



Pearson BTEC Level 2 Technical Certificate in Business Administration

First teaching September 2017

Sample Assessment Materials: Unit 1: Understanding Administrative Services

Version 1.2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

BTEC L2 Technical Certificate in Business Administration Unit 1: Understanding Administrative Services



Information for candidates

Instructions

- Answer all questions.
- An onscreen notepad is provided for you to make notes during the test. These notes will not be marked.
- An onscreen calculator is provided for questions which require calculation.
- An accessibility panel is provided on every screen. This allows you to magnify your screen and apply a range of colour filters

Information

- The assessment is **1 hour 15 minutes** in duration.
- The **total mark** for this test is **60**.
- The number of marks for each question is shown in brackets e.g. (2). Use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

© 2016 Pearson Education Ltd

Start Test

Test Player Preview

What is the purpose of a franking machine? (1)

Select **one** option.

To dispose of confidential documents

To apply postage to mail

To scan hard copies of documents

To ensure the security of mail

    [Previous](#) | / 28 [Next](#)  00:45 [Marks](#) [Save](#)

Test Player Preview

An administrative assistant has been asked to select the type of travel for a colleague going to a business meeting in the same country as they are based.

What needs to be confirmed before selecting the type of travel? (1)

Select **one** option.

- The traveller's date of birth
- The traveller's name
- The visa requirements
- The budget requirements

ⓘ ? 📄 🚩 ⏪ Previous 2 / 28 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

A customer has written to request the return of a faulty product that was purchased more than 6 months ago.

Under the Consumer Rights Act (2015), what is the business entitled to do? (1)

Select **one** option.

- Tell the customer to return it to the manufacturer
- Ask the customer to accept a discount on a similar item
- Tell the customer to exchange it for an alternative item
- Ask the customer to prove the fault was present at time of purchase

ⓘ ? 📄 🚩 ◀ Previous 3 / 28 Next ▶ ⌚ 00:45 Marks Save

Test Player Preview

What type of organisation is solely funded by the taxpayer? (1)

Select **one** option.

Public limited company

Public corporation

Co-operative

Charitable trust

    [Previous](#) 4 / 28 [Next](#)  00:45 [Marks](#) [Save](#)

Test Player Preview

For which of these is a business administrator protected from under the Employment Rights Act (1996)? (1)

Select **one** option.

- Withdrawal of travel loan
- Unfair dismissal
- Removal of right to discounted goods
- No annual pay increase

Test Player Preview

5 / 28

00:45

Marks Save

Test Player Preview

Which two of these are responsibilities of an employee under health and safety legislation? (2)

Select **two** options.

- Reporting hazards
- Providing protective equipment
- Following set procedures
- Supplying training
- Making equipment available

Test Player navigation bar: ? ? ? ? < Previous 6 / 28 Next > ⏱ 00:45 Marks Save

Test Player Preview

An administrator in a small organisation directs all queries to a single point of contact.

What type of organisational structure does this describe? (1)

Select **one** option.

Tall hierarchical

Flat hierarchical

Matrix

Functional

ⓘ ? 📄 🚩 ⏪ Previous 7 / 28 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

What is the term used for the type of business that employs 50 staff? (1)

Select **one** option.

Micro enterprise

Small enterprise

Medium enterprise

Large enterprise

ⓘ ? 📄 🚩 ⏪ Previous 8 / 28 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

A member of staff administers the sale of products through the organisation's website.

What customer right does the member of staff need to be aware of? (1)

Select **one** option.

- The right to the best price
- The right to receive after sales service
- The right for a cooling off period
- The right to receive credit

ⓘ ? 📄 🚩 ◀ Previous 9 / 28 Next ▶ ⌚ 00:45 Marks Save

Test Player Preview

A business administrator has rights under employment legislation.

Match the legislation to the correct principle. (2)

Legislation	Principle
A Working Time Regulations (1998)	The right to maternity leave
B Employment Rights Act (1996)	Annual pay rise'
	Rest break entitlement
	Safe working environment
	Access to own data

Test Player Preview

10 / 28

00:45

Marks Save

Test Player Preview

Which of these are required under the Data Protection Act? (2)

Select **two** options.

