



National
Qualifications
2017

2017 Administration and IT

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, methods or choices, for example. The relevant comparison points could include theoretical concepts.
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 “Justify ...”
Candidates must make a number of accurate relevant points that relate cause and effect and/or make the relationships clear. 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 justification
 - 1 mark should be given for a further development of a relevant point, including exemplification when appropriate.
- (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.

Detailed marking instructions for each question

Section 1

| Question | Expected answer(s) | Max mark | Additional guidance |
|----------|---|----------|--|
| 1. | <ul style="list-style-type: none"> • Karen could give each job a priority - trying to note how long she will spend on a job and trying to stick to her list/Karen could try to prioritise her tasks into urgent and non-urgent, high, medium and low priority • Karen should complete one task before moving on to another. Karen could try to handle papers or tasks only once in order of priority • Karen should try to avoid interruptions by ensuring telephone calls are dealt with in minimum time and that chatty colleagues are discouraged. Have a set time for catching up on calls/e-mails/visitors • Karen could use a quiet/separate space to ensure that she can focus on the tasks she has to complete without interruptions or the distraction of the main open-plan office • Action Plans could be used to break the task down into smaller components with timings • Karen could make use of Gantt Charts which would indicate the overall timescale of the project and milestones/deadlines which need to be met • Karen could discuss with other members of staff if work can be shared depending on their workload • E-diary could be used to set reminders of tasks/for meetings. | 6 | <p>To gain full marks at least 2 strategies must be described.</p> <p>5 marks can be awarded for one strategy.</p> <p>Award 1 mark for each valid description point. Award 1 mark for each valid development point.</p> <p>Accept any other appropriate response.</p> <p>DNA a to-do-list as Moira has left one - going on to say that Karen should prioritise these tasks would be acceptable.</p> <p>The use of the word delegation infers that Karen has a subordinate - this is not the case and should not be awarded.</p> <p>No limit on number of time-stealers, eg saying no to further tasks.</p> |

| Question | Expected answer(s) | Max mark | Additional guidance |
|----------|--|----------|---|
| 2. | <ul style="list-style-type: none"> • Fewer errors may be made if Karen is trained in use of IT systems and equipment • Less time will be spent correcting errors or searching for information - meaning employees will work more productively • Karen would be able to take on additional duties/trusted by Moira • Karen will feel more confident if trained in the use of IT systems - and will therefore have higher morale at work increasing her productivity • The chance of information being deleted or corrupted is reduced if training is given to employees. Compliance with Data Protection legislation • Information can be accessed more efficiently by well-trained employees - resulting in a better standard of service to customers • Health and Safety training to prevent injury/take breaks - max one. | 2 | <p>Award 1 mark for each valid justification point. Award 1 mark for each valid development point.</p> <p>Accept any other suitable response.</p> |

| Question | Expected answer(s) | Max mark | Additional guidance |
|----------|--|----------|--|
| 3. | <ul style="list-style-type: none"> • An open-plan layout may be a difficult environment in which to work without distraction whereas a cellular layout may give employees more privacy and a less distracting work environment • An open-plan layout may mean that employees have limited personal space in which to organise work whereas a cellular layout may offer a work environment which is used solely by one employee and can be organised to suit • An open-plan layout may mean that some equipment is shared and privacy to work on confidential work is reduced whereas a cellular layout will offer employees the opportunity to engage in confidential work using equipment based in their own work space • Security of personal belongings • Team working/buddy system more likely in open-plan ... • Isolation/social environment • Personalisation of space • Description of the sizes of the space. | 2 | <p>Award 1 mark for each valid comparison given.</p> <p>Similarities or differences can be given.</p> <p>Do not accept simple negatives eg “doesn’t ...”</p> <p>Comparisons must be between similar features.</p> <p>Accept any other appropriate response.</p> |

