

Cambridge Technicals Business

Unit 9: Human resources

Level 3 Cambridge Technical in Business
05834 - 05837

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

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)	(i)	Indicative content: $\frac{\text{No. of work days lost due to employee absence}}{\text{Total number of working days}} \times 100$ $\frac{22}{564} \times 100$ Answer = 3.9%	2	Up to two marks. Award full marks for '3.9%, 4% or 0.039' irrespective of workings. Award maximum 1 mark for correct formula (in words or figures) or '3.9 or 4.0' (without percentage symbol), if seen.

Question			Answer	Marks	Guidance
1	(a)	(ii)	<p>Conclusions include:</p> <ul style="list-style-type: none"> Part-time employees <ul style="list-style-type: none"> absenteeism amongst employees has fluctuated labour turnover for employees has fluctuated the number of new activities fluctuates but new activities have been introduced every year volunteers <ul style="list-style-type: none"> absenteeism has increased year on year labour turnover has increased year on year new activities have been introduced every year, although the number of new activities introduced fluctuates <p>Exemplar response: It could be concluded that the part-time employees are highly engaged as they are suggesting and implementing new ideas (1). Each year new activities have been introduced (1). The data suggests that the volunteers may lack engagement (1) because the labour turnover for volunteers has doubled each year (1).</p>	2 x 2 marks	<p>Up to two marks for conclusion relating to part-time employees.</p> <p>Up to two marks for conclusion relating to volunteers.</p> <p>In each case:</p> <ul style="list-style-type: none"> Award one mark for conclusion that can be drawn from this data. Award a further one mark if backed up by data/figures in Table 1. <p>Do not award marks for comparison of part-time employees and volunteers.</p> <p>Do not award marks for conclusions referring to motivation. Annotate NAQ.</p>

Question			Answer	Marks	Guidance
1	(b)	(i)	<p>Responses include:</p> <ul style="list-style-type: none"> • improved efficiency • improved motivation • improved productivity • improved retention • improved service • fewer accidents <p>Exemplar response: Thorough induction training is likely to improve the service provided to customers because volunteers have a better idea about what is required of them (1). This benefits EMCCA as their reputation may also improve and this in turn may increase the donations received (1).</p>	2 x 2 marks	<p>One mark for each correct identification of a benefit to the business up to a maximum of two identifications.</p> <p>A further one mark for each of two explanations. Explanations must clearly refer to a benefit to EMCCA.</p> <p>Benefits must be relevant to induction training rather than other types of ongoing training. Do not award marks if other types of training are considered. Annotate NAQ.</p> <p>Identification must include improved/increased/fewer etc.</p> <p>Do not award volunteer-facing benefits.</p>

Question			Answer	Marks	Guidance
1	(b)	(ii)	<p>Responses include:</p> <ul style="list-style-type: none"> • on the job training • off the job training • coaching • job rotation • mentoring • observation • shadowing • simulation exercises • training courses • training videos/DVD's <p>Exemplar response: Simulation exercises could be used to show employees how to interact with people with special needs e.g. a disability (1). This could involve role play of situations that have occurred in the past (1).</p>	3 x 2 marks	<p>One mark for each correct identification up to a maximum of three identifications, plus a further one mark for each of three descriptions.</p> <p>Watch out for repetition.</p> <p>Do not award 'induction training' as this already exists at <i>EMCAA</i>.</p> <p>Only award marks for methods of training. Do not award for statements such as 'provide training from specialists' as this does not state how the training will be provided i.e. the method. Annotate TV.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> • budget (available)/internal sources of finance • business growth/expansion • diversification into new sectors/services • employee skill sets/skills audit/skills shortage • labour turnover rates • retirement rates 	1	<p>One mark for correct identification.</p> <p>Factor identified must be appropriate to EMCCA/a charity.</p>
2	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • more potential customers for their services/increased demand • reduced number of potential employees/volunteers <p>Exemplar response: As the population is getting older this may mean more people wanting to visit the day care service (1). As a result, additional employees may need to be recruited to provide additional services (1).</p>	2	<p>One mark for correct identification of a way, plus a further one mark for explanation.</p> <p>Response must relate to EMCCA and how they specifically will be affected.</p> <p>Annotate √, √+</p>

