

# **Cambridge Technicals Business**

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

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

## **Mark Scheme for June 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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**Annotations**

<b>Annotation</b>	<b>Meaning</b>
√	Valid point, mark awarded
X	Incorrect
?	Response unclear
BOD	Benefit of the doubt (mark awarded)
TV	Too vague (mark not awarded)
REP	Repetition (no additional marks awarded)
CONT	Context
NAQ	Not answered question (incorrect focus)
OFR	Own figure rule
L1	Level 1 response (identification)
L2	Level 2 response (explanation)
L3	Level 3 response (analysis)
L4	Level 4 response (evaluation)
SEEN	Response seen (no marks awarded)

**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)	<b>Holly Church Farm</b> Church Street Bowland BW4 9XY	6	Award marks as follows: <ul style="list-style-type: none"> <li>• one mark for today's date</li> <li>• one mark for each accurate entry i.e. description, quantity, unit price and total all correct (maximum two marks)</li> <li>• one mark for the correct subtotal</li> <li>• one mark for correct calculation of VAT (OFR)</li> <li>• one mark for correct calculation of the overall total (OFR)</li> </ul>			
		<b>Invoice address:</b> Baysmoore Primary School Brayley BY62 7JK					
		<b>Invoice number:</b> HCF5632	<b>Invoice date:</b> 24 May 2019		(1)		
		<b>Bank details for payment:</b> Carnaby Bank PLC 72 Main Street Rowley  Sort code: 92-41-83 Account number: 91486532	<b>Payment terms:</b> 30 days				
		<b>Description</b>	<b>Quantity</b>		<b>Unit price</b>	<b>Total</b>	
		Entrance fee (children)	45		8.50	382.50	(1)
		Entrance fee (teachers)	6		10.00	60.00	(1)
					Subtotal	<b>442.50</b>	(1)
					VAT@20%	<b>88.50</b>	(1)
					Total	<b>531.00</b>	(1)

Question	Answer	Marks	Guidance
(b)	<p>Indicative content:</p> <p>Providing incorrect bank account details:</p> <ul style="list-style-type: none"> <li>• The payment may be delayed to the farm</li> <li>• They won't receive the payment made by the school</li> </ul> <p>Calculating the subtotal incorrectly:</p> <ul style="list-style-type: none"> <li>• The payment received will be incorrect</li> </ul> <p>Exemplar response: The payment to the farm will not be received (1) because it may be sent to another business' bank account instead (1). This means lower revenue for the farm unless the issue can be resolved (1).</p> <p>The total payment received will be incorrect (1) as this will have been calculated as a percentage of the subtotal (1). This will either reduce or increase profit depending on the error that was made (1).</p>	2 x 3 marks	<p>One mark for identification of a valid consequence relating to each of the two errors. Consequence <b>must</b> be identified to award explanation and analysis marks.</p> <p>A further one mark for explanation of each consequence identified or an impact on either the farm or the school.</p> <p>Award an additional one mark for analysis of each consequence identified. Analysis <b>must</b> be business-facing i.e. relate to the farm not the school.</p> <p>Candidate can be awarded analysis mark without being awarded explanation mark.</p> <p>'Cause confusion' (or similar) – annotate TV</p> <p>Do <b>not</b> award marks for repetition of the question e.g. explanation - because they have incorrect bank account details.</p> <p>'Unprofessional/isn't professional' - annotate TV.</p> <p>Only award 'lose money' as analysis if supported by previous explanation/argument.</p>

Question		Answer	Marks	Guidance
	(c) (i)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Audience e.g. external, primary schools</li> <li>• Content e.g. likely to include pictures/photos, formality, complexity</li> <li>• Purpose e.g. to inform, to persuade/attract</li> </ul> <p>Exemplar response: The leaflet should be printed in colour (1) because it is to be used to attract schools to visit the farm (1). Colour is more likely to attract their attention and create an interest in what is on offer (1).</p>	3	<p>Award marks as follows:</p> <ul style="list-style-type: none"> <li>• one mark for identifying which should be chosen i.e. colour or black and white</li> <li>• one mark for stating why this option has been chosen or why the alternative hasn't been chosen</li> <li>• one mark for development of why this option has been chosen or why the alternative hasn't been chosen</li> </ul> <p>Do <b>not</b> award marks for being more professional/unprofessional unless there is further development.</p>
	(ii)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Availability e.g. venue/room, parking</li> <li>• Capacity/Size/Number of people</li> <li>• Cost/budget</li> <li>• Location e.g. accessible to all targeted schools</li> <li>• Refreshments/catering</li> <li>• Required technological resources e.g. computer, projector, internet access</li> </ul>	2 x 1 mark	One mark for each correct identification up to a maximum of two identifications.

Question		Answer	Marks	Guidance
2	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Availability of suitable rooms e.g. ensuite facilities, twin room/two rooms, accessible rooms</li> <li>• Cost</li> <li>• Facilities e.g. car park, Wi-Fi ( a specific facility must be identified to award mark(s))</li> <li>• Grade/star rating</li> <li>• Location e.g. distance to the conference</li> <li>• Location e.g. easily accessible by car or public transport</li> <li>• Meal arrangements e.g if breakfast/dinner are required, any dietary requirements</li> </ul> <p>Exemplar response: The cost of the accommodation is important (1). They will be paying for two adults for three nights so the cost must be within their budget (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 of two explanations.</p> <p>Responses do <b>not</b> have to be in context although, for example, for location to be awarded for two factors the reasoning would need to be different.</p> <p>Watch out for repetition.</p>

