



National  
Qualifications  
2015

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# 2015 Administration and IT

## New Higher

### Finalised Marking Instructions

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## General Marking Principles for Higher Administration and IT

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding; they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d)
  - (i) For questions that ask candidates to “Compare ...”  
Candidates must demonstrate knowledge and understanding of the similarities and/or differences between things, features, methods or choices. Does not need to be a comparative sentence.  
Up to the total mark allocation for this question:
    - 1 mark should be given for each accurate point of comparison
  - (ii) For questions that ask candidates to “Discuss ...”  
Candidates must make accurate relevant points that are more than just naming. There has to be an element of discussion within each point. Marks can be given for development and examples of a point.
    - 1 mark should be given for each discussion point.
  - (iii) For questions that ask candidates to “Describe ...”  
Candidates must make a number of relevant factual points, which may be characteristics and/or features, as appropriate to the question asked. These points may relate to a concept, process or situation.  
Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.  
Up to the total mark allocation for this question:
    - 1 mark should be given for each relevant factual point.
    - 1 mark should be given for any further development of a relevant point, including exemplification when appropriate.
  - (iv) For questions that ask candidates to “Outline ...”  
Candidates must make a number of brief statements appropriate to the question asked. These may include facts, features or characteristics.  
Up to the total mark allocation for this question:
    - 1 mark should be given for each accurate statement.
  - (v) For questions that ask candidates to “Justify ...”  
Candidates must give good reasons to support suggestions or explain the reason(s) for or against the issue raised in the question. A development point can be given.
    - 1 mark should be given for each accurate justification
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Detailed Marking Instructions for each question

Section 1

Question		Expected answer(s)	Max mark	Additional guidance
1.	(a)	<p>The Data Protection Act</p> <ul style="list-style-type: none"> <li>• Personal data should be processed fairly and lawfully</li> <li>• Data should be obtained only for specified and lawful purposes</li> <li>• Data should be adequate, relevant and not excessive</li> <li>• Data should be accurate and where necessary kept up to date</li> <li>• Data should not be kept for longer than necessary</li> <li>• Personal data should be processed in accordance with the individuals' rights</li> <li>• Data should be kept secure</li> <li>• Personal data should not be transferred outside the European Economic Areas unless the country offers adequate data protection</li> <li>• Transferring/sharing without permission</li> <li>• Deleting/editing of incorrect information</li> </ul>	4	<p>No marks for identifying the Act- only its principles.</p> <p>Award <b>1 mark</b> for each valid brief statement.</p> <p>Accept data subjects' rights.</p> <p>Accept any other suitable response.</p>

Question		Expected answer(s)	Max mark	Additional guidance
1.	(b)	<p>MILNE ACCOUNTING LTD</p> <ul style="list-style-type: none"> <li>• May attract unwanted media attention</li> <li>• Company reputation may be damaged <ul style="list-style-type: none"> <li>○ Loss of new customers/sales/income</li> <li>○ Existing customers may switch to a rival</li> <li>○ Difficult to attract high quality candidates in the recruitment process</li> </ul> </li> <li>• Reported to the Information Commissioner <ul style="list-style-type: none"> <li>○ Faces costly legal action/fines/sanctions</li> <li>○ May have to pay compensation</li> </ul> </li> <li>• May close down or be closed down</li> </ul> <p>EMPLOYEE</p> <ul style="list-style-type: none"> <li>• Dismissed/contract terminated for misconduct <ul style="list-style-type: none"> <li>• A poor reference could make it difficult to get a new job</li> <li>• Lack of income may result in financial hardship</li> </ul> </li> <li>• Demoted by removing responsibility</li> <li>• Receive a formal verbal/written warning held on record</li> <li>• May harm a customer indirectly by misusing information <ul style="list-style-type: none"> <li>• Leading to stress/guilt/demotivation</li> </ul> </li> </ul>	4	<p>Candidates <b>must</b> consider one consequence for the organisation and one consequence for the employee to gain full marks.</p> <p>Award <b>1 mark</b> for each valid consequence. Award <b>1 mark</b> for each valid development point.</p> <p>To gain full marks <b>at least 2 consequences</b> must be described.</p> <p><b>Up to 3 marks</b> can be awarded for describing any one consequence.</p> <p>Accept any other suitable response.</p>

