

CAREER AWARD IN OFFICE ADMINISTRATION COMMUNICATION AND TASK MANAGEMENT (5242) ADVANCED LEVEL A2002

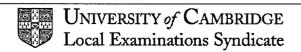
MARK SCHEME

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MARKING

TASK 1 (49 marks)

- 1.2 Purpose of task and competence required; use of appropriate communication technique to inform, collaborate, co-operate, share information.
- 3.2 Characteristics of appropriateness of different methods of business of communication: letters.
- 3.3 Understand and apply the principles of written communication: letters: clear aim, logical structure, appropriate style, avoiding distractions to the reader, revising and removing unclear language, thinning long or wordy sentences and paragraphs, avoiding unexplained abbreviations; tone sensitive to reader's interpretation, importance to the firm, tactful and diplomatic. Style appropriate to the reader. Clarity through short words, sentences and paragraphs.

1. 8 DOs and 8 DON'Ts checklist to be used by staff when writing letters (32 marks)

DO be concise	2
but DON'T I I I I I I I I I I I I I I I I I I I	_
DON'T be brief to the point of abruptness	2
DO keep content simple	2
but	
DON'T use cliches	2
DO try to be helpful	2
but	
DON'T be over-familiar, vague, or ineffective	2
DO try to be relevant	2
but	
DON'T use jargon or official terms	2
DO use formal language in business document (generally)	2
but	_
DON'T use abbreviated language such as: I'll, don't, shouldn't, etc. in letters	2
DO use business specialist jargon if it is unavoidable	2
but	
DON'T use jargon, specialist or otherwise, if a more straightforward word will serve the	
same purpose	2
DO use only one word to convey your meaning	2
but	_
DON'T use tautology (i.e. using two words or phrases with the same meaning),	
e.g. 'In conclusion, I must finally'; 'Finally, in conclusion';	2
DO try to be tactful and courteous	2
and	
DON'T forget that we all have feelings and may interpret letters in different ways	2

	DO use short words and phrasesbut	2
	DON'T use longer equivalent	2
	DO keep in mind the reader and the reason for your letter	2
	and DON'T ramble on illogically, insensitive to the reader's interpretation	2
	DO check spelling, punctuation, and grammar	2
	and DON'T dispatch letters with spelling, punctuation, or grammatical errors	2
	DO remember that a letter provides a written record	2
	and DON'T forget that it is a permanent reflection of you and the organisation's image	2
2	7 guidelines when writing letters to be sent eversess (14 marks)	
2.	7 guidelines when writing letters to be sent overseas (14 marks)	
	write short sentences	2
	keep paragraphs short	2
	use simple language	2
	avoid colloquialisms or jargon	2
	give the meanings of any abbreviations	2
	avoid long introductory paragraphs	2
	avoid long concluding paragraphs	2
	avoid using words which may have different meanings in different countries	2
	avoid words with a political inference	2
	avoid words with a dual meaning	2
	do not use any word you are not one hundred per cent sure about	2
3.	One example of an over-used business phrase/cliché (numerous examples possible) (3 marks)	
	"We thank you for your communication", instead of "Thank you for your letter";	_
	"Your letter of the 26 th ultimo" instead of "Your letter of (and last month's date)"	3

TASK 2 (20 marks)

- 2.1 Coping with negative behaviour and conflict.
- 2.3 Listening and reacting constructively, avoiding manipulations; picking the right moment.
- 2.4 Recognising the difference between aggression and assertiveness. Verbal and non-verbal techniques for dealing with unacceptable behaviour; reacting to criticism.
- 4.1 Recognise appropriate communication styles in the context of face-to-face or interview situations when disagreeing.
- 4.2 Building on other's ideas, summarising, indicating support when appropriate, respecting other's views, sticking to issues (not personalities) when disagreeing. Asking appropriate questions: to get information, to confirm, to get commitment and agreement, to get understanding. Use questions effectively. Asking open, closed, probing, hypothetical, leading, and rhetorical questions appropriately.

5 suggestions for handling aggressive team members (10 marks)

	give them time to cool down	2
	purposefully choose a quiet time to talk	2
	prepare specific ways to gain their attention, before approaching them	2
	plan ways to gain attention to prepare them for better listening	2
	diffuse some aggression by acknowledging true or important aspects of their ideas	2
	acknowledge true or important aspects of their ideas to make them open to your ideas	2
	keep in mind that acknowledgment does not necessarily mean agreement	2
	always stand up for your position	2
	always hold your ground	2
	do not back down or change your ideas to pacify them - it is likely to reinforce their aggression	2
	-99	
•	5 suggestions for handling negative team members (10 marks)	
	directly but calmly disagree with them	2
	do not encourage more negativism by remaining silent or agreeing with them	2
	stop the momentum of criticism by firmly stating positive opinions	2
	avoid arguments by restating objective opinions	2