Question		Answer	Marks	Guidance
2	(c)	<p>Responses include:</p> <ul style="list-style-type: none"> • reliant on donations and fund raising • need to have sufficient external funding to pay the employees • insufficient funds may require the number of employees to be reduced • training plans may need to be revised • recruitment plans may be revised <p>Exemplar response: The charity is reliant on donations and fund raising to provide their services (1). This may affect the number of employees that can be employed as without this finance they might not be able to pay their wages (1).</p>	2	<p>One mark for correct identification, plus a further one mark for explanation.</p> <p>Response must be relevant to EMCCA/a charity. NB. Volunteers are not paid a wage/salary. Do not award marks for any reference to not being able to afford to pay volunteers etc.</p> <p>Responses may refer to positive or negative impacts.</p>
2	(d)	(i) <p>Responses include:</p> <ul style="list-style-type: none"> • controls how personal information can be used, stored and shared • defines ways in which information about living people should be used and handled • gives legal rights to people who have information stored about them • protects people from the misuse or abuse of their personal information <p>Exemplar response: This Act protects people from the misuse of their personal information (1) when it is stored by a third party (1).</p>	2	<p>Award up to two marks for one extended point. Annotate \surd, $\surd+$</p> <p>Do not award two marks for two separate points.</p> <p>NB. GDPR is now part of the Data Protection Act.</p>

Question			Answer	Marks	Guidance
2	(d)	(ii)	<p>Responses include:</p> <ul style="list-style-type: none"> • could face court action and/or fines if legislation is not adhered to • financial cost implications e.g. buying secure storage for records of personal information • reputation may be negatively affected if legislation is breached • time cost implications e.g. providing training re processes to be followed to meet legislation means that employees/volunteers are not carrying out their day-to-day role whilst undertaking training • could lose customers if information is leaked <p>Exemplar response: If <i>EMCCA</i> does not keep the personal information of employees and customers secure then they may face fines for breaching the Data Protection Act (1). As a charity, probably with limited funds, this may mean that the charity has to close down (1).</p>	2 x 2 marks	<p>One mark for each correct identification of an impact up to a maximum of two identifications, plus a further one mark for each of two explanations.</p> <p>Explanation must be why/how this is an impact.</p> <p>Do not award marks for statement/explanation of the law.</p> <p>Impacts identified must be different to award two identification marks. Why/how it will affect EMCCA can be the same (award one mark for each).</p> <p>Annotate √, √+</p>

Question		Answer	Marks	Guidance
3	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> • 360 degree feedback • grading based on attendance and absenteeism • individual performance management by objectives • self-appraisal • upward appraisal 	1	<p>One mark for correct identification.</p> <p>To award a mark the technique must be clear e.g. do not award 360 degree, grading or performance management. Annotate TV.</p>
3	(b)	<p>Responses include:</p> <ul style="list-style-type: none"> • clarity of HR processes and policies • communication with the Trustees • conflict/disagreements between the Trustees and the Manager • level of motivation • level of trust • onboarding • style of organisation structure • style of management • unrealistic expectations <p>Exemplar response: There needs to be a level of trust between these people. The trustees aren't involved in the day-to-day running of the day care service, so they have to be able to trust the manager to do this (1). If they start to keep a closer eye on the manager then the manager is likely to become resentful which will strain the relationship (1). As a result the manager may choose to leave rather than continue to work with the trustees (1).</p>	2 x 3 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 and a further one mark for each of two analyses.</p> <ul style="list-style-type: none"> • Factor identified ✓ • Development/explanation of how the factor identified links to their relationship ✓+ • Analysis of how the relationship will be affected ✓A <p>If factor identified is not contextual do not award any further marks.</p>

