



Oxford Cambridge and RSA

Cambridge Technicals

Business

Unit 2: Working in business

Level 3 Cambridge Technical in Business

05834 - 05837 & 05878

Mark Scheme for January 2025

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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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PREPARATION FOR MARKING**RM3**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM assessor Online Training and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit.
3. Practice scripts discussed at the standardisation meeting will be made available on Kiteworks. After the standardisation meeting, please log in to RM3, mark, fully annotate and submit all 10 standardisation scripts.

YOU MUST HAVE WORKED THROUGH THE 5 PRACTICE SCRIPTS AND SATISFACTORILY MARKED 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 RM3 50% and 100% deadlines. If you experience problems, you must contact your Team Leader without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader using the RM3 messaging system, email, text or phone.
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 an alternative response has **not** been provided, examiners should give candidates the benefit of the doubt and **mark the crossed out response where legible**.

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.

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 all pages have been marked, including additional pages and annotate 'SEEN'.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response: Not applicable in F501

To determine the level – start at the highest level and work down until you reach the level that matches the answer

To determine the mark within the level, consider the following

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

2. Annotations

| Annotation | Meaning | Annotation | Meaning |
|--|-------------------------------------|---|---------------------------|
|  | Tick – correct, mark awarded | L1 | Level 1 (Knowledge) |
|  | Cross – incorrect, mark not awarded | L2 | Level 2 (Understanding) |
|  | Meaning of response unclear | L3 | Level 3 (Analysis) |
| NAQ | Not answered question | L4 | Level 4 (Evaluation) |
| TV | Too vague | CONT | Response is contextual |
| BOD | Benefit of doubt | SEEN | Noted but no credit given |
| REP | Same point repeated | BP | Blank page |
| OFR | Own figure rule |  | Highlight |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|--|
| 1 | (a) | Indicative content: <ul style="list-style-type: none">• questionnaire• data collection sheet/form. | 2 | One mark for each identification up to a maximum of two identifications. Must be a document. Mark first response on each line. |

| | | | |
|---|-----|--|--|
| 1 | (b) | <p>Responses include:</p> <p>Advantages:</p> <ul style="list-style-type: none"> • record of transaction/paper trail • not handle cash e.g. not having to give change, not having to cash up • do not have to go to bank/debit card payments go straight into bank account • less cash in till/premises • custom/revenue/sales from <u>cashless</u>/people who cannot afford <p>Disadvantages:</p> <ul style="list-style-type: none"> • internet service provider required • equipment required e.g. card reader, router • training • technology/technical problems e.g. poor internet connection, power cut, system crashes, etc • set up online security • less cash in till/premises • fees/charges (for taking payments) [not charge on customers] • charge back • hacking. <p>Exemplar response:</p> <p>Hugs can serve customers who do not have cash (L1) which increases the number of customers (L2) leading to an increase in cash inflow (L3).</p> | <p>12</p> <p>Levels of response</p> <p>Level 4 (10 - 12 marks) Candidate evaluates likely advantage(s) and disadvantage(s) to Hugs of accepting debit/credit card payments.</p> <p>Level 3 (7 - 9 marks) Candidate analyses likely advantage(s)/disadvantage(s) to Hugs of accepting debit/credit card payments.</p> <p>Level 2 (4 – 6 marks) Candidate explains likely advantage(s)/disadvantage(s) to Hugs of accepting debit/credit card payments.</p> <p>Level 1 (1 – 3 marks) Candidate identifies likely advantage(s)/disadvantage(s) to Hugs of accepting debit/credit card payments.</p> <p>L1 – identifies advantage(s)/disadvantage(s) to Hugs of accepting card payments.</p> <p>L2 – consequences to the business and employees that falls short of analytical.</p> <p>L3 – analysis which is business-facing i.e. a consequence to the business of L1 identified. E.g. more sales/revenue/profit/money/cashflow/customer satisfaction/increase cost/BE/productivity/business closure.</p> <p>NB efficiency, failure TV.</p> <p>NB: Max one L3 per L1/L2 point.</p> |
|---|-----|--|--|