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	avoid arguments by restatir	g positive opinions	2				
	ignore any brief negative co	mments to discourage negativism	2				
	continually ask for, and expect, effective and practical solutions to the problem						
	repetitively ask for practical	solutions to the problem, to draw out new ideas	2				
TΛ	SK 3 (18 marks)						
	Roles of team members: neg	votistore					
۷.۷	Toles of teal members. Het	goliaiois.					
•	The 3 main approaches to ne	gotiation, and the purpose of each approach are (18 marks)					
	Approach:	PUT OFF	3				
	It's purpose/value:	Only useful if you want to buy time					
	res purposervalue.	Only deciding you want to buy time	•				
	Approach:	WIN/LOSE	3				
	It's purpose:	To get the best deal at the expense of the other party	3				
		Only useful as a one-off strategy	3				
		Not suitable for people you wish to deal with more than once	3				
	Approach:	LOOK AT BOTH SIDES	3				
	It's purpose:	An essential part of any negotiating strategy					
		Useful at any point in the negotiation					
	Approach:	CO-OPERATE	3				
	It's purpose:	An excellent starting point for any negotiation					
	<u> pspoor.</u>	A recommended strategy to adopt					
		Each party recognises the other's position and respects their viewpoint					
	Approach:	SOLVE THE PROBLEM	3				
	It's purpose:	Both parties define a solution to the problem (i.e. agree a contract)	3				
		Useful for a win/win deal to lay firm foundations for future trading	3				

TASK 4 (13 marks)

- 2.2 How people express themselves.
- 2.4 Use of body language.
- 4.1 Body language in face-to-face communication.

NB Answers to this question will prove to be very varied.

- 4.2 Indicating support when appropriate.

Allocate 4 marks to each of 2 responses, which should clearly demonstrate a clear understanding of non-verbal communication.

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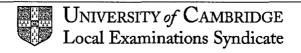
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MARKING

TASK 1 (42 marks)

- 1.1 Apply an understanding of the objectives of the task: define objectives, common purpose, need for time scales and deadlines.
- 1.2 Identify and analyse task requirements to clarify working relationships, competence required, breaking down more complex tasks into manageable sections. Use appropriate communications techniques: to inform, collaborate, co-operate and share information.
- 4.2 Use positive behaviour to build on other's ideas, respect other's views, to stick to issues when disagreeing; ask appropriate questions and use questions effectively to get information, understanding, confirmation, agreement and commitment.
- a) 3 things that staff are really saying when they say "My boss sets such unrealistic goals/targets" and 3 possible reasons why they feel they can make this statement (18 marks):

	1.	STATEMENT: They cannot believe in the outcome	3
		POSSIBLE JUSTIFICATION: Perhaps the M.D. has been known to state grand plans without following them through.	3
	2	STATEMENT: They don't believe the outcome is achievable	3
		POSSIBLE JUSTIFICATION: Perhaps they have had previous experience of ideas, or figures, being wishfully pulled out of thin air!	3
	3	STATEMENT: They cannot figure out what the M.D. really wants the outcome to be	3
		POSSIBLE JUSTIFICATION: Perhaps the goal has been expressed in a complicated or ambiguous way, making it impossible to have a clear focal point	3
b)		nen a team member concentrates only on the long-term aspect of a Team's mary goal (4 marks)	
	goa	al setting often fails	4
c)		nen a team's primary goal is broken down into component mini goals the likely result is marks)	
	res OR	ults are quicker	4
		nievement motivation is possible	4
	•	y plan for the longer term but act for the present	4

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d) 4 prerequisites that team leaders and team members must have before team trust breaks. (16 marks)

Т	Н	E)	1	M	IU	1.5	Т

	TH	EY MUST	
	hav	ve clear, consistent targets - not only to give direction but also as a foundation for trust	4
		open, fair, and willing to learn - the more open, fair and willing to listen individuals , the more they are likely to receive the trust of others	4
		pect the opinion of others - trust without respect is not good enough - focus on task, not a team member	4
	cre	ate an atmosphere which makes team members feel empowered/free to act	4
		decisive - people do not trust people who are indecisive - a bad decision is better n no decision	4
	sup	oport all other team members - loyalty is the mainstay of building team trust	4
		sensitive to the needs of team members - by showing awareness and sensitivity he needs of other team members	4
		e responsibility for team actions - take personal responsibility for the actions of team as a whole, whether a team leader or not. Avoid finger pointing at all costs	4
	giv	e credit to team members - prima donnas set the pace for team destruction	4
TA	SK :	2 (45 marks)	
1.2 2.1	С	dentify and analyse task requirements: data collection using basic techniques, e.g. tables, diagrams an harts. Ise of ground rules for solving tension (within a team).	d
•	6-s	tep formula for controlling and solving problems when involved in a team task (24 marks)	
	1.	Investigate the problem and collect the information/data	4
	2.	Define the problem/issue and determine the cause	4
	3.	Generate ideas/alternatives/options	4
	4.	Select a tentative best solution/make decision	4
	5.	Plan for action/implement the solution	4
	6.	Follow up the implementation of the solution to the problem	4