Question		Answer	Marks	Guidance
3	(c)	<p>Responses include:</p> <ul style="list-style-type: none"> employees/managers are aware of the process that should be followed employees may be more confident in their employer employees may have more respect for their employer transparency suggests a fair approach saves time saves money <p>Exemplar response: Having an agreed grievance procedure means that all parties are aware of the process that should be followed if there is an issue (1). This should prevent confusion and hopefully make the process more efficient (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> <ul style="list-style-type: none"> One mark for identification of each benefit One mark for explanation of why/how each is a benefit <p>Annotate ✓, ✓+</p>

Question		Answer	Marks	Guidance
4	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> • absenteeism rate • customer feedback (day care service) • employee feedback e.g. via appraisals, employee surveys, meetings • labour turnover rate • productivity rate • repeat custom • reputation • volunteer feedback <p>Exemplar response: People using the day care service could be asked to complete a short survey about their experiences (1). Positive and/or negative comments about the employees, their interaction with customers and how well services are provided should give an indication of the level of motivation (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> <ul style="list-style-type: none"> • One mark for identification of a method • One mark for explanation of how this method could be used to measure motivation/why it will indicate the level of motivation <p>Annotate √, √+</p>

Question		Answer	Marks	Guidance
4	(b)	<p>Use levels of response criteria.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • awards e.g. volunteer of the month • delegation • empowerment • flexible working • give something tangible e.g. a gift, crèche • input into decision-making • job rotation • opportunity for team working/group working • praise • training and development opportunities (relevant to their role(s)) <p>Exemplar response:</p> <p>Providing them with the opportunity to work as a team (L1) may help to improve motivation. Some people choose to volunteer to give them the opportunity to interact with others (L2). Some of the roles such as gardening will offer limited interaction with others as they won't be working with other volunteers and the person that they are helping is likely to be inside. This therefore doesn't provide the volunteer with any form of teamwork which may be demotivating and make them question their reasons for volunteering (L3). By offering the chance to vary the role carried out, via job rotation (L1), e.g. combining some days of gardening with some days of helping to provide entertainment, motivation should be increased as there will be days when they are working as part of a group to meet a specific aim e.g. entertaining customers (L2).</p>	16	<p>Levels of response:</p> <p>Level 4 (13 - 16 marks) Candidate evaluates methods that could be used by <i>EMCCA</i> to improve the motivation of volunteers.</p> <p>Level 3 (9 – 12 marks) Candidate analyses relevant methods that could be used by <i>EMCCA</i> to improve the motivation of volunteers. Analysis must be business-facing.</p> <p>Level 2 (5 – 8 marks) Candidate explains relevant methods that could be used by <i>EMCCA</i> to improve the motivation of volunteers.</p> <p>Level 1 (1-4 marks) Candidate identifies relevant methods that could be used by <i>EMCCA</i> to improve the motivation of volunteers.</p> <p>L1 – Methods must be non-monetary as volunteers are not allowed to receive any pay for a voluntary role. Any expenses received must directly reflect costs incurred e.g. candidates should not be awarded marks for suggesting that expense payments are inflated.</p> <p>L2 – Award 5/6 marks for one method explained. Award 7/8 marks for two or more methods explained</p> <p>L3 - Award 9/10 marks for one method analysed. Award 11/12 marks for two or more methods analysed.</p>