| | | | |
|--|--|---|---|
| | | <p>Employees do not have to handle cash (L1) which speeds up the rate they serve customers (L2) resulting in greater customer satisfaction (L3).</p> <p>However, there is a fee charged for accepting card payments (L1). This reduces the revenue that Hugs makes (L3).</p> <p>Overall, the advantages to Hugs of accepting debit/credit card outweigh the disadvantages because they will be able to have satisfied customers (L4) who want the business to accept debit/credit card in Finley's market research (CONT). The increase in cost is likely to be covered by the increased sales which does not reduce overall profit (L4).</p> | <p>L4 – evaluation – a reasoned judgement weighing up the advantages <u>and</u> disadvantages.</p> <p>Award 10 marks for a <u>decision</u> with <u>justification</u> but no context. 10 marks.</p> <p>Award 11 marks for a <u>decision</u> with <u>justification</u> and with context. 11 marks.</p> <p>Award 12 marks for a <u>decision</u> with <u>detailed justification</u> that includes explicit <u>additional argument relating to reason for rejection or mitigation of the rejection</u>, including context.</p> <p>NB There are more advantages than disadvantages because by accepting card payments:</p> <ul style="list-style-type: none"> • sales will increase L4 10 marks • sales will increase L4 from online customers (SEEN) 10 marks • there will be an increase in online sales (X) which increases revenue (X) not L4 <p>NB do not accept tax, fines or interest charged to mean transaction fees.</p> <p>NB fraud TV.</p> <p>Do not award L1 for 'more customers/revenue' – TV, cashless required.</p> <p>Do not award eco-friendly.</p> <p>Do not award 'online payments' as this does not answer the question.</p> |
|--|--|---|---|

| Question | | | Answer | Marks | Guidance |
|----------|-----|--|--------|--|--|
| | | | | | Context list e.g. café, tea, coffee, communication difficulties, board games, creative craft, day trips, university, Bath, students, young people, youth, participants, digital personal data, local community, market research, etc. |
| 2 | (a) | <p>Responses include:</p> <ul style="list-style-type: none"> • email <u>addresses</u> are hidden • recipients cannot see other email <u>addresses</u> • email <u>addresses</u> remain private. <p>Exemplar response:</p> <p>Customers who place a booking for one of the social events (CONT) are not at risk of having their email addresses disclosed to other participants (2).</p> <p>Recipients of an email from Hugs cannot see other customers' email addresses (1).</p> <p>Recipients of an email from Hugs cannot see other customers' email (0).</p> <p>Recipients of an email from Hugs cannot see who else has received the email (0).</p> | 2 | <p>Award:</p> <p>One mark for a non-contextual explanation OR Two marks for a contextual explanation (CONT annotation required)</p> <p>Context list e.g. café, tea, coffee, communication difficulties, social events, board games, creative craft, day trips, university, Bath, students, young people, youth, participants, digital personal data, local community, etc.</p> | |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|--|
| 2 | (b) | <p>Responses include:</p> <ul style="list-style-type: none"> • encryption • firewall • <u>anti-spyware/anti-malware</u> • multi-factor authentication/verification, passwords/username, pin codes, biometrics e.g. iris/voice recognition; fingerprints, hierarchical access rights • screen saver/lock • digital envelope/wrapper • turn screen away from customers • security token • privacy filters/screen guards • lock hard drive/memory stick in a safe/lock computer room door. | 2 | <p>One mark for each identification up to a maximum of two identifications.</p> <p>Do not award 'using bcc' as it is excluded by the question.</p> <p>Do not accept methods for protecting hardcopies.</p> <p>Do not accept methods for preventing loss of information e.g. anti-virus.</p> <p>Do not award not letting unauthorised staff near information, need to know basis, restrict access, store data in a safe place – how? Annotate TV.</p> <p>Do not award 'delete data' as data will be lost.</p> <p>Do not award non-disclosure agreements, VPN.</p> <p>Do not award brand names e.g. Norton Security, AVG, McAfee, etc.</p> <p>Mark first response on each line.</p> |