Question	Answer	Marks	Guidance
(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Availability of affordable car parking at the venue</li> <li>• Cost e.g. two train tickets versus one car</li> <li>• Dates/times e.g. if they are due to travel late in the evening then trains might not still be running, train strikes on certain dates</li> <li>• Destination e.g. is it accessible by major roads or by a mainline train service?</li> <li>• Destination from the train station to the conference</li> <li>• Distance travelled</li> <li>• Efficiency/speed/time taken e.g. car might be quicker if lots of changes were required on the train, train might be quicker as traffic jams won't affect the travel time</li> <li>• Special requirements e.g. a disability might make train travel a difficult option</li> </ul> <p>Exemplar response: It may be cheaper to travel by car (1) as they could both travel together (1) rather than having to buy two train tickets (1).</p>	2 x 3 marks	<p>One mark for each correct identification up to a maximum of two identifications, plus up to a further two marks for each of two explanations.</p> <p>Do <b>not</b> award marks for 'easier', 'less hassle', 'cheaper', 'quicker', 'more money' etc. unless a specific reason is explained.</p> <p>Second explanation mark can be awarded for explanation of why the chosen option is a more appropriate mode of transport than the alternative, a further development of the first explanation mark or an impact of the explanation.</p> <p>Only award 2/3 marks in each instance for explanation <b>not</b> making additional point(s).</p>

Question		Answer	Marks	Guidance
	(c)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• All of the information might not be easily remembered if it was given verbally</li> <li>• Effective when conveying detailed information e.g. costs, dates and location</li> <li>• Exactly the same information could be given to both managers (the message may differ if given verbally at separate times)</li> <li>• More straightforward to interpret information when it is written down</li> <li>• Permanent record/hard copy</li> <li>• The information can be referred back to</li> </ul> <p>Exemplar response: As the information might be quite detailed the managers might not remember it all easily (1). Writing the information down means that they can refer back to it (1).</p>	2	<p>One mark for correct identification, plus a further one mark for explanation.</p> <p>No context required.</p> <p>Award marks for advantages of internal written communication rather than electronic communication.</p>
	(d)	<p>Indicative content: Memo; accept e-mail, letter sent by internal mail</p>	1	One mark for correct identification.
3	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Provides opportunities to monitor/review progress</li> <li>• Contingency plans can be put in place if falling behind interim deadlines</li> <li>• The workload can be spread over a period of time rather than being left until the final deadline</li> </ul> <p>Exemplar response: Interim deadlines enable progress to be reviewed prior to the final deadline (1). If progress is slow then changes can be made e.g. asking other administrators to undertake tasks (1).</p>	2	<p>One mark for correct identification, plus a further one mark for explanation.</p> <p>No context required.</p> <p>Identification <b>must</b> be a reason why <b>interim</b> deadlines are set.</p>

Question	Answer	Marks	Guidance
(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• Impact on costs e.g. additional staff may have been recruited and will be paid from the beginning of half-term, tickets already purchased by visitors will need to be refunded</li> <li>• Impact on customer satisfaction</li> <li>• Impact on employee motivation</li> <li>• Impact on number of customers</li> <li>• Impact on reputation</li> <li>• Impact on revenue/profit</li> </ul> <p>Exemplar response: The farm will have advertised the opening date. If it doesn't open on this date then potential visitors may turn up and be disappointed (L2). This means that the farm will gain a poor reputation with these visitors (L3).</p> <p>The farm may face increased costs (L1), for example it is likely that additional employees will have been recruited for the week (L2). However, if the farm remains closed there will be no additional revenue from visitors to offset these costs. This means that profits will fall (L3).</p> <p>It is vitally important that the final deadline is met otherwise the long-term future of the children's part of the farm may be affected. If they gain a poor reputation this may be spread by word of mouth. This may cause profits to fall even further, making the tourist attraction part of the farm operation no longer viable and it may have to close to the public (L4).</p>	8	<p><b>Levels of response</b></p> <p><b>Level 4 (7 – 8 marks)</b> Candidate evaluates the importance to the farm of meeting the final deadline to reach a conclusion/make a judgement.</p> <p><b>Level 3 (5 – 6 marks)</b> Candidate analyses reasons why the final deadline should be met. This <b>must</b> relate to the farm i.e. not visitors/the general public.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidate explains reason(s) why the final deadline should be met.</p> <p><b>Level 1 (1 – 2 marks)</b> Candidate identifies reason(s) why the final deadline should be met/issue(s) that may arise if it isn't met.</p> <p>Evaluation <b>must</b> be relevant to the context for full marks. Annotate CONT.</p> <p>L1 – watch out for both sides of the same argument. Annotate REP if seen.</p> <p>L3 – award 'lose money' if supported by previous explanation/argument.</p> <p>Do <b>not</b> award marks for unprofessional (or similar).</p>

Question		Answer	Marks	Guidance
	(c)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• A welcome statement (1)</li> <li>• Activities as per Text 3 - pumpkin carving, a daily fancy dress competition and a scary treasure hunt, raft building (1 mark per activity – maximum of 2 marks.)</li> <li>• Appropriate layout i.e. bullet points or similar (1)</li> <li>• Appropriate tone i.e. welcoming/informative (1)</li> </ul>	5	<p>Up to 5 marks.</p> <p>One mark for tone. One mark for layout. Up to three marks for content.</p> <p>SPG is not being assessed in this question.</p> <p>Do <b>not</b> award the mark for tone if the focus is incorrect e.g. using the slide to advertise the farm rather than as a welcome for visitors once they have arrived for their visit.</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)

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

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