



Oxford Cambridge and RSA

Cambridge Technicals

Business

Unit 9: Human Resources

Level 3 Cambridge Technical in Business

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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

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 no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

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 (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
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

11. 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

12. Subject-specific marking instructions

L3 analysis is required before L4 can be accessed.

Question	Answer	Marks	Guidance
1 (a)	<p>Responses include:</p> <ul style="list-style-type: none"> • avoid legal action • can evaluate/monitor/see the employee (performing the role) • can terminate the contract, get rid/let go of the employee • can identify any training needs • opportunity to address performance issues • decide if the working relationship is a good fit • decide whether the new employee is a cultural fit • may increase employee productivity (during this period) • reduces risk when filling a job role • see whether the new employee is motivated, engaged, level of absenteeism, etc • work out whether the new employee has the skills/knowledge required, is suited to the job role, is performing to the required standard <p>Exemplar response:</p> <p>Locks Ltd can avoid tribunal proceedings (1) because they can terminate the contract within the probationary period (+1).</p> <p>They can terminate their contract (1) if they aren't performing to the required standard (+1).</p> <p>They can monitor the operative's (CONT +1) interaction with other employees (1) and <u>see whether</u> they are a cultural fit (+1).</p> <p>You can see if operatives (CONT +1) have the correct skills (1). If they don't have the correct skills you don't have to take them on (+1).</p>	3	<p>Award:</p> <p>One mark for a benefit</p> <p>PLUS</p> <p>One mark for explanation</p> <p>AND/OR</p> <p>One mark for context. Annotate CONT</p> <p>Benefit must be to Locks Ltd not the employee.</p> <p>Explanation can be:</p> <ul style="list-style-type: none"> • the cause of the benefit (exemplar 1) • the reason for the benefit (exemplar 2) • a positive consequence of the benefit (exemplar 3) <p>Explanation can be based on the negative (see exemplar 4).</p> <p>Context includes: hair, haircare, shampoo, conditioner, factory, shift, production, operative, manufacture, organic, laundry, detergent, washing, family-owned, <u>three-day</u> induction, bottle, onboarding, machinery, diversification, etc.</p> <p>'See if they can work properly' TV. 'See if employee is right' TV. 'Trial period' TV.</p>

Question	Answer	Marks	Guidance
(b)	<p>Responses include:</p> <ul style="list-style-type: none"> • all stakeholders/everyone are aware/understand the process • employees may be more confident in their employer • employees may have more respect for their employer • helps to address concerns about conduct • helps to address concerns about performance • helps to resolve/deter conflict • helps to deter poor behaviour/rule breaking • saves money • saves time • transparency suggests a fair approach <p>Exemplar response:</p> <p>It helps to resolve conflict (1) because it clearly sets out what will happen if there is an issue between members of staff (+1).</p> <p>It helps to address concerns about performance (1) because the manager could start the disciplinary process if an operative (CONT +1) was constantly late for work (+1).</p> <p>It helps to deter poor behaviour (1) which should reduce conflict (+1).</p>	3	<p>Award:</p> <p>One mark for a benefit <u>to Locks Ltd</u></p> <p>PLUS</p> <p>One mark for explanation</p> <p>AND/OR</p> <p>One mark for context. Annotate CONT</p> <p>Explanation can be:</p> <ul style="list-style-type: none"> • how the benefit is achieved • a positive consequence to Locks Ltd of the benefit <p>Context includes: hair, haircare, shampoo, conditioner, factory, shift, production, operative, manufacture, organic, laundry, detergent, washing, family-owned, <u>three-day</u> induction, bottle, onboarding, machinery, diversification, etc.</p>

Question	Answer	Marks	Guidance
(c)	<p><u>No. of workers remaining for the time period</u> x 100 No. of workers employed at the start of 2024</p> <p>156-12 = 144</p> <p>$\frac{144}{156} \times 100 = \underline{92.3\%}$</p> <p>OR</p> <p>$\frac{12}{156} \times 100 = 7.7$</p> <p>$100 - 7.7 = \underline{92.3\%}$</p>	3	<p>Up to three marks.</p> <p>Award full marks for:</p> <ul style="list-style-type: none"> 92.3%, 92% (percentage sign required) <p>OR</p> <ul style="list-style-type: none"> 0.923, 0.92 <p>irrespective of workings.</p> <p>Else:</p> <ul style="list-style-type: none"> Award maximum 2 marks for 92.3 or 92 (without the % symbol) <p>OR</p> <ul style="list-style-type: none"> Award maximum 1 mark for the correct employee retention formula (in words or figures) or 144 if seen. <p>Correct employee retention formula in figures:</p> <p>$\frac{144}{156} \times 100$</p>

