

Cambridge Technicals

Business

Unit 2C: Understand the role of an administrator

Level 2 Cambridge Technical in Business Administration

05891 - 05892

Mark Scheme for June 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
✓	Valid point, mark awarded
X	Incorrect
?	Response unclear
BOD	Benefit of the doubt (mark awarded)
NBD	Too vague (mark not awarded)
REP	Repetition (no additional marks awarded)
CONT	Context
OFR	Own figure rule
L1	Level 1 response (identification)
L2	Level 2 response (explanation)
L3	Level 3 response (analysis)
L4	Level 4 response (evaluation)

12. Subject-specific marking instructions

L3 analysis is required before L4 can be accessed.

Question			Answer	Marks	Guidance
1	(a)		Responses include: • can get to know/understand each other • can help/advise each other, learn from each other, share knowledge • can meet up regularly/regularly see each other • can motivate/encourage (each other) • can spend time with each other/bond/form relationships • can talk/communicate to each other, provide support to each other, share experience	2	In each instance award: One mark for a reason Reason must relate to employees (in the team) rather than the relationship between managers and the employees. Watch out for REP. Award any other appropriate response.

Question	Answer	Marks	Guidance
(b)	Indicative content: - Task A (importance, urgency, consequence of late completion) - Task B (importance, urgency, consequence of late completion) - Task C (importance, urgency, consequence of late completion, status of the task originator) Exemplar response: I think that Task A (L1) should be prioritised because it is urgent (L1). Operatives won't be able to do their job efficiently without the training (L2) and therefore productivity in the factory (CONT) would fall (L3). Task B isn't as urgent because it isn't due until next month (L4). Examples for Tasks B & C: Task B (L1) because if operatives don't get their pay rise employee motivation might fall (L3). Task C (L1) was requested by a line manager (L1). If the administrator doesn't do this the manager may have to start disciplinary action (L3).	8	Levels of response Level 4 (7 – 8 marks) Candidate evaluates which task should be completed first. Level 3 (5 – 6 marks) Candidate analyses the impact on Fields Ltd of specific task(s) being/not being prioritised. Level 2 (3 – 4 marks) Candidate outlines why a task(s) should/should not be prioritised Level 1 (1 – 2 marks) Candidate identifies task plus reason for prioritisation L1 – identification of a task that should be prioritised plus identification of the reason why it should be prioritised. Identification of the task can be task 'letter' or description. Award 'requested by the administrator's line manager' (or similar) for status of the originator. L2 – why the task should be prioritised or what might happen if it isn't prioritised. Award timeline as L2. L2 not required to access L3. L3 – an impact on the business or management of a specific task being prioritised/not prioritised. Must be accurate link of how the impact results from the task being/not prioritised. Do not award an impact on the administrator, customers or employees (other than motivation).

Question			Answer	Marks	Guidance
					L4 – a reasoned decision of which task should be completed first, to include why at least one other task does not have the highest priority. Any of the three tasks can be chosen. Award 7 marks for non-contextual reasoning. Annotate 1 x L4. Award 8 marks for contextual reasoning. Annotate 1 x L4 plus CONT. L3 impacts include changes to: • Task A– productivity, lower output, motivation, accidents, quality/wastage, profit/revenue, reputation (do not award efficiency) • Task B – motivation, productivity/efficiency, lower output, absenteeism, trade union involvement, reputation • Task C– productivity, lower output, efficiency, lose the potential employee, short-staffed/no supervisor, reputation NB. Work efficiently L2, improve/reduce (business) efficiency L3. For context look for crisps, farm, field (not Fields), crop, bags, packet, chicken, chorizo, flavour, potatoes, factory, premium, exhibition, Birmingham, 135 miles, finance, sales, marketing, 14 days, deli.

Question			Answer	Marks	Guidance
	(c)		Indicative content: • Agenda • <u>internal</u> company newsletter • letter • (meeting) minutes • memo • petty cash voucher • report • reprographics request • request for repair (form) • returns documentation • travel expenses claim	3	In each instance award: One mark for an internal communication <u>document</u>.