Question	Answer	Marks	Guidance
	<p>As a result, the service provided in all roles undertaken should improve and increased motivation should also mean that volunteers will continue to help out at the charity (L3).</p> <p>Providing them with the opportunity to work within in a team is the most appropriate method. Volunteers cannot be motivated via increased pay etc. therefore they are likely to have their basic needs, as per Maslow's Hierarchy of Needs, met via other sources so it is their social, esteem and self-actualisation needs that any method of improving their motivation must focus on (L4). Teamworking will help to meet their social needs and therefore improve their motivation.</p>		<p>L4 – Award 13 marks for identification of the most appropriate method with non-contextual reasoning. Award 14 marks for identification of the most appropriate method with contextual reasoning. Award 15 marks for identification of the most appropriate method with non-contextual reasoning and reference to at least one motivational theory. Award 16 marks for a comparative, contextual judgement of the most appropriate method with reference to at least one motivational theory.</p> <p>Do not award fringe benefits.</p>

Question		Answer	Marks	Guidance
5	(a)	<p>Use levels of response criteria Responses include:</p> <ul style="list-style-type: none"> • availability to volunteer • eligibility to work in the UK • email address • personal statement e.g. why they want to volunteer • previous job roles (experience) • qualifications • referees • what their interests are • whether they have a full driving licence/previous driving experience • whether they have any criminal convictions • whether they have carried out a similar role before (experience) • whether they have had a CRB/DBS check • whether they have car insurance that will cover them to provide this type of transport <p>Exemplar response: It is important that <i>EMCCA</i> find out whether applicants have a full driving licence (L1) as without this they wouldn't be able to carry out the role (L2) without breaking the law. Not finding out this information until interview would therefore waste the charity's time and not enable them to shortlist accurately (L3).</p> <p>It would be useful to know whether applicants have held a similar role before (L1) because it will help the charity to decide who might best fulfil the role (L2). People providing the transport are the face of the charity in the community so if the role isn't carried out professionally then the reputation of the charity may be affected and therefore the amount of donations received fall (L3). This information is therefore the most important because anything which affects the funding received may ultimately impact on the future of the charity (L4).</p>	8	<p>Levels of response</p> <p>Level 4 (7 – 8 marks) Candidate evaluates what information the application form for the Volunteer Car Driver position should request. A judgement should be made as to which piece of information it is most important to include, with reasoning. Context is required for full marks.</p> <p>Level 3 (5 – 6 marks) Candidate analyses information that should be on the application form for the Volunteer Car Driver position. Analysis must focus on the usefulness/benefit/impact on EMCCA not employees/volunteers/customers etc.</p> <p>Level 2 (3 – 4 marks) Candidate explains information that should be on the application form for the volunteer Car Driver position.</p> <p>Level 1 (1 – 2 marks) Candidate identifies information that should be on the application form for the Volunteer Car Driver position.</p> <p>NB Do not award basic contact details i.e. name, address, telephone number as these are excluded in the question.</p>

Question		Answer	Marks	Guidance
5	(b)	<p>Responses include:</p> <p>Advantages:</p> <ul style="list-style-type: none"> • lower cost e.g. compared with a newspaper advertisement • people interested in the charity are more likely to see it and apply • advertisement can be posted/amended fairly quickly as the charity has control <p>Disadvantages:</p> <ul style="list-style-type: none"> • anyone who hasn't heard of the charity is unlikely to see it; reducing the number of applicants • best candidate(s) for a role may not apply • people with no internet access will not be able to apply • rely on people visiting the website <p>Exemplar response:</p> <p>An advantage of placing the advertisement on the charity's website is that this is a lower cost option than, for example, advertising in a newspaper (1). This is an advantage to a charity that needs to maintain low costs wherever possible (1).</p> <p>A disadvantage is that only people who take a significant interest in the charity are likely to see the advertisement (1). Choosing from a small pool is likely to limit the charity's choice of applicant (1).</p>	2 x 2 marks	<p>One mark for the correct identification of an advantage and one mark for the correct identification of a disadvantage, plus a further one mark for each of two explanations.</p> <p>Explanation must focus on why the advantages/disadvantages identified are advantages/disadvantages to EMCCA.</p> <p>Annotate \surd, $\surd+$</p> <p>Do not award 'people interested in the charity are more likely to see it' – annotate TV.</p> <p>Do not award 'anyone who hasn't heard of the charity won't see it' (or similar) unless reference made to the number of people applying/candidates (or similar) – annotate TV.</p>