Question	Expected answer(s)	Max mark	Additional guidance
2.	<ul style="list-style-type: none"> <li>• Supportive/approachable attitude is needed to help lead a team</li> <li>• Confidence using systems and procedures to set targets/ standards/supervise</li> <li>• Enthusiastic as to motivate a team of employees</li> <li>• Decisive as to reach conclusions quickly and therefore save time</li> <li>• Ability to work unsupervised so productivity increases</li> <li>• Ability to work as part of a team to minimise conflict</li> <li>• Good communication skills are required for dealing with customers</li> <li>• Ability to express information clearly to avoid confusion</li> <li>• Good organisational skills/ability to prioritise to ensure deadlines are met</li> <li>• Good interpersonal skills for dealing with different stakeholders</li> <li>• Honesty, trust and discretion when dealing with sensitive matters/information</li> <li>• Delegation skills in order to allocate tasks fairly and to those best suited to the work</li> <li>• Disciplining of staff in order to ensure that policies are adhered to</li> </ul>	2	<p>Award <b>1 mark</b> for each valid justification point.</p> <p>Accept any other suitable response.</p>

Question	Expected Answer(s)	Max Mark	Additional Guidance
3.	<ul style="list-style-type: none"> <li>• <b>Buddy system</b> - An employee is paired with a more experienced person for help and advice.</li> <li>• <b>Mentoring system</b> - A more senior member of staff is assigned to a junior employee.</li> <li>• <b>Line manager reviews/meetings</b> The line manager can carry out periodic checks on progress by meeting with a member of staff.</li> <li>• <b>Action plans</b> - This is where task responsibilities, deadlines and resources are allocated.</li> <li>• <b>Appraisal</b> - Reviews current performance and helps identify and evaluate the training and development needs of staff. This appraises current strengths and weaknesses and assesses employee's career development.</li> <li>• <b>Personal Development Plans</b> Where employees set their own targets for future skills development.</li> <li>• Random/sample/double checks can each be awarded a mark if different</li> <li>• Gantt charts...</li> <li>• Internal audits...</li> <li>• Mystery shopper/comment cards/online reviews/surveys/feedback forms - can all be awarded marks if relate back to monitoring and evaluating the employee.</li> </ul>	4	<p>Award 1 mark for each valid brief statement.</p> <p>Accept any other suitable response.</p> <p>Do not accept to-do lists and priorities lists</p>

Question	Expected Answer(s)	Max Mark	Additional Guidance
4.	<p><b>ORGANISATION</b></p> <ul style="list-style-type: none"> <li>• More productive with many members working on a task</li> <li>• Better idea generation/more competitive</li> <li>• Communication may be better if staff are working in teams</li> <li>• Reduced staff turnover/absenteeism if employees are motivated in a team</li> <li>• Employees more likely to take risks leading to possibly better decision making</li> <li>• Employees develop skills increasing flexibility if someone is absent <ul style="list-style-type: none"> <li>○ Reduces the cost/requirement for external training</li> </ul> </li> </ul> <p><b>EMPLOYEE</b></p> <ul style="list-style-type: none"> <li>• Greater job satisfaction/increased morale/motivation <ul style="list-style-type: none"> <li>○ Better confidence therefore less likely to be stressed</li> <li>○ Will feel more supported at work</li> </ul> </li> <li>• May increase skills by learning from other team members <ul style="list-style-type: none"> <li>○ May increase chances of promotion/improve experience</li> </ul> </li> <li>• Higher pay/bonuses/commission if more productive/meeting targets</li> </ul>	6	<p>Candidates are required to consider at least one benefit for the organisation and one benefit for the employee to gain full marks.</p> <p>Award <b>1 mark</b> for each valid discussion point. Award <b>1 mark</b> for each valid development point.</p> <p><b>Watch for repetition.</b></p> <p>Watch that benefits are discussed and not just named.</p> <p>Accept any other suitable response.</p>