| Question | | Answer | Marks | Guidance | | | | | | | | | | | | |
|--|----------|--|-----------|--|--|--|--|---|--|--|--|---|--|--|---|---|
| 2 | (c) | <p>Indicative content:</p> <table border="1"> <thead> <tr> <th>Scenarios</th> <th>Tick (✓)</th> </tr> </thead> <tbody> <tr> <td>A dissatisfied customer asked for the contact number of an employee.</td> <td></td> </tr> <tr> <td>A paramedic attending an accident at the café requested the name and age of injured employee</td> <td>✓</td> </tr> <tr> <td>A customer asked for the contact details of another customer who has booked the same day trip.</td> <td></td> </tr> <tr> <td>A police officer investigating a serious crime needed the names of all employees who were working at the café on a specific day.</td> <td>✓</td> </tr> <tr> <td>An employee wanted to find out where a regular customer lived.</td> <td></td> </tr> </tbody> </table> | Scenarios | Tick (✓) | A dissatisfied customer asked for the contact number of an employee. | | A paramedic attending an accident at the café requested the name and age of injured employee | ✓ | A customer asked for the contact details of another customer who has booked the same day trip. | | A police officer investigating a serious crime needed the names of all employees who were working at the café on a specific day. | ✓ | An employee wanted to find out where a regular customer lived. | | 2 | <p>One mark for each correct answer up to a maximum of two.</p> <p>If there are more than two ticks, mark first two ticks from top to bottom.</p> |
| Scenarios | Tick (✓) | | | | | | | | | | | | | | | |
| A dissatisfied customer asked for the contact number of an employee. | | | | | | | | | | | | | | | | |
| A paramedic attending an accident at the café requested the name and age of injured employee | ✓ | | | | | | | | | | | | | | | |
| A customer asked for the contact details of another customer who has booked the same day trip. | | | | | | | | | | | | | | | | |
| A police officer investigating a serious crime needed the names of all employees who were working at the café on a specific day. | ✓ | | | | | | | | | | | | | | | |
| An employee wanted to find out where a regular customer lived. | | | | | | | | | | | | | | | | |
| 2 | (d) | <p>Indicative content:</p> <ul style="list-style-type: none"> • race/ethnicity • sex • gender • sexual orientation/sexuality • disability • age • religion/faith/belief • marital status/civil partnership • pregnancy/maternity. | 3 | <p>One mark for each identification up to a maximum of three identifications.</p> <p>Mark first response on each line.</p> <p>Do not award 'skin colour', 'nationality'.</p> <p>Mark first response only.</p> | | | | | | | | | | | | |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|---|
| 2 | (e) | <p>Responses include:</p> <ul style="list-style-type: none"> lots of users/popular, large/wide audience can reach <u>target</u> audience provides feedback e.g. count number of 'likes/dislikes' information can be 'shared/reposted' with 'friends'/go viral allows interaction (two-way communication) with other users/business communicates with 'followers' live links low cost, cheap, saves money can include images, videos minimal environmental impact e.g. less paper waste. <p>Exemplar responses:</p> <p>By advertising on social media Hugs can reach lots of people (1).</p> <p>By advertising on social media Hugs is able to reach lots of people such as the university students (CONT) (2).</p> | 4 | <p>Award: One mark for a non-contextual explanation OR Two marks for a contextual explanation (CONT annotation required)</p> <p>Do not award 'modern/quick/easy/effective method', annotate TV.</p> <p>Do not award 'free method', 'more people'.</p> <p>Accept 'can reach national/global audience'.</p> <p>Context list e.g. café, tea, coffee, communication difficulties, board games, creative craft, day trips, university, Bath, students, young people, youth, participants, digital personal data, local community, two owners, etc.</p> <p>NB 'social events' not context as it is in the question.</p> |

| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | |
|---------------------------|---|---|-----------------|---|---------------------------------|---------------------|-----------|----------------------|---------------|--------------------|-----------------------|---------------------|-------|---|-----------------|--------|--------------------|--|-------------|------------------------|---|--|
| 3 | (a) | <p>Indicative content:</p> <table border="1"> <thead> <tr> <th>Type of tickets</th> <th>Quantity of tickets Casey should purchase</th> <th>Cost of tickets to be purchased</th> </tr> </thead> <tbody> <tr> <td>Adult tickets</td> <td>1 (1)</td> <td>£9.50 (1) ofr</td> </tr> <tr> <td>Child tickets</td> <td>0 (1)</td> <td>£0 (1) ofr</td> </tr> <tr> <td>Group tickets</td> <td>1 (1)</td> <td>£22 (1) ofr</td> </tr> <tr> <td>Student tickets</td> <td>14 (1)</td> <td>£98 (1) ofr</td> </tr> <tr> <td></td> <td>Total cost:</td> <td>£129.50 (1) ofr</td> </tr> </tbody> </table> | Type of tickets | Quantity of tickets Casey should purchase | Cost of tickets to be purchased | Adult tickets | 1 (1) | £9.50 (1) ofr | Child tickets | 0 (1) | £0 (1) ofr | Group tickets | 1 (1) | £22 (1) ofr | Student tickets | 14 (1) | £98 (1) ofr | | Total cost: | £129.50 (1) ofr | 9 | <p>One mark for each correct answer up to a maximum of nine.</p> <p>OFR applies to calculation of costs only i.e. stated quantity tickets multiplied by ticket price and addition of total cost.</p> <p>Ticket prices: Adult ticket - £9.50 Child ticket - £6.00 Group ticket - £22.00 Student ticket - £7.00</p> <p>For all tickets accept blank spaces or a line or crossings out to mean zero for both quantity and cost of tickets. However, do not award any marks if the entire form is left blank. Award NR.</p> <p>NB check total cost is the addition of figures in the right-hand column.</p> |
| Type of tickets | Quantity of tickets Casey should purchase | Cost of tickets to be purchased | | | | | | | | | | | | | | | | | | | | |
| Adult tickets | 1 (1) | £9.50 (1) ofr | | | | | | | | | | | | | | | | | | | | |
| Child tickets | 0 (1) | £0 (1) ofr | | | | | | | | | | | | | | | | | | | | |
| Group tickets | 1 (1) | £22 (1) ofr | | | | | | | | | | | | | | | | | | | | |
| Student tickets | 14 (1) | £98 (1) ofr | | | | | | | | | | | | | | | | | | | | |
| | Total cost: | £129.50 (1) ofr | | | | | | | | | | | | | | | | | | | | |
| 3 | (b) | <p>Indicative content:</p> <table border="1"> <tbody> <tr> <td>Price of order:</td> <td>£700 (1)</td> </tr> <tr> <td>Discount (if applicable):</td> <td>£315 (1) ofr</td> </tr> <tr> <td>Subtotal:</td> <td>£385 (1) ofr</td> </tr> <tr> <td>VAT:</td> <td>£77 (1) ofr</td> </tr> <tr> <td>Total price of order:</td> <td>£462 (1) ofr</td> </tr> </tbody> </table> | Price of order: | £700 (1) | Discount (if applicable): | £315 (1) ofr | Subtotal: | £385 (1) ofr | VAT: | £77 (1) ofr | Total price of order: | £462 (1) ofr | 5 | <p>One mark for each correct answer up to a maximum of five.</p> <p>OFR applies to, discount, subtotal, VAT and total price as indicated.</p> | | | | | | | | |
| Price of order: | £700 (1) | | | | | | | | | | | | | | | | | | | | | |
| Discount (if applicable): | £315 (1) ofr | | | | | | | | | | | | | | | | | | | | | |
| Subtotal: | £385 (1) ofr | | | | | | | | | | | | | | | | | | | | | |
| VAT: | £77 (1) ofr | | | | | | | | | | | | | | | | | | | | | |
| Total price of order: | £462 (1) ofr | | | | | | | | | | | | | | | | | | | | | |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|---|
| 3 | (c) | <p>Responses include:</p> <ul style="list-style-type: none"> lose revenue/sales/profit/money [not loss of deposit] loss of reputation/poor image poor word of mouth/negative reviews/bad publicity loss of trust/damaged relationships. | 3 | <p>One mark for each identification up to a maximum of three.</p> <p>Responses must be negative.</p> <p>Do not award loss of customers, loss of deposit, lose money spent/paid.</p> |
| 4 | (a) | <p>Indicative content:</p> <ul style="list-style-type: none"> Content <ol style="list-style-type: none"> date of trip 20 March (20)25 (1) meet <u>outside</u> the <u>café/Hugs</u> (1) at 10am (1) <u>bus</u> (journey) 30 min/minutes/half an hour (1) (packed) lunch £9.50 (1) ordered by 10 March (2025) (1) cost of trip £50 per participant/person/head (1) full payment by 13 March (2025) (1) return to <u>café/Hugs</u> by 3:30pm (1) request for reply to confirm booking/plan to join us (1). Tone – ‘<u>please</u>’ in request for reply/email response (1). Layout – ‘<u>glass-blowing factory</u>’ in subject line (1). | 12 | <p>One mark for each required item up to a maximum of twelve.</p> <p>Do not award marks for answers in the drafting box.</p> <ol style="list-style-type: none"> Accept 20/3/25 or 3/20/25. Accept 10:00, 10 in the morning; do not accept ‘10’ TV. Do not accept ‘coach’. Accept 10/3 or 3/10. Accept ‘each’. Accept 13/3 or 3/13. Accept 15:30, 3:30 in the afternoon; do not accept ‘3:30’ TV. <p>For layout mark transcription must be accurate including the hyphen.</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|---|
| 4 | (b) | <p>Indicative content:</p> <p>Reasons:</p> <ul style="list-style-type: none"> • low cost/cheap/cost effective/saves money • saves time/time efficient/fast/quick • saves resources • convenient • eco-friendly/ethical. <p>Exemplar response:</p> <p>It is fast (1).</p> <p>It is fast (1) because emails can be received instantaneously (+1).</p> <p>It is fast (1) because emails can be <u>sent</u> instantaneously (0).</p> <p>Emails can be received instantaneously (0).</p> <p>Email is delivered instantaneously (+1) therefore it is fast (1).</p> <p>It is convenient (1) emails can be accessed anywhere (+1).</p> | 4 | <p>One mark for each identification up to a maximum of two identifications plus a further one mark for each of two explanations.</p> <p>Second mark is awarded for BECAUSE/WHY (this can be a positive for email or a negative for letter).</p> <p>Do not award 'email has no cost', cannot be lost, easier.</p> <p>Do not award 'instantaneous' for the first mark.</p> <p>Do not award 'emails can be <u>sent</u> instantly' for second mark.</p> <p>NB 'Emails can be sent to multiple participants' TV, 'at the same time/simultaneously' required.</p> |