Question	Answer	Marks	Guidance
2 (a)	<p>Indicative content:</p> <ul style="list-style-type: none"> • conferences • online training/learning, online course • <u>simulation</u> exercises/training, virtual <u>reality</u> training • (training) videos, DVDs • tutorial, seminar • webinar, virtual training/learning, remote training/learning <p>Exemplar response:</p> <p>A simulation exercise could be used (1). This is when they would complete an activity using a virtual bottling (CONT +1) machine (+1).</p> <p>A training video (1) could be used which is when they watch a recording on a television (+1).</p>	6	<p>In each instance award:</p> <p>One mark for identification of a method</p> <p>PLUS</p> <p>One mark for description</p> <p>AND/OR</p> <p>One mark for context. Annotate CONT</p> <p>Do not award training course.</p> <p>Do not award role play.</p> <p>Must be description i.e. what it is, not why it is done.</p> <p>Do not award examples of the platform as description.</p> <p>Do not award description that repeats words in the method identified e.g. online training is learning online.</p> <p>Context includes: hair, haircare, shampoo, conditioner, factory, shift, manufacture, organic, laundry, detergent, washing, family-owned, <u>three-day</u> induction, bottle, onboarding, diversification, etc.</p> <p>Do not award production, operative or machinery as context.</p>

Question	Answer	Marks	Guidance
(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • customer feedback (internal/external) • customer related data e.g. sales, returns, repeat customers • employee feedback e.g. questionnaire • employee surveys • quality of products, product wastage • testing the employee (practical) • (workplace) performance <u>calculations/ratios</u> (1) e.g. <ul style="list-style-type: none"> ○ absenteeism ○ accident rates ○ efficiency ○ number of conflicts ○ productivity <p>Exemplar response:</p> <p>They could calculate productivity (1) before and after the training (+1).</p> <p>Improved (+1) product quality (1).</p> <p>Customer feedback (1) can be used because positive feedback indicates successful training (+1).</p> <p>It could be measured through the amount of product wastage (1). If this is high then the effectiveness of the training is low (+1).</p>	4	<p>In each instance award:</p> <p>One mark for a way of measuring the effectiveness</p> <p>PLUS</p> <p>One mark for explanation</p> <p>Explanation can be:</p> <ul style="list-style-type: none"> • further development of the 'way' identified (exemplars 1 & 2) • how the method measures effectiveness (exemplars 3 & 4) <p>'Survey' in isolation TV</p> <p>'Customer survey' can be awarded as customer feedback.</p> <p>'Employee survey' must relate to observing employees at work to be awarded the 2nd mark.</p> <p>'After the training' TV to award explanation mark.</p>

Question	Answer	Marks	Guidance
(c)	Indicative content: B: (Self) esteem C: Love/belonging/social D: Safety/security	3	Award one mark for each correct identification.
(d)	Use levels of response criteria: Responses include: <ul style="list-style-type: none"> • business/company/employee loyalty • improved communication, improved collaboration, improved teamwork • improved creativity, more ideas • improved customer satisfaction • improved efficiency • improved <u>employee</u> engagement • improved employee relations, lower level of conflict • improved/high product quality, fewer mistakes, less wastage • improved productivity, more productive factory, increase in production levels • improved (workplace) morale • lower levels of absenteeism • lower level of labour turnover • positive working environment Exemplar response: It will improve productivity (L1) which means that the business will have more products to sell (L2). Sales revenue should therefore increase (L3).	16	Levels of response Level 4 (13-16 marks) Candidate evaluates benefits to Locks Ltd of having motivated production operatives. Level 3 (9-12 marks) Candidate analyses benefits to Locks Ltd of having motivated production operatives. Level 2 (5-8 marks) Candidate explains benefits to Locks Ltd of having motivated production operatives. Level 1 (1-4 marks) Candidate identifies benefits to Locks Ltd of having motivated production operatives. L1 – identification of benefit(s). L2 – development of L1 benefit(s) e.g. description, a stakeholder facing impact, employee ‘feeling’, a consequence to the business of the benefit. L3 – impact on Locks Ltd of the L1 benefit(s). L2 not required to award L3, but must be a clear link between L1 and L3 (could be via explanation). Do not award improved motivation.

