



National  
Qualifications  
2019

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**2019 Administration and IT**

**Higher**

**Finalised Marking Instructions**

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## General marking principles for Higher Administration and IT

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) For **compare** questions, candidates must demonstrate knowledge and understanding of the similarities and/or differences between things, features, methods or choices. This does not need to be a comparative sentence. Up to the total mark allocation for this question:
  - award **1 mark** for each accurate point of comparison.
- (d) For **discuss** questions, candidates must make accurate relevant points that are more than just naming. There has to be an element of discussion within each point. Award marks for development and examples of a point.
  - award **1 mark** for each discussion point.
- (e) For **describe** questions, 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
  - award **1 mark** for each relevant factual point
  - award **1 mark** for any further development of a relevant point, including exemplification when appropriate.
- (f) For **outline** questions, 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
  - award **1 mark** for each accurate statement.
- (g) For **justify** questions, 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.
  - award **1 mark** for each accurate justification.

## Marking instructions for each question

### Section 1

Question	Expected response	Max mark	Additional guidance
1.	<ul style="list-style-type: none"> <li>• Fire exit needs to be immediately unblocked as contravenes fire safety regulations - could be fined</li> <li>• Boxes need to be removed to create a clutter free space - buy filing cabinets - reduce the need for paper copies</li> <li>• Do not allow staff to have hot drinks at their desks - dangers of spills on equipment or paperwork - yellow warning sign to alert staff/customers</li> <li>• Staff need to be told they are responsible for cleaning up spills and keeping the area clean and tidy during the working day</li> <li>• Cables need to be rerouted away from passageways, could be covered by mats or cable covers, install more plug points to prevent trailing cables</li> <li>• Staff need to be trained in customer relations in order to prevent conflict</li> <li>• Ventilation issues need to be addressed, for example air conditioning units, windows that can be opened</li> <li>• Poor lighting - look at better at daylight bulbs/natural light</li> </ul>	4	<p>Award <b>1 mark</b> for each description.</p> <p>Award <b>1 mark</b> for each valid development point.</p> <p>Maximum <b>3 marks</b> for any one issue.</p> <p>Watch for repetition in development marks, for example serious injury.</p> <p>Accept any other suitable response.</p>

Question		Expected response	Max mark	Additional guidance
2.		<ul style="list-style-type: none"> <li>• Mystery shopper is only one viewpoint – could be biased</li> <li>• Customer focus group – allows discussion from a range of viewpoints – can provide in-depth discussion on current/future products/ideas</li> <li>• With customer focus group clarification can be sought if questions are misunderstood</li> <li>• At a customer focus group, the customer can raise additional points for discussions</li> <li>• Questionnaires can be sent out to large number of customers using a variety of different communication methods</li> <li>• Text messages where only a number rating is required and customers more likely to respond</li> <li>• Online questionnaires can be targeted to customers via an e-mail link - results can be analysed quickly through specialist software</li> <li>• Loyalty cards give quantifiable data regarding customers' spending and shopping habits</li> <li>• Cost of paying an agency for mystery shopper/cost of holding focus groups</li> <li>• Speed of gathering information from customers</li> <li>• Opinions versus facts</li> <li>• Suggestion scheme/comment cards can allow for immediate action</li> </ul>	3	<p>Award <b>1 mark</b> for each valid justification.</p> <p>Award <b>1 mark</b> for each valid development point.</p> <p>This can be answered by taking the negative points of a mystery shopper.</p> <p>There is no need for alternative methods to be named.</p> <p>Accept any other suitable response.</p>

Question		Expected response	Max mark	Additional guidance
3.		<ul style="list-style-type: none"> <li>• Staff should not repeat confidential data/information when talking on the phone to customers, ask customer to repeat the numbers</li> <li>• Staff should take time between customers to tidy away documents</li> <li>• Any notes taken should be destroyed</li> <li>• Papers with customer information should be filed when not in use</li> <li>• Locked filing cabinets for storage of customer files</li> <li>• Ensure back-up copies are being made/kept</li> <li>• Customers should not be able to view screens by using any of the following; <ul style="list-style-type: none"> <li>○ minimised</li> <li>○ screens should be switched off</li> <li>○ locked if staff member moves away from desk</li> <li>○ use of screensavers</li> <li>○ privacy screens which can only be viewed from one angle</li> </ul> </li> </ul>	3	<p>Award <b>1 mark</b> for each valid brief statement.</p> <p>Development marks should <b>not</b> be awarded.</p> <p>Examples are not required.</p> <p>Accept any other suitable response arising from the case study issues.</p> <p>Do Not Award (DNA) general comments about raising awareness of GDPR.</p> <p>DNA the principles of GDPR.</p>