Section 2

| Question | Expected answer(s) | Max mark | Additional guidance |
|----------|---|----------|--|
| 4. | <ul style="list-style-type: none"> • Good communication • Mutual respect • Clearly defined roles/Belbin • Team composition/age/experience/skills/personality • Size of team • Shared goals • Effective conflict resolution • Strong leadership • Supportive of each other • Length of time team has been together. | 4 | <p>Award 1 mark for each valid brief statement. No development marks available eg if Belbin's roles are developed.</p> <p>Accept any other suitable response.</p> <p>DNA working environment/resources available as not related to the features of the team.</p> <p>Be careful of answers that just repeat the question and then have an id.</p> |
| 5. | <ul style="list-style-type: none"> • Use of animation/graphics/embedded sound and video can hold attention - make more interesting • Displaying information can aid understanding, eg chart or film clip or links to other files • Use of SmartArt/bullet points/designs/tables can avoid information overload • Ability to print slides in hand-out form for distribution/can have space for audience to write additional notes • Notes space on slides can aid speaker • Can be e-mailed/uploaded for reference • Slides can be timed/automated to avoid a presentation overrunning. | 4 | <p>Award 1 mark for each valid justification point. Award 1 mark for each valid development point.</p> <p>Accept any other suitable response.</p> <p>“interesting” - cap at one mark</p> <p>“understanding” - cap at one mark</p> <p>DNA - barriers to communication, eg accents/hearing impairment etc</p> |

| Question | Expected answer(s) | Max mark | Additional guidance |
|----------|--|----------|--|
| 6. | <p>A good customer care policy may include:</p> <ul style="list-style-type: none"> • Mission statement An outline of the organisation's main aims and focus - to ensure the customer understands the ethos and direction of the organisation. • Customer service strategy A written statement of principles relating to organisational customer service - sets out what level of service and the standards customers should expect. (Service level agreement/minimum standards). • Loyalty schemes Details of how the organisation aims to retain existing customers and the benefits the loyalty scheme offers to loyal customers. • Complaints procedure Will set out what customers can do if they are unhappy with the level of service they receive - and how the organisation will respond to customer complaints. • Market Research How customer's views and opinions may be collected by the organisation and how they may use this information - eg customer focus groups and/or satisfaction surveys. • Quality management systems Details how the organisation seeks to ensure quality in its processes and procedures. | 6 | <p>Candidates are required to consider three features to gain full marks.</p> <p>Award 1 mark for each valid description point. Award 1 mark for each valid development point.</p> <p>Up to 4 marks may be awarded for describing any one feature.</p> <p>Up to 5 marks may be awarded for describing two features.</p> <p>Candidates do not need to identify a strategy as long as the features can be clearly identified as part of customer care.</p> <p>Reference to the following can only be awarded if it is the second/subsequent point of a description of a feature. Max one across the 6 marks.</p> <p>Where there is mention of <i>Loyalty/happy/return/tell others</i> as a second point then - max 1</p> <p>Where there is mention of <i>Competitive edge/survival/profit</i> as a second point then - max 1</p> <p>Accept any other appropriate response.</p> |

| Question | Expected answer(s) | Max mark | Additional guidance |
|----------|---|----------|---|
| 7. | <ul style="list-style-type: none"> • E-mails can be used to send and receive information from their colleagues. Files and attachments can be sent backwards and forwards • Portable technology such as smartphones/tablets allow staff to be contacted using different communication apps • Intranets provide secure access to files for employees working remotely allowing staff to continue with their work wherever they are • Video-conferencing can be used to hold meetings when the worker needs to be involved in a face-to-face meeting. Can improve communication as body language can be observed. eg Skype • Google docs can be used for co-workers to concurrently create/edit and share files • E-diary can be used to inform others of meeting dates, where colleagues can accept/provisionally accept or reject. Can view colleagues' diaries before making firm arrangements. | 6 | <p>Award 1 mark for each valid discussion point. Award 1 mark for each valid development point.</p> <p>Up to 5 marks may be awarded for discussing any one technology.</p> <p>Watch for repetition.</p> <p>Accept any other suitable response.</p> <p>Accept reference to technical difficulties and the need for support from the organisation.</p> |

[END OF MARKING INSTRUCTIONS]