- Information must be accessible to anyone
- Documents must be stored electronically
- Information must be up to date
- Documents must be processed fairly
- Information must be disposed of after one year

Test Player Navigation: ? ? ? ? < Previous 11 / 28 Next > ⌚ 00:45 Marks Save

Test Player Preview

A member of staff has had a serious accident at work.

Under health and safety legislation, what is the employer required to do? (1)

Select **one** option.

- Report the incident
- Discipline the person concerned
- Inform all customers of the incident
- Move the injured person to a quiet area

ⓘ ? 📄 🚩 ◀ Previous 12 / 28 Next ▶ ⌚ 00:45 Marks Save

Test Player Preview

You are asked to draft a job advert for a female mechanic with five years' experience.

Which two of these protected characteristics of the equality act would be breached? (2)

Select **two** options.

Religious beliefs

Age

Disability

Race

Sex

ⓘ ? 📄 🚩 ⏪ Previous 13 / 28 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

A new private dental practice has been set-up and has five owners each with unlimited liability.

What is the term used for the ownership of this business? (1)

Select **one** option.

- Cooperative
- Public corporation
- Sole trader
- Partnership

ⓘ ? 📄 🚩 ◀ Previous 14 / 28 Next ▶ ⌚ 00:45 Marks Save

Test Player Preview

You have been asked to provide support at a meeting

Which of these would you be required to do? (1)

Select **one** option.

Create the agenda

Choose attendees

Arrange equipment

Set the budget

ⓘ ? 📄 🚩 ◀ Previous 15 / 28 Next ▶ ⌚ 00:45 Marks Save

Test Player Preview

Which legislation states that employers cannot make unauthorised deductions from employees' pay? (1)

Select **one** option.

Working Time Regulations 1998

Employment Rights Act 1996

Equality Act 2010

Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013

    [Previous](#) 16 / 28 [Next](#)  00:45 [Marks](#) [Save](#)

Test Player Preview

An administrator works in a flat hierarchical structure in a small organisation.

Explain one effect of this structure on the administrator's role. (2)

Type your answer in the box.

[Empty text box for answer]

◁ Previous 17 / 28 Next ▷ ⏱ 00:45 Marks Save

Test Player Preview

Explain one advantage of using a courier service to send a valuable package to an external client. (2)

Type your answer in the box.

[Empty text input box]

ⓘ ? 📄 🚩 ◀ Previous 18 / 28 Next ▶ ⌚ 00:45 Marks Save

Test Player Preview

Explain one benefit to an organisation of working as an effective team. (2)

Type your answer in the box.

[Empty text box for answer]

ⓘ ? 📄 🚩 ◀ Previous 19 / 28 Next ▶ ⌚ 00:45 Marks Save

Test Player Preview

Explain two systems that may be used when filing letters from customers. (4)

Type your answers in the boxes.

System 1

System 2

ⓘ ? 📄 🚩 ⏪ Previous 20 / 28 Next ⏩ ⌚ 00:45 Marks Save

Test Player Preview

Scenario A should be used to answer questions 21 - 23.

Read **scenario A** carefully before beginning the questions.

This scenario will be available on each question by clicking on the  scenario 

Scenario A

An administrative assistant has been asked to book an external venue for a business meeting. This has to be arranged to take place within the next two weeks for a large number of people.

Back

    21 / 28   00:45  

Test Player Preview

The question relates to **Scenario A**. Click on the scenario button to see the scenario **scenario**

Explain one task that needs to be carried out in order to arrange this meeting. (2)

Type your answer in the box.

[Empty text input box]

Previous 21 / 28 Next 00:45 Marks Save

Test Player Preview

The question relates to **Scenario A**. Click on the scenario  button to see the scenario **scenario** 

Explain one responsibility of the administrator during this meeting. (2)

Type your answer in the box.

   [◀ Previous](#) 22 / 28 [Next ▶](#)  00:45 [Marks](#) [Save](#)

Test Player Preview

The question relates to **Scenario A**. Click on the scenario button to see the scenario **scenario**

Explain the importance of efficient communication when arranging this business meeting. (4)

Type your answer in the box.

◁ Previous 23 / 28 Next ▷ ⏱ 00:45 Marks Save

Test Player Preview

Scenario B should be used to answer questions 24 - 25.