## Section 2

Question		Expected response	Max mark	Additional guidance
4.	(a)	<ul style="list-style-type: none"> <li>• Interruptions (telephone/visitors/e-mails)</li> <li>• Taking on too much work/Inability to say 'No'</li> <li>• Desk stress/unable to find information</li> <li>• Meetings taking too long</li> <li>• Crisis management</li> <li>• Procrastination</li> <li>• Making unnecessary/duplicate journeys</li> <li>• Disorganised</li> </ul>	2	Award 1 mark for each time stealer.
	(b)	<ul style="list-style-type: none"> <li>• Interruptions (telephone/visitors/e-mails)               <ul style="list-style-type: none"> <li>○ do not disturb time/voicemail used at certain times of the day/close email down and check at certain times of day</li> <li>○ staff's own phone alerting them to incoming messages</li> </ul> </li> <li>• Taking on too much work/Inability to say 'No'               <ul style="list-style-type: none"> <li>○ delegate/discuss workload with line manager</li> </ul> </li> <li>• Desk stress/unable to find information               <ul style="list-style-type: none"> <li>○ introduce a good file management system/clear desk policy</li> </ul> </li> <li>• Meetings taking too long               <ul style="list-style-type: none"> <li>○ set time limits/realistic agendas</li> </ul> </li> <li>• Crisis management               <ul style="list-style-type: none"> <li>○ don't react hastily to situations take time to find a reasonable solution</li> <li>○ have plans/strategies in place for unexpected circumstances for example staff absence</li> </ul> </li> <li>• Procrastination               <ul style="list-style-type: none"> <li>○ to-do list/priorities list</li> </ul> </li> <li>• Making unnecessary/duplicate journeys               <ul style="list-style-type: none"> <li>○ group jobs together so visits to other departments are only made once a day</li> </ul> </li> <li>• Disorganised               <ul style="list-style-type: none"> <li>○ make a to-do-list, ask for help</li> </ul> </li> </ul>	2	<p>Award 1 mark for each valid strategy.</p> <p>No development marks available.</p> <p>Watch for repetition of strategies.</p> <p>Accept any other suitable response.</p>

Question	Expected response	Max mark	Additional guidance
5.	<p><b>Gantt chart</b></p> <ul style="list-style-type: none"> <li>• Graphical representation of planned work against work completed using a timeline - key events on the chart are called milestones</li> <li>• Each task or item of work is represented by a coloured bar on the chart which indicates start date and end date</li> <li>• The chart is displayed in a prominent position within the work place</li> <li>• Allows managers and individuals to quickly identify tasks/ projects which are behind scheduled deadlines</li> <li>• Allows identification of busy times/quieter times</li> </ul> <p><b>Mentoring system</b></p> <ul style="list-style-type: none"> <li>• The mentor is someone who is familiar with all the details of the job/organisation</li> <li>• Mentor can offer on the job training - both can learn from each other</li> <li>• Mentor can have responsibility of setting short term targets - this can be set out during weekly meetings</li> <li>• Mentor can appraise/evaluate progress towards targets</li> <li>• Mentor can provide appropriate levels of support in different situations</li> <li>• Mentor can give specific guidance regarding next steps</li> </ul>	4	<p>Award <b>1 mark</b> for each valid description.</p> <p>Award <b>1 mark</b> for each valid development point.</p> <p>Up to <b>3 marks</b> may be awarded for describing any one method.</p> <p>Accept any other appropriate response.</p>