Question	Expected Answer(s)	Max Mark	Additional Guidance
5.	<ul style="list-style-type: none"> <li>• Audio-conferencing uses verbal communication only whereas web-conferencing allows for both audio and visual communication</li> <li>• Web-conferencing can show demonstrations/facial expressions/body language which is useful for interviews or presentations whereas audio-conference is limited to spoken discussion only</li> <li>• Audio-conferencing only uses a microphone or loudspeaker whereas web-conferencing will use a webcam or digital camera in addition to a microphone</li> <li>• Web-conferencing uses a live internet connection whereas audio-conferencing can be used through a phone signal using a loudspeaker</li> <li>• Both are flexible and can be used portably eg using a smartphone</li> <li>• Both can save travel and accommodation costs/time</li> <li>• Both can allow group discussion/meetings to take place</li> <li>• Both may be recorded electronically for later reference</li> <li>• Both require reliable equipment/connections</li> </ul>	2	<p>Award <b>1 mark</b> for each valid comparison given.</p> <p>Candidates who make distinguished points can write several audio-conferencing points followed by several web-conferencing points and the marker must match the points using codes eg a, b, c.</p> <p>Accept reference to video-conferencing.</p> <p>Comparison of the same feature eg cost, body language, equipment.</p> <p>Accept any other suitable response.</p>

Question	Expected Answer(s)	Max Mark	Additional Guidance
6.	<ul style="list-style-type: none"> <li>• The session may need to be stopped/adjourned               <ul style="list-style-type: none"> <li>○ This wastes time for the organisation to set another date</li> <li>○ Inconveniences the employees so they may not return</li> <li>○ Additional travel and accommodation costs/arrangements</li> </ul> </li> <li>• Cultural/language barriers could result in the employees not fully understanding the training               <ul style="list-style-type: none"> <li>○ Legal action could be taken</li> <li>○ Could damage the company reputation                   <ul style="list-style-type: none"> <li>▪ Difficult to encourage staff to attend future training</li> </ul> </li> </ul> </li> <li>• Technical faults/loss of signal during a presentation could limit the success of the training               <ul style="list-style-type: none"> <li>○ May not make the best decisions</li> </ul> </li> <li>• Interruptions/distractions/background noise could agitate attendees</li> <li>• Attendees and/or trainers with bias/selective hearing/who are easily bored may not benefit from the training</li> <li>• Attendees may not be able to understand the accent of the presenter</li> </ul>	4	<p>Award <b>1 mark</b> for each valid consequence. Award <b>1 mark</b> for each valid development.</p> <p>To gain full marks at <b>least 2 consequences</b> must be described.</p> <p><b>Up to 3 marks</b> can be awarded for describing any one consequence.</p> <p>No marks for naming/describing the barrier. Watch for duplication of consequences</p> <p>Accept any other suitable response.</p>

Question	Expected Answer(s)	Max Mark	Additional Guidance
7.	<ul style="list-style-type: none"> <li>• Will promote customer loyalty as customers will return to the organisation.</li> <li>• Returning customers will increase sales turnover.</li> <li>• A good customer care policy will promote a good reputation as customers will think positively of the organisation.</li> <li>• Creating a good reputation will attract more customers to the organisation - which could increase sales turnover.</li> <li>• Good customer care will result in fewer complaints to employees from customers - this will mean employees can be happier at work.</li> <li>• Increased morale amongst employees may result in a lower staff turnover - thus reducing recruitment costs for the organisation.</li> <li>• A good reputation for the organisation may attract a higher quality of potential employees.</li> <li>• Good customer care may give the organisation a competitive edge in the market - it may attract customers away from competition.</li> </ul>	4	<p>Candidates are required to consider at least two methods to gain full marks.</p> <p>Award <b>1 mark</b> for each valid description point. Award <b>1 mark</b> for each valid development point.</p> <p>To gain full marks at least <b>2 benefits</b> must be described.</p> <p><b>Up to 3 marks</b> can be awarded for describing any one benefit.</p> <p>Accept any other appropriate response.</p>

[END OF MARKING INSTRUCTIONS]