Question	Answer	Marks	Guidance
	<p>It will improve employee engagement (L1) which means they are less likely to leave (L2) which will lower recruitment costs (L3).</p> <p>Greater productivity is the most significant benefit because if more haircare (CONT) products are available to sell then the business is likely to make higher profits (L4). Improving employee engagement is not as important because we already know that the staff are motivated to work hard (L4).</p>		<p>NB Max one L3 per L1 point.</p> <p>L4 – an overall judgement of which is the most significant benefit.</p> <p>Award 13 marks for a reasoned non-contextual judgement.</p> <p>Award 14 marks for a reasoned non-contextual judgement that also gives the rationale for rejecting an alternative benefit.</p> <p>Award 15 marks for a reasoned contextual judgement. Annotate CONT.</p> <p>Award 16 marks for reasoned contextual judgement that also gives the rationale for rejecting an alternative benefit. Annotate CONT.</p> <p>Context includes: hair, haircare, shampoo, conditioner, factory, shift, manufacturer, organic, laundry, detergent, washing, family-owned, <u>three-day</u> induction, bottle, onboarding, machinery, diversification, etc.</p> <p>Do not award production or operative as context.</p>

Question	Answer	Marks	Guidance
<p>3</p>	<p>Responses include:</p> <ul style="list-style-type: none"> • access to finance from <u>external</u> sources • <u>advances in/new/change in</u> technology • competition • demographic changes • economic growth • legislation • social factors/change <p>Exemplar response:</p> <p>Legislation will because they will need to make sure that any recruitment of operatives (CONT) meets the Equality Act (2).</p> <p>Demographic changes (1).</p>	<p>6</p>	<p>In each instance award:</p> <p>Two marks for contextual answer. Annotate CONT.</p> <p>OR</p> <p>One mark for non-contextual answer</p> <p>For legalisation award any correct HR legislation i.e. Data Protection Act/GDPR, Employment Act, Equality Act, Health & Safety at Work Act, National Minimum Wage Act.</p> <p>‘The economy’ BOD.</p> <p>‘Economical’ TV.</p> <p>‘Demographics’ BOD</p> <p>Context includes: hair, haircare, shampoo, conditioner, factory, shift, production, operative, manufacture, organic, laundry, detergent, washing, family-owned, <u>three-day</u> induction, bottle, onboarding, machinery, diversification, etc.</p>

Question	Answer	Marks	Guidance
4	<p>Use levels of response criteria:</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • benefits (L1) e.g. discounted lunch, <u>additional</u> holiday, <u>enhanced</u> parental leave • cultural shift e.g. encouraging better interaction between functions, new/existing staff, etc • effective <u>conflict</u> management • effective <u>two-way</u> communication between <u>management and employees</u> • employee representation (L1) i.e. work councils • empowerment of employees • flexible working • team <u>working</u> • training/development/a specified method of training <p>Exemplar response:</p> <p>They could introduce flexible working (L1) to improve the employees' work/life balance (L2). This will then lead to an increase in employee motivation (L3).</p> <p>They could introduce a works council (L1) and ask members of the maintenance team to represent other employees (L2). This will make them feel valued and improve motivation (L3).</p> <p>They should introduce a works council because this will make the building maintenance staff feel valued (L4). Flexible working is not a good option because there needs to be enough staff at any one time to cover all of the shifts in the factory (CONT) (L4).</p>	16	<p>Levels of response</p> <p>Level 4 (13-16 marks) Candidate evaluates methods of improving the engagement of employees in the building maintenance team.</p> <p>Level 3 (9-12 marks) Candidate analyses methods of improving the engagement of employees in the building maintenance team.</p> <p>Level 2 (5-8 marks) Candidate explains methods of improving employee engagement.</p> <p>Level 1 (1-4 marks) Candidate identifies methods of improving employee engagement.</p> <p>L1 – identification of method(s) of improving employee engagement.</p> <p>L2 – development of L1 method(s) e.g. description, explanation, supporting detail from the scenario, stakeholder-facing impact, an employee 'feeling', consequence to the business.</p> <p>L3 – impact on Locks Ltd of using the L1 method(s). L2 not required to award L3. Must be a clear link between L1 and L3 (could be via explanation). Link cannot be improved employee engagement. Impacts can be positive or negative.</p>