Question		Answer	Marks	Guidance
2	(a)	Responses include: • cost/price • date/time of day travelling/time need to be there • destination • distance/duration (time taken <u>to get there</u>) • personnel requirements e.g. driving licence, comfort • personnel travelling e.g. seniority, two people • special requirements e.g. disabled access, equipment need to take • timetable/schedule (of transport), delays/cancellations/congestion (on the day), availability of train tickets Exemplar response: Cost (1) because they would need two train tickets (+1). Cost (1) because petrol is currently very expensive (+1). Cost (1) because parking will be expensive in Birmingham (+1). Congestion (1) because there will be a lot of traffic in the city centre (+1). Congestion (1) on the roads may mean choosing to go by train (+1) Traffic (1) because it might make them late (+1). If they need to take equipment (1) it could be too heavy/big to take on the train (+1).	4	In each instance award: One mark for correct identification of a <u>factor</u> that will impact the decision whether to travel by car or train PLUS One mark for explanation Explanation: • why the factor should be considered (the 'because') • how it impacts the choice of transport Accept traffic for congestion. Time (in isolation) TV Delays must relate to transport delays not personal factors e.g. missing the train causing a delay. Do not accept location to mean destination. NB. Destination is where they are going. Candidates do not need to make a choice/comparison. Do not award cheaper, quicker, faster, safer, easier, etc or more..... e.g. <u>more</u> expensive, for the 2nd mark. Award any other appropriate response.

Question		Answer	Marks	Guidance
	(b)	Responses include: • availability of rooms • cost/price • grade/star rating/standard (1) e.g. ensuite facilities, car park, Wi-Fi, refreshments (in-room) • location (1) e.g. distance to the trade exhibition, easily accessible by car/public transport • meal arrangements (1) e.g. if breakfast/dinner required, any dietary requirements • number of rooms required • personnel requirements (1) e.g. type of room (single/double), level of seniority, accessible rooms, size of room, luggage storage Exemplar response: Meal arrangements should be considered (1). They will want a hotel that serves breakfast (+1) so they are more likely to be at the exhibition in time to set up (+1). Cost (1) of the accommodation because if they choose a cheaper option they can save money (+1) so they'll be less likely to go over budget (+1).	6	In each instance award: One mark for a factor PLUS One mark for explanation: • why the factor should be considered (the 'because') • an example e.g. needs to be of a high standard (1) such as having ensuite facilities (+1). PLUS One mark for a business facing consequence or impact Good facilities TV Range of facilities BOD Meets needs/expectations TV Accessibility (in isolation) TV Do not award easier, quicker, faster, etc. Award any other appropriate response.

Question	Answer	Marks	Guidance
(c)	Responses include: Reasons for choosing colour: • eye-catching/appealing/stands out/attractive • <u>presents/gives</u> a better impression to potential customers • seen as luxury/premium Reason for not choosing • expensive to print Reason for choosing black and white: • cost effective/lower printing costs Reasons for not choosing black and white • may not present a premium image • not eye-catching Exemplar response: It should be printed in colour (1) because it presents a good impression (+1). Black and white is not suitable for a premium product (+1). It should be printed in black and white (1) because this is cheaper (+1) which will save them money (+1).	3	Award marks as follows: • one mark for identifying whether colour or black and white has been chosen PLUS • one mark for stating a <u>positive</u> reason why <u>this</u> option has been chosen PLUS • one mark for either: ○ development of why this option has been chosen or ○ a reason why the alternative was not chosen. Do not award 'easier' (or similar) as the 2nd mark. Do not award the third mark if the reason why an option has not been chosen is the reverse of the reason why one option was chosen e.g. colour is more expensive, black and white is cheaper. Award any other appropriate response.