Read **scenario B** carefully before beginning the questions.

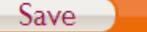
This scenario will be available on each question by clicking on the  scenario 

Scenario B

A business had booked an external event to promote a new product. 10 out of the 20 members of staff arrived too late for the event.

The administration team's poor communication led to the mistakes being made when booking the taxi and train travel for each member of staff.

Back

    24 / 28   00:45  

Test Player Preview

The question relates to **Scenario B**. Click on the scenario  button to see the scenario **scenario** 

Explain how improved teamwork skills might have helped to avoid these mistakes. (4)

Type your answer in the box.

   [Previous](#) 24 / 28 [Next](#)  00:45 [Marks](#) [Save](#)

Test Player Preview

The question relates to **Scenario B**. Click on the scenario  button to see the scenario **scenario** 

Discuss the impact of their late arrival on their business. (6)

Type your answer in the box.

   [Previous](#) 25 / 28 [Next](#)  00:45 [Marks](#) [Save](#)

Test Player Preview

Scenario C should be used to answer questions 26 - 28.

Read **scenario C** carefully before beginning the questions.

This scenario will be available on each question by clicking on the  scenario 

Scenario C

A large organisation has staff working in offices all over the world.

Three times a year, senior staff from the different offices come together face to face to discuss future plans for the business.

Back

    26 / 28   00:45  

Test Player Preview

The question relates to **Scenario C**. Click on the scenario  button to see the scenario **scenario** 

Explain one key administrative task that needs to be carried out after each meeting. (2)

Type your answer in the box.

   Previous 26 / 28 Next  00:45 Marks Save

Test Player Preview

The question relates to **Scenario C**. Click on the scenario  button to see the scenario **scenario** 

Explain the structure of this organisation. (4)

Type your answer in the box.

   [Previous](#) 27 / 28 [Next](#)  00:45 [Marks](#) [Save](#)

Test Player Preview

The question relates to **Scenario C**. Click on the scenario button to see the scenario **scenario**

Discuss how an administrator can avoid miscommunications with colleagues across this business. (6)

Type your answer in the box.

Previous 28 / 28 Next 00:45 Marks Save



Unit 1: Understanding Administrative Services – sample mark scheme

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should be prepared to award zero marks if the learner's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a learner's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the learner has replaced it with an alternative response.

Specific marking guidance for levels-based mark schemes

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts: indicative content and levels-based descriptors. Indicative content reflects specific content-related points that learners might make. Levels-based descriptors articulate the skills that learners are likely to demonstrate in relation to the Assessment Outcomes being targeted by the question. Different rows within the levels represent the progression of these skills.

When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Question number	Acceptable answer	Mark
1	B - To apply postage to mail	(1)
Question number	Acceptable answer	Mark
2	D - The budget requirements	(1)
Question number	Acceptable answer	Mark
3	D - Ask the customer to prove the fault was present at time of purchase	(1)
Question number	Acceptable answer	Mark
4	B – Public Corporation	(1)
Question number	Acceptable answer	Mark
5	B - Unfair dismissal	(1)
Question number	Acceptable answer	Mark
6	A - Reporting hazards C - Following set procedures	(2)
Question number	Acceptable answer	Mark
7	D - Functional	(1)
Question number	Acceptable answer	Mark
8	C – Medium Enterprise	(1)
Question number	Acceptable answer	Mark
9	C - The right for a cooling off period	(1)
Question number	Acceptable answer	Mark
10	A to C: Working Time Regulations 1998 – Rest break entitlement B to A: Employment Rights Act 1996 – The right to maternity leave	(2)
Question number	Acceptable answer	Mark
11	C - Information must be up to date D - Documents must be processed fairly	(2)
Question number	Acceptable answer	Mark
12	A – Report the incident	(1)