Question		Answer	Marks	Guidance
5	(c)	<p>Responses include:</p> <ul style="list-style-type: none"> • differences in the interview process • differences in selection tasks/tests • requirement for referees <p>Exemplar response:</p> <p>Interviews may be more informal for volunteers compared with permanent employees (1). This is because volunteers can be requested not to return whereas employees with a contract of employment must be given notice so the correct decision must be made during the selection process (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>Any relevant part(s) of the selection process can be considered.</p> <p>Explanation must include a comparison between the permanent employees and the volunteers i.e. the reason for the difference.</p> <p>Do not award marks for differences relating to the recruitment process e.g. where to advertise the role, how to apply. Annotate NAQ.</p>

Question	Answer	Marks	Guidance
6	<p>Use level of response criteria.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • bullying, harassment or discrimination • communication issues • differing aims of stakeholders • employees are paid, volunteers are not • inadequately trained or inexperienced management • inappropriate management style • organisational culture • other workers not fulfilling their job role adequately • unclear job roles • unfair expectations (particularly of unpaid volunteers) • unfair/unequal/different treatment • workforce inflexibility • working environment • work-life balance <p>Exemplar response: If employees and volunteers do not integrate well with each other (L1) then there is the potential for conflict. It may be that the employees bully volunteers because they aren't permanent employees and may be allowed more flexible hours to meet other commitments (L2). This should not happen in the workplace, but issues such as name calling may occur if there isn't a positive relationship between the two groups which may lower motivation. Volunteers have the option to 'walk away' as they aren't tied into working for the charity. This means that any potential conflict must be resolved otherwise the charity will struggle to operate effectively with reduced numbers of volunteers (L3).</p>	16	<p>Levels of response:</p> <p>Level 4 (13 – 16 marks) Candidate evaluates potential conflict within the workplace of <i>EMCCA</i>. A judgement should be made as to the most likely or most significant cause, with reasoning. Context is required for full marks.</p> <p>Level 3 (9 – 12 marks) Candidate analyses potential conflict within the workplace of <i>EMCCA</i>. Analysis must focus on the impact on <i>EMCCA</i>.</p> <p>Level 2 (5 – 8 marks) Candidate explains potential conflict within the workplace of <i>EMCCA</i>.</p> <p>Level 1 (1 – 4 marks) Candidate identifies potential causes of conflict within the workplace of <i>EMCCA</i>. Causes must be relevant to a charity.</p> <p>L1 – cause of conflict required (not examples).</p> <p>L2 – Award 5/6 marks for one conflict explained. Award 7/8 marks for two or more conflicts explained</p> <p>L3 - Award 9/10 marks for one conflict analysed. Award 11/12 marks for two or more conflicts analysed.</p> <p>L4 – Award 13/14 marks for identification of the most likely/significant cause with non-contextual reasoning. Award 15/16 marks for identification of the most likely/significant cause with contextual reasoning.</p>

Question	Answer	Marks	Guidance
	<p>Communication between the Trustees and the Manager (L1) is another potential cause. The Trustees make decisions about the way that the charity should be run but it is the Manager who runs the day centre on a day-to-day basis (L2). The Trustees must clearly communicate ideas, plans and policies to the Manager otherwise conflict may occur. For example, if the Trustees introduce a new policy without clearly explaining this to the manager, and then criticise him/her for not following the policy correctly then conflict is likely to occur (L3).</p> <p>The charity has three distinct groups of people; the Trustees, the employees and the volunteers. There is clearly the potential for conflict between each of these because they do not all work together on a day-to-day basis. Not having good communication between these groups would be the most significant cause of conflict because it is needed to ensure that everyone works well as a team and that everyone is aware at all times of what is going on. It is only then that the charity can offer an excellent service to the people that they aim to help (L4).</p>		

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