					<p>NB Max one L3 per L1 point.</p> <p>L4 – an overall judgement of which is the most appropriate method. Award 13 marks for a reasoned non-contextual judgement. Award 14 marks for a reasoned non-contextual judgement that also gives the rationale for rejecting an alternative method. Award 15 marks for a reasoned contextual judgement. Annotate CONT. Award 16 marks for reasoned contextual judgement that also gives the rationale for rejecting an alternative method. Annotate CONT.</p> <p>Context includes: hair, haircare, shampoo, conditioner, factory, shift, production, operative, manufacture, organic, laundry, detergent, washing, family-owned, <u>three-day</u> induction, bottle, onboarding, machinery, diversification, etc.</p> <p>Do not award building maintenance as context.</p> <p>Award reference to 'working alone' as CONT.</p>
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Question	Answer	Marks	Guidance
5	<p>Responses include:</p> <ul style="list-style-type: none"> • avoid increased costs, maintain current cost level • avoid trade unions getting involved • maintain health/safety of employees • maintain/more positive work environment • maintain/improve employee morale • maintain/improve motivation/engagement • maintain/improve teamwork • maintain/improve the business' reputation • maintain/reduce/avoid an increase in absenteeism • staff retention, lower/maintain labour turnover <p>Exemplar response:</p> <p>It avoids an increase in absenteeism (1). Increased absenteeism would result in fewer haircare (CONT +1) products being made (+1).</p> <p>To retain staff (1) because if staff leave productivity may fall (+1).</p> <p>It avoids an increase in costs (1) because if staff leave then recruitment costs will go up (+1).</p>	9	<p>In each instance award:</p> <p>One mark for a reason</p> <p>PLUS</p> <p>One mark for explanation</p> <p>AND/OR</p> <p>One mark for context. Annotate CONT</p> <p>The reason (1st mark) must relate to <u>avoiding conflict</u>, not resolving conflict.</p> <p>.</p> <p>Do not award reasons in the negative for 1st mark i.e. what will happen if they don't avoid conflict (NAQ).</p> <p>Explanation can be:</p> <ul style="list-style-type: none"> • why the reason is desirable • why the reason will happen • consequence of the reason <p>Context includes: hair, haircare, shampoo, conditioner, factory, shift, production, operative, manufacture, organic, laundry, detergent, washing, family-owned, <u>three-day</u> induction, bottle, onboarding, machinery, diversification, etc.</p>

Question	Answer	Marks	Guidance
6 (a)	<p>Responses include:</p> <p>Purpose:</p> <ul style="list-style-type: none"> • enabling new recruits to become familiar with the business/culture/values • integrating new recruits into the business <p>Features:</p> <ul style="list-style-type: none"> • asking how new recruits are doing regularly • enabling new recruits to observe other team members • enabling new recruits to shadow/talk to/have lunch with their manager • giving new recruits a welcome pack, sending them company merchandise before they start • giving new recruits the opportunity to spend time in different functional areas • introducing new recruits to other employees/their team • inviting new recruits to any social events/outings • send new recruits a welcome email <p>Exemplar response:</p> <p>Onboarding includes inviting new production (CONT +1) operatives to any social events (1) so they get to know everyone including the managers (+1).</p> <p>Onboarding includes asking new employees how they are doing regularly (1) which should improve communication between managers and operatives (+1).</p>	3	<p>Award:</p> <p>One mark for the purpose of onboarding or a feature of onboarding</p> <p>PLUS</p> <p>One mark for a positive impact on the relationship between operatives and managers</p> <p>AND/OR</p> <p>One mark for context. Annotate CONT</p> <p>Understand the relationship better (or similar) TV.</p> <p>Context includes: hair, haircare, shampoo, conditioner, factory, shift, production, manufacture, organic, laundry, detergent, washing, family-owned, <u>three-day</u> induction, bottle, onboarding, machinery, diversification, etc.</p> <p>Do not award operative as context.</p>

Question	Answer	Marks	Guidance
(b)	<p>Responses include:</p> <ul style="list-style-type: none"> • accompany employees to disciplinary/grievance meetings • <u>discussion</u> with employers regarding employee concerns • <u>discussion</u> with employers regarding major changes within the workplace • immigration advice • legal advice • <u>negotiating</u> agreements with employers regarding pay and conditions • pensions advice • represent employees at tribunals • training • well-being services 	2	<p>Award one mark for each correct identification up to a maximum of two marks.</p> <p>Must be services. Do not award 'going on strike' (or similar).</p> <p>Award examples of major changes in the workplace e.g. redundancies. Response must still relate to 'discussion'.</p> <p>Award examples of employee concerns e.g. health and safety issues. Response must still relate to 'discussion'.</p> <p>Conditions of the workplace TV</p>
7	<p>Responses include:</p> <ul style="list-style-type: none"> • carry out a skills audit • arrange (induction) training for new employees • arrange training for existing employees • arrange a recruitment/selection process for new/additional employees • decide on compensation/pay/benefit package for new employees • ensure compliance with <u>employment</u> legislation • ensure health and safety (of new employees) • exit process for any employees no longer required • plan onboarding 	6	<p>In each instance award:</p> <p>One mark for identification of a way that human resources planning could be affected</p> <p>PLUS</p> <p>One mark for explanation of why diversification requires this</p> <p>AND/OR</p> <p>One mark for a business/HR employee facing impact of the 'way' identified</p>