Question number	Acceptable answer	Mark
13	B - Age E - Sex	(2)
Question number	Acceptable answer	Mark
14	D - Partnership	(1)
Question number	Acceptable answer	Mark
15	C – Arrange Equipment	(1)
Question number	Acceptable answer	Mark
16	B - Employments Rights Act 1996	(1)
Question number	Acceptable answer	Mark
17	<p>1 mark for identifying an effect, and 1 mark for saying why this affects an administrator’s role.</p> <p>There are less people to communicate with (1) because there are few members of staff (1).</p> <p>OR</p> <p>Each person will have more responsibility (1) and so will be able to be more responsive to the needs of the market (1).</p> <p>Accept other appropriate responses.</p>	(2)
Question number	Acceptable answer	Mark
18	<p>1 mark for identifying an advantage, and 1 mark for saying why it’s an advantage.</p> <p>A courier service provides insurance (1) which compensates for loss (1).</p> <p>OR</p> <p>A courier service is secure (1) because delivery is directly to the recipient (1).</p>	(2)

	Accept other appropriate responses.	
Question number	Acceptable answer	Mark
19	<p>1 mark for identifying one benefit of working as an effective team, and a second mark for saying why.</p> <p>The provision of a quality service (1) because everyone has cooperated (1).</p> <p>OR</p> <p>Increased business (1) because good team work has resulted in a good reputation for the business (1).</p> <p>Accept other appropriate responses.</p>	(2)
Question number	Acceptable answer	Mark
20	<p>1 mark for identifying each method of filing, and a second mark per method for saying why this is suitable for filing letters.</p> <p>Chronological (1) because letters are dated (1).</p> <p>Alphabetical (1) because of customers name (1).</p> <p>Numerical / alphanumerical (1) because of the customer / client reference (1).</p>	(4)
Question number	Acceptable answer	Mark
21	<p>One mark for a statement explaining one task and a further mark for a causal link relating to this.</p> <p>A date has to be confirmed (1) because all attendees need to be sent an invitation for the correct/same date (1).</p> <p>Or</p> <p>The administrative assistant needs to book an appropriately sized venue (1) because it needs to be big enough for the number of attendees (1).</p>	(2)

	Accept other appropriate responses.	
--	-------------------------------------	--

Question number	Acceptable answer	Mark
22	<p>One mark for a responsibility during the meeting, and a second mark for saying why this needs to be carried out.</p> <p>The minutes of the meeting need to be taken (1) because everyone needs to know what has been agreed/actions to be taken (1).</p> <p>OR</p> <p>Attendees need to be informed of the health and safety procedures at the venue (1) because they need to know what to do if there is a fire / emergency / evacuation (1).</p> <p>Accept other appropriate responses.</p>	(2)
Question number	Acceptable answer	Mark
23	<p>1 mark for identifying information that has to be communicated, 1 mark for stating why it is important to communicate this. Up to 2 marks available for developing an explanation of why efficient communication is important in this situation.</p> <p>Attendees need to be sent an invitation (1) because they need the correct details for the meeting (1). It is important that this is communicated efficiently because all the attendees need to know exactly when to attend (1) and have clear venue instructions, for example how to get there (1)</p> <p>OR</p> <p>Attendees need to be sent the agenda (1) because they need to know what the meeting is about (1). It is important that communication is efficient. For example, the agenda must be clear and have accurate content. Attendees then know what they might need to prepare for the meeting (1) and what documents to prepare/read beforehand (1)</p> <p>Accept other appropriate responses.</p>	(4)
Question number	Acceptable answer	Mark
24	<p>1 mark for identifying a skill, 1 mark for explaining why this would have been beneficial and up to 2 further marks for developing implications of having or not having team-working skills.</p> <p>It would have been better if the team had cooperated with each other (1) because then they would have realised that different times or dates were being booked for the travellers (1). If the team members were unsure of the timings, one of them could have</p>	(4)

	<p>checked with the venue to confirm the time and then communicated this to the rest of the team. All travellers would then have had their travel booked for the same time (1) and it might have cost less money (1).</p> <p>OR</p> <p>It would have been better if the team had confirmed arrangements with each other (1) because then they would have realised their mistake (1). If they talked about what they were doing they might have coordinated their work better. For example, because different travellers were given different times at which to travel it is probable that the bookings were carried out separately by different members of the team (1) and therefore the opportunity to save money was missed (1).</p> <p>Accept other appropriate responses.</p>	
Question number	Indicative content	
25	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive.</p> <p>Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Why this will lead to a decrease in the business’ reputation • How and why business will have been lost • What the impact might be on the financial security of the business • How it might have led other staff to have less confidence in the administration team • How this might have led to a decrease in job satisfaction • How it showed a lack of ability to provide quality service 	(6)
Mark scheme (award up to 6 marks). Refer to guidance on the cover of this document for how to apply levels based mark schemes		
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Some key aspects identified, points made or factors considered or one described in some detail. The answer may be in the form of a list. • Points made or factors considered will be superficial/generic and not applied/directly linked to the information, data or situation given in the question. • There will be limited reference to the relative importance of the aspects considered.

