul>	3	<p>One mark for each correct identification, up to a maximum of three identifications.</p> <p>Responses do <b>not</b> have to be in context.</p> <p>Do not award 'getting/offering them drinks' or similar. Administrative support is the arranging of refreshments.</p>
(c)		<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Accurate minutes will be taken</li> <li>• Attendees have a positive image of the school</li> <li>• Attendees are fully prepared e.g. have received the report that needs to be read before the meeting</li> <li>• Attendees arrive at the correct venue/know where the meeting is to be held</li> </ul>	2 x 3 marks	<p>One mark for identification of a valid benefit, up to a maximum of two identifications.</p> <p>A further one mark for each of two explanations of valid benefit(s).</p> <p>Award an additional one mark for each of two analyses of valid benefit(s).</p>

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		<ul style="list-style-type: none"> <li>• Attendees arrive on time</li> <li>• Attendees have a copy of the agenda so know what is to be discussed</li> <li>• Relevant comfort and safety information is provided e.g. emergency procedures, toilet facilities and refreshments</li> </ul> <p>Exemplar response: The Governors should all have received a copy of the agenda (1) that lists the items that will be discussed (1). This means that the Governors can be fully prepared for the meeting because they know what to expect (1).</p>		<p>Analysis <b>must</b> be in context.</p> <p>Question asks for benefits to those attending therefore analysis must be of a benefit to the Governors and/or the Headteacher.</p>
	(d)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Delete additional 'next' from item 3</li> <li>• Items 1 &amp; 2 – more detail is needed about what these items were as at the moment they aren't an accurate record of what was discussed.</li> <li>• Providing the full names of the attendees would be useful if they need to check who was at the meeting in the future</li> <li>• Time of the meeting needs to be specific e.g. 11.00 a.m.</li> <li>• Year needs adding to the date</li> <li>• Location of the Board Room e.g. the school</li> <li>• Actual start and finish time of the meeting</li> </ul>	3	<p>One mark for each relevant improvement, up to a maximum of three improvements.</p> <p>Candidates must state exactly what the <b>improvement</b> is e.g. a year must be added to the date of the meeting. Do <b>not</b> award marks for identification of what is wrong e.g. the year is missing.</p> <p>Award maximum one mark for stating that additional detail/information is required in Item 1/2/3 sections.</p>
3	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Audience (this is for an external audience)</li> <li>• Purpose (it is to inform about the courses on offer)</li> <li>• Content (it is unlikely to be complex information but will be quite formal)</li> </ul>	2	<p>One mark for each correct identification, up to a maximum of two identifications.</p> <p>Responses do <b>not</b> have to be in context.</p> <p>Award maximum one mark for stating a relevant</p>

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		<ul style="list-style-type: none"> <li>The school's branding/house style for such printed material</li> </ul>		audience e.g. students.
	(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>They can refer back to it at a later date</li> <li>It is better than trying to remember lots of information</li> <li>Detailed information can be provided</li> </ul> <p>Exemplar response: If students are talking to a lot of teachers then they might forget some of the information (1). Having it written down means that they can refer back to it at home (1).</p>	2	<p>One mark for correct identification, plus a further one mark for explanation.</p> <p>The advantage identified <b>must</b> relate to students.</p> <p>Do <b>not</b> award 'more information'.</p>
	(ii)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>It can be more persuasive than written communication</li> <li>The teacher can ask questions</li> <li>The teacher can see whether the information has been understood</li> <li>The teacher can start to build a rapport with potential students</li> <li>Verbal communication can be supplied quickly in contrast to written information which takes more time to interpret and may not be read at all</li> </ul> <p>Exemplar response: The teacher can be more persuasive (1) to try to encourage students to enrol for their course because they can target what they are saying at that specific student rather than it being information aimed at everyone (1).</p>	2	<p>One mark for correct identification, plus a further one mark for explanation.</p> <p>The advantage identified <b>must</b> relate to teachers.</p>

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(c)		<p>Responses include:</p> <ul style="list-style-type: none"><li>• The brochure could still be produced but with course information missing</li><li>• The brochure cannot be produced in time for the open evening</li><li>• The school may lose out on potential students if they don't have the information that they need to choose courses</li><li>• The school's reputation may be damaged if the brochure isn't ready or is incomplete</li><li>• These teachers may not attract students onto their courses which could lead to fewer staff being needed</li></ul> <p>Exemplar response: If the deadline is missed then the brochure may not be available in time for the open evening (1). This may lead to fewer students enrolling in the sixth form because they don't have the detailed information needed to make choices about the courses they want to study (1).</p>	2	<p>One mark for correct identification, plus a further one mark for explanation.</p> <p>Explanation <b>must</b> be in context e.g. use of words such as school, student, teacher, brochure, course, open evening <b>and</b> relate to the school not the students/parents etc.</p> <p>Do <b>not</b> award 'unprofessional'.</p>

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(d)		<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Attendees at the open evening may not trust the information in the PowerPoint if it appears that it hasn't been checked for mistakes</li> <li>• If the headteacher is using a PowerPoint with spelling errors then it suggests that the school isn't well managed</li> <li>• Parents/carers/students may not take the school seriously</li> <li>• Parents/carers/students are less likely to choose to come to the sixth form</li> <li>• Spelling errors may suggest a poor standard of education</li> <li>• The school's image/reputation may be adversely affected – Text 1 states that currently they have a good reputation in the local area</li> </ul> <p>Exemplar response:</p> <p>The school's reputation will be adversely affected (L1) because if they haven't checked a PowerPoint carefully for errors then it suggests that the standard of education might be poor (L2). This means that people are less likely to choose the school for sixth form because they want a good education so this will lower the number of students attending (L3).</p> <p>It all depends how many errors have been made. If it was one then people may view this as a one-off error, however if there are lots of errors then they are likely to view the standards of the school as poor and assume that the standard of education provided will also be poor. This could then have a big impact on the number of students choosing the school for their sixth form education (L4).</p>	8	<p><b>Levels of response</b></p> <p><b>Level 4 (7 – 8 marks)</b> Candidate evaluates consequences to reach a conclusion/make a judgement. Award 7 marks for basic contextual judgement. Award 8 marks for a more developed contextual judgement.</p> <p><b>Level 3 (5 – 6 marks)</b> Candidate analyses relevant consequence(s). This <b>must</b> be related to the school i.e. not students, parents/carers etc. One mark to be awarded for each example of analysis, up to a maximum of two.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidate explains relevant consequence(s). One mark to be awarded for each explanation, up to a maximum of two.</p> <p><b>Level 1 (1 – 2 marks)</b> Candidate identifies relevant consequence(s). One mark to be awarded for each consequence, up to a maximum of two.</p> <p>Do <b>not</b> award 'unprofessional' as a consequence.</p>

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