		<p>Exemplar response:</p> <p>Need to arrange the recruitment process for new employees (1) because they are building a new factory (+1). This process may be time consuming for the HR staff (+1).</p>	<p>Award an example of part of the recruitment and selection process e.g. advertise new job roles.</p> <p>Award specific forms of employment legislation e.g. equality legislation, health and safety legislation.</p> <p>Award 'hiring'.</p>
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Question		Answer	Marks	Guidance
8	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> identify <u>skills</u> of the current work force, identify whether anyone internally has the required <u>skills</u> identify any <u>skills</u> gaps/what <u>skills</u> are needed help to write the person specification for the production manager role help to recruit/select/look for an applicant with <u>skills that fill the gap</u> <p>Exemplar response:</p> <p>It will help to identify skills that the production operatives (CONT) currently have (2).</p> <p>It will identify any skills gaps (1).</p>	2	<p>Award:</p> <p>Two marks for a contextual benefit. Annotate CONT.</p> <p>OR</p> <p>One mark for non-contextual benefit</p> <p>Context includes: hair, haircare, shampoo, conditioner, factory, shift, operative, manufacture, organic, laundry, detergent, washing, family-owned, <u>three-day</u> induction, bottle, onboarding, machinery, diversification, etc.</p> <p>Do not award production as context.</p>

Question	Answer	Marks	Guidance
(b)	<p>Use levels of response criteria:</p> <p>Responses include:</p> <ul style="list-style-type: none"> • advert can be removed immediately the position is filled • the business <u>knows</u> all applicants (L1) e.g. <ul style="list-style-type: none"> ○ know if applicants are a cultural fit ○ know if applicants are loyal employees ○ know if applicants are team players ○ know if applicants have the skills ○ know the applicants work history/work ethic ○ know if applicants are suitable for the role • do not have to pay to <u>advertise</u> externally, lower/no <u>advertising</u> costs • full control over the advert • improved employee <u>motivation/engagement</u> • quicker <u>to advertise the vacancy</u> than advertising externally <p>Exemplar response:</p> <p>The business doesn't have to pay to put the advert on a recruitment agency website (L1) which saves the business money (L3).</p> <p>The business knows all applicants (L1) because they already work in the business (L2) so they aren't risking employing someone that isn't a good cultural fit (L3).</p> <p>The most significant benefit is knowing the person because someone external might lie on their CV. They might not be able to use the machinery (CONT). The lower cost isn't as important because the main thing is to find the right person for the job (L4).</p>	8	<p>Levels of response</p> <p>Level 4 (7–8 marks) Candidate evaluates benefits of only advertising the job vacancy internally.</p> <p>Level 3 (5–6 marks) Candidate analyses benefits of only advertising the job vacancy internally.</p> <p>Level 2 (3–4 marks) Candidate explains benefits of only advertising the job vacancy internally.</p> <p>Level 1 (1–2 marks) Candidate identifies benefits of only advertising the job vacancy internally.</p> <p>L1 – identifies benefit(s) to Locks Ltd. Benefit must relate to advertising internally not recruiting internally.</p> <p>L2 – development of the benefit(s) identified e.g. explanation (the 'because'), an example, a stakeholder-facing impact, a consequence to the business.</p> <p>L3 – impact on Locks Ltd of the benefit(s). Analysis must be business facing. L2 not required to award L3. Must be clear link to L1 (either directly or via explanation). Impact must be positive.</p> <p>NB Max one L3 per L1 point.</p>

					<p>L4 – an overall judgement of the most significant benefit. Award 7 marks for a reasoned non-contextual judgement. Award 8 marks for a reasoned contextual judgement. Annotate CONT.</p> <p>Context includes: hair, haircare, shampoo, conditioner, factory, shift, operative, manufacture, organic, laundry, detergent, washing, family-owned, <u>three-day</u> induction, bottle, onboarding, machinery, diversification, etc.</p> <p>Do not award production as context.</p>
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