Level 2	3-4	<ul style="list-style-type: none"> • Some key aspects identified, or a few key points/factors described . There will be some (limited) consideration of links or differences (compare and contrast) • Aspects/factors/points made will mainly be relevant to the issues but the link will not always be clear. Some consideration or reference will be given to the given information, data or situation but this will not necessarily support the answer well. • An attempt will be made to consider the relative importance of aspects raised but this will not be well-developed.
Level 3	5-6	<ul style="list-style-type: none"> • A range of aspects described, or a few key ones explained in depth. All sides of the case are considered and the answer is well balanced, giving consideration to links or differences (compare and contrast) • The majority of points made will be relevant and there will be a clear link to the topic of the question and use of the given data or information. • Learners will recognise the relative importance of issues raised in the question.

Question number	Acceptable answer	Mark
26	<p>1 mark for stating a key task that needs to be carried out, and 1 mark for saying why it is important.</p> <p>The minutes will need to be approved (1) because this will ensure they are correct (1)</p> <p>OR</p> <p>Secure materials will need to be securely disposed of (1) because they are confidential to the business (1)</p> <p>Accept other appropriate responses.</p>	(2)
Question number	Acceptable answer	Mark
27	<p>1 mark for stating the structure, 1 mark for saying why this is the structure used, and up to 2 further marks for implications of this structure to the business and/or the staff.</p> <p>The structure is tall hierarchical (1) because this is suitable for businesses that have more staff across different sites (1). These staff have focused areas of responsibility that they know a lot about (1). They have a general knowledge of the rest of the business (1).</p> <p>OR</p> <p>The structure is matrix) (1) because this is used by large organisations that have offices across different sites (1). Staff have an in-depth knowledge of their functional area with a general knowledge of all areas of the business (1). There is a need to build relationships across the business and they have more than one point of contact (1).</p> <p>Accept other appropriate responses.</p>	(4)

Question number	Indicative content	Marks
28	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive.</p> <p>Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Direct communications to the appropriate person / point of contact • The importance of using suitable content / correct spelling and grammar - the impact if it is not • The importance of the language / tone of voice used when communicating - what can happen if this is poor • The importance of responding appropriately / being confident - the result of inappropriate or non-response • The importance of the content length / clarity / accuracy - the possible consequences if this is not so • The importance of using the right style / the time to be formal or informal • How the results of poor communication have an overall impact - misunderstandings, ill-feeling, mistakes, missed deadlines 	(6)

Mark scheme (award up to 6 marks). Refer to guidance on the cover of this document for how to apply levels based mark schemes

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Some key aspects identified, points made or factors considered or one described in some detail. The answer may be in the form of a list. • Points made or factors considered will be superficial/generic and not applied/directly linked to the information, data or situation given in the question. • There will be limited reference to the relative importance of the aspects considered.
Level 2	3-4	<ul style="list-style-type: none"> • Some key aspects identified, or a few key points/factors described . There will be some (limited) consideration of links or differences (compare and contrast) • Aspects/factors/points made will mainly be relevant to the issues but the link will not always be clear. Some consideration or reference will be given to the given information, data or situation but this will not necessarily support the answer well.

		<ul style="list-style-type: none"> • An attempt will be made to consider the relative importance of aspects raised but this will not be well-developed.
Level 3	5-6	<ul style="list-style-type: none"> • A range of aspects described, or a few key ones explained in depth. All sides of the case are considered and the answer is well balanced, giving consideration to links or differences (compare and contrast) • The majority of points made will be relevant and there will be a clear link to the topic of the question and use of the given data or information. • Learners will recognise the relative importance of issues raised in the question.