Question			Answer	Marks	Guidance																																
	(d)		Responses include: • understanding, <u>aids</u> interpretation, <u>avoids</u> confusion • can be referred back to • likely to remember, won't forget • provides proof/confirmation	2	In each instance award: One mark for identification of a reason Reason must relate to sharing <u>complex information</u> . Misinterpret TV Miscommunication TV Makes it clear TV Award any other appropriate response.																																
3	(a)	(i)	<table><tr><td>Order number: 2046</td><td colspan="3">Date: 5 June 2025</td></tr><tr><td colspan="4">Invoice number: 62300</td></tr><tr><td>Description</td><td>Quantity</td><td>Unit price (£)</td><td>Total (£)</td></tr><tr><td><u>Box</u> of nduja crisps</td><td>25</td><td>32.50</td><td>812.50</td></tr><tr><td><u>Box</u> of paneer crisps</td><td>20</td><td>32.50</td><td>650.00</td></tr><tr><td colspan="2"></td><td>Subtotal</td><td>£ 1462.50</td></tr><tr><td colspan="2"></td><td>VAT @ 20%</td><td>£ 292.50</td></tr><tr><td colspan="2"></td><td>Total</td><td>£ 1755.00</td></tr></table>	Order number: 2046	Date: 5 June 2025			Invoice number: 62300				Description	Quantity	Unit price (£)	Total (£)	<u>Box</u> of nduja crisps	25	32.50	812.50	<u>Box</u> of paneer crisps	20	32.50	650.00			Subtotal	£ 1462.50			VAT @ 20%	£ 292.50			Total	£ 1755.00	6	Award marks as follows: • one mark for the correct exam date. Year must be included. • one mark for each accurate entry i.e. description, quantity, unit price and total all correct (maximum two marks) • one mark for the correct subtotal (OFR) • one mark for correct calculation of VAT (OFR) • one mark for correct calculation of the overall total (OFR) NB. The '.00' is not required on totals to award the mark(s). Boxes must be included in the <u>description</u> .
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Question			Answer	Marks	Guidance
	(a)	(ii)	Responses include: - to protect information/keep information safe/keep information confidential/ensure information not leaked - to meet data protection legislation, to meet the Data Protection Act, to meet GDPR - to follow the business' data protection policy - to make sure information is sent to the correct person/prevent information being sent to the wrong person Exemplar response: To keep information safe (1). To keep bank details safe (1+1). To keep information safe (1) otherwise it could be used to commit fraud (+1). To follow data protection legislation (1) e.g. the Data Protection Act (+1). To meet data protection legislation (1) and therefore avoid legal action (+1).	4	In each instance award: One mark for identification of a reason Plus One mark for development. Development: - positive reason for following the protocols - consequence of the protocols not being followed - example of data protection legislation i.e. Data Protection Act, GDPR (if not awarded as the reason) - example of confidential information that would be included on an invoice e.g. bank details, <u>customer</u> name, <u>customer</u> address, order details etc. Reason must explicitly link to data protection protocols. Do not award reasons in the negative (1st mark) i.e. what will happen if data protection protocols are not followed. Annotate NAQ. Do not award preventing fraud, preventing legal issues/action or being fined/sued as a reason for the 1st mark. Award any other appropriate response.

Question			Answer	Marks	Guidance
	(b)	(i)	Indicative content: - subject heading in correct box, to include '<u>invoice</u>' (1) - appropriate formal opening (1) - appropriate formal closing (1) - appropriate opening phrase (1) - reference to <u>invoice</u> being attached (1) - appropriate tone i.e. <u>please</u> or <u>thank you</u> (1)	6	Up to 6 marks. This question assesses content, tone and layout. Candidates should not be penalised for errors of spelling, punctuation, grammar or sentence construction. Opening: <u>Dear</u> Ms. Cooper, Good morning, Good afternoon. Do not award Hello, Hi, Dear Sir/Madam. Closing: Kind regards, Regards, Yours sincerely. Opening phrase could be friendly e.g. I hope that you are well, or professional e.g. Please find attached.... For 'attached' accept enclosed, included, below.
	(b)	(ii)	Indicative content: letter	1	Award one mark for correct identification.

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