Question	Expected response	Max mark	Additional guidance
6.	<p><b>E-mail</b></p> <ul style="list-style-type: none"> <li>• Time saved as all staff can be contacted at once through a group e-mail</li> <li>• Files can be attached to provide additional details</li> <li>• Organisation can have proof that e-mail has been read via read receipts</li> <li>• Absent staff will be kept in the loop when they return</li> <li>• Can mark the e-mail as urgent/important to gain the attention of staff</li> <li>• No guarantee staff have familiarised themselves with the e-mail or attachments</li> </ul> <p><b>Intranet</b></p> <ul style="list-style-type: none"> <li>• Organisations can set up an area dedicated to workplace legislation</li> <li>• All employees are accessing the most current policies</li> <li>• Can be referred to at any time by all employees</li> <li>• Saves costs of having to give everyone a paper copy</li> <li>• May have a search function which allows employees to find information quickly</li> </ul> <p><b>Notice Board/Posters</b></p> <ul style="list-style-type: none"> <li>• These can provide information, procedures and warnings to staff in an eye-catching manner</li> <li>• They are constantly on display to staff for reference purposes</li> <li>• May be ignored/not seen by staff</li> <li>• Need to be regularly updated to ensure the latest version of information is on display</li> <li>• Information likely to be missed by those who work remotely</li> </ul>	6	<p>Award <b>1 mark</b> for each valid discussion point.</p> <p>Award <b>1 mark</b> for each valid development point.</p> <p>Candidates are required to consider at least two methods to gain full marks.</p> <p>Up to <b>5 marks</b> can be awarded for discussing any one method.</p> <p>DNA Letters as the letter is unlikely to contain all the information and the recipient will be directed to more detailed information, for example presentation on server or a leaflet.</p> <p>DNA e-mails may not be read.</p> <p>DNA repetition of same problem/same point for example all staff/remote workers.</p> <p>Accept any other suitable response.</p>



Question	Expected response	Max mark	Additional guidance
	<p><b>Staff meetings</b></p> <ul style="list-style-type: none"> <li>• Could be used to explain detailed information on company policies and procedures to employees</li> <li>• Allows instant feedback on information given</li> <li>• Questions can be asked for clarification purposes' presentation software could be used to enhance points' printout of slides can be issued to staff for reference at a later date</li> <li>• Guest speakers or demonstration/role-play could be used to help get point across</li> <li>• Could be time-consuming</li> </ul> <p><b>Virtual learning</b></p> <ul style="list-style-type: none"> <li>• Staff can access training materials in a time that suits</li> <li>• Can be interactive to aid understanding</li> <li>• Staff may be required to take a quiz/test to check understanding</li> <li>• Management can check staff have completed training</li> <li>• Pathway through training can be tailored for individuals depending on their job/role</li> </ul> <p><b>Leaflet</b></p> <ul style="list-style-type: none"> <li>• Can be issued to all staff</li> <li>• Can show graphics/diagrams as well as text</li> <li>• Can highlight salient points</li> <li>• Can be retained</li> </ul>		

Question		Expected response	Max mark	Additional guidance
7.		<ul style="list-style-type: none"> <li>• It contains the aims/goals of an organisation</li> <li>• It explains <b>how</b> an organisation will achieve its aims/goals</li> <li>• It may contain the values of an organisation</li> <li>• It tends to be short/brief - a sentence or 2</li> <li>• It provides direction for employees</li> <li>• Attracts customers/staff who have similar values (marketing tool)</li> </ul>	2	<p>Award <b>1 mark</b> for each valid brief statement.</p> <p>No development marks available.</p> <p>Accept any other suitable response.</p>
8.		<ul style="list-style-type: none"> <li>• Motivational to other members of the team</li> <li>• Supportive of other team members/team goal</li> <li>• Be able to put personal disputes aside - minimise conflict between team members</li> <li>• Willingness to learn and develop - be willing to take on additional responsibility/leadership of projects - openness to learn skills from other team members</li> <li>• Able to listen to other members' ideas and views</li> <li>• They should be able to communicate both verbally and in writing effectively - so other members of the team will understand</li> <li>• Organised/hardworking/creative</li> <li>• Calm/patient/conciliatory/enthusiastic</li> </ul>	4	<p>Award <b>1 mark</b> for each valid description.</p> <p>Award <b>1 mark</b> for each valid development point.</p> <p>Up to <b>3 marks</b> may be awarded for describing any one skill/quality.</p> <p>Accept any other suitable response.</p>

Question	Expected response	Max mark	Additional guidance
9.	<ul style="list-style-type: none"> <li>• Adjustable office furniture/computer screens which will allow staff to work comfortably - and limit back injury - eye strain</li> <li>• The positioning of all desk items is important so that they are at the optimum position for working</li> <li>• A spacious workplace with minimal clutter ensure there is enough storage space</li> <li>• The arrangement of desks and chairs should allow ease of movement</li> <li>• The noise levels in the organisation can be controlled perhaps with the ability to go to quiet areas to concentrate . . . this will allow for greater productivity and increased motivation</li> <li>• The office temperature could be regulated by staff for example via air conditioning and heaters</li> <li>• The environment should be dynamic and allow for teamwork to be carried out - additional break out areas when required</li> <li>• Certain colours are associated with calming moods/uplifting and energy</li> <li>• Lighting can be via natural light/and good quality daylight bulbs - positive effect on mood. Eye fatigue and headaches can be caused by poor lighting</li> <li>• Anti-glare screens on computer can prevent headaches</li> </ul>	<b>6</b>	<p>Award <b>1 mark</b> for each valid description.</p> <p>Award <b>1 mark</b> for each valid development point.</p> <p>Up to <b>5 marks</b> may be awarded for describing any one feature.</p> <p>Watch for repetitive statements regarding adjustability of furniture and equipment.</p> <p>Watch for just a description/benefits of open plan office.</p> <p>Watch for repetition of suitability of heating/ventilation/lighting etc.</p> <p>Watch that the ability to adjust heat and light is not realistic/practical.</p> <p>Accept any other suitable response.</p>

Question	Expected response	Max mark	Additional guidance
10.	<ul style="list-style-type: none"> <li>• <b>Noise;</b> when the full message is not able to be heard due to a number of potential factors <ul style="list-style-type: none"> <li>○ external noise - this could be work going on outside</li> <li>○ people talking when a message is being delivered</li> </ul> </li> <li>• <b>Technical issues;</b> there may be instances when connection errors mean that you cannot communicate the message you were looking for - the systems lose Internet connectivity so you cannot show the YouTube clip you had in mind - or the Internet is operating so slowly you give up waiting for it to show - mobile signal is intermittent</li> <li>• <b>Jargon;</b> this is when there are too many complicated technical terms used in communication and listeners begin to switch off as they have a lack of understanding of what is being communicated</li> <li>• <b>Language;</b> has a strong accent it can be hard to understand the message in its entirety, or limited common language</li> <li>• <b>Information overload;</b> giving an audience too much information at the one time can result in them switching off</li> <li>• <b>Too little information;</b> causing confusion</li> <li>• <b>Emotional barriers;</b> allowing personal feelings about a topic or person to stand in the way of successful communication</li> <li>• <b>Time and distance;</b> time zones, shifts, work patterns</li> <li>• <b>Cultural differences;</b></li> <li>• Delivery by the presenter/vocal . . .</li> <li>• Audience don't engage with the topic/presenter (lack of interest)</li> </ul>	6	<p>Award <b>1 mark</b> for each valid discussion point.</p> <p>Award <b>1 mark</b> for each valid development point.</p> <p>Up to <b>5 marks</b> may be awarded for discussing any one barrier.</p> <p>The method of communication may just not be suitable in the situation - not a barrier, for example audio-conferencing not allowing body language to be noted.</p> <p>Watch for repetition.</p> <p>Accept any other suitable response.</p>

Question		Expected response	Max mark	Additional guidance
11.		<ul style="list-style-type: none"> <li>The Chairperson will decide on the agenda items whereas the AA (Admin Assistant) will create the agenda and send it to attendees</li> <li>The Chairperson will inform the AA of the requirements for a venue whereas the AA will research and book the venue</li> <li>The Chairperson will decide/request specific equipment or requirements for the meeting whereas the AA has to ensure the equipment is booked</li> <li>The Chairperson will decide on attendees and the AA would invite attendees/send Notice of Meeting</li> <li>The Chairperson will work through the agenda items in order during the meeting whereas the AA will take the minutes</li> <li>The AA ensures that the minutes are typed up whereas the Chairperson checks the accuracy before they are distributed</li> </ul>	4	<p>Award <b>1 mark</b> for each valid comparison.</p> <p>Similarities or differences can be given.</p> <p>Do not award marks for repetition of different elements of organising and booking.</p> <p>Accept any other suitable response.</p>
12.		<p><b>Named cell</b></p> <ul style="list-style-type: none"> <li>Information is automatically updated if data in named cell is changed</li> <li>Use of name aids understanding of formula – software can apply the name of the label to the cell</li> <li>Used in place of absolute cell reference</li> <li>Named cells help when working across worksheets</li> </ul> <p><b>Pivot table</b></p> <ul style="list-style-type: none"> <li>Summarises data to create reports</li> <li>Ease understanding of large amounts of data</li> <li>Data can be filtered for specific criteria for example, sales in a particular region (drop-down)</li> <li>Calculations can be carried out on the data for example, sum, average, % of totals</li> <li>Can be converted into a pivot chart if necessary</li> </ul>	4	<p>Award <b>1 mark</b> for each valid justification.</p> <p>Award <b>1 mark</b> for each development point.</p> <p>Up to <b>3 marks</b> may be awarded for justifying any one feature.</p> <p>Accept any other suitable response.</p>

[END OF MARKING INSTRUCTIONS]