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•	Brief description as to how the best method to collect as much information as possible would be	
	decided (4 marks)	
	brainstorming session with the teamOR	4
	consensus reaching with the team	4
•	4 main types of charts which are used for the display of data (8 marks)	
	bar charts	2
	histograms	2
	pie charts	2
	scatter diagrams	2
	run (trend) graphs)/line graphs	2
	spider diagrams	2
•	The type of chart used (3 marks)	
	will be determined by the patterns, trends, or relationships it is wished to show	3
•	Give 3 advantages of using data display (i.e. charts) in preference to tables of raw data are (6 marks)	
	they help to turn raw data into usable information	2
	they are visual, interesting and easier to use than tables of raw data	2
	people tend to give time to pictorial presentations which demand very little reading skill or concentrate	ion2
	they are quick ports of reference	2
	they aid understanding - at a glance	2
	they aid memory	2

TASK 3 (11 marks)

- 1.1 Understanding the objectives of the task: need for timescales and deadlines; outline methods of achieving goals.
- 1.2 Duties and responsibilities; competence required; need for flexibility and initiative when engaged in the task; planning resources; breaking tasks into manageable sections.
- 1.3 Prioritising work, identifying objectives; establish time scales
- The 2 primary constraints of project planning are (2 marks)

1	
1	
ojects of different sizes (8 marks)	•
2	
asks to be completed2	
s of project planning (i.e. estimated task duration - time; ons - performance criteria, and task budget - monetary,)2	
the tasks can be delegated2	
n which the chunks of tasks must be completed2	
r all tasks (in chronological order)2	
problems as possible and make contingency plans for interpret into the project planning2	



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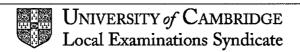
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MARKING

TASK 1 (26 marks)

- 1.1 Use of team discussion to determine interests and strengths of team members; measures to judge the achievement of objectives.
- 1.2 Working relationships.
- 1.3 Feedback: when, and in what form.
- 2.1 Ground rules: giving and receiving feedback.

1. 7 ways in which feedback can be given to teams

It may be from (14 marks)

one to another	2
team leaders	
clients	
a group session	
their own organisation	
results shown by figures	
written reports, etc	
the spoken word	
telephone calls (when appropriate)	
notes on documents	2
a scheduled session	2
a formal session	2
4 forms feedback may take (8 marks)	
IT MAY BE	
in an official manner	2
in an unofficial manner	2

	in reflective mode	2
	'off the cuff'	2
	spontaneously	2
	during 'corridor chat'	2
	at a team meeting	2
	by 'just happening'	2
	in the form of the long term picture	2
	in the form of the overall picture	2
	face-to-face	2
	by pre-arranged review sessions	2
2.	Frequency of feedback to team members (4 marks)	
	YES, team members should receive feedback on a continuous/ongoing basis	2
	BECAUSE	
	achievement of individual tasks is ongoing, and feedback can motivate individuals towards the next step	2
	OR BECAUSE	
	team members generally have a hunger to measure what they are doing in every way	2
	OR BECAUSE	
	teamwork needs constant motivation to maintain enthusiasm	2

TASK 2 (16 marks)

- 3.1 Explain the need for communication in business: effective and dissemination of information; determining the needs of clients and responding to those needs; consequences of poor communication; needs of external organisation not identified; barriers to communication.
- 3.3 Letters: appropriate to the receiver. Tone: sensitive to reader's interpretation, status. Importance to the firm.

1	4 points illustrating the effect that inappropriately composed letters tells the recipient about	
	the author and the organisation (16 marks)	
	the writer's lack of quality/skill	1
	the lack of control and attention to the business image	1
	they have no concept of recognised courtesies	4
	they have and permit a negative attitude towards letter writing	4
	they have and permit a thoughtless approach to work	4
	they have a couldn't care less attitude	4
	they have a disrespectful attitude towards recipients	4
	they are badly managed/overseen	4
	quality staff are not employed	4
	appropriate staff are not employed	4
2	4 reasons how poorly composed memos can create problems with interpersonal relationships If the following aspects of composition are not considered interpersonal relationships could	
	be affected (8 marks)	_
	style	_
	tone	2
	sensitivity	2

clarity2

TASK 3 (24 marks)

- 1.1 Defining objectives, use of team briefing to agree objectives, need for timescales and deadlines, outline methods to achieve objectives; terms of reference
- 1.2 Identify and analyse task requirements: competence required; informing, collaborating, sharing information, co-operating.
- 1.3 Feedback: when, to whom and in what form.
- 2.1 Use of ground rules: action plans, feedback, individual and team accountability, monitoring, agendas to help team members remain on track

possible activities required by the objectives2

timescale available2

TASK 4 (26 marks)

- 1.1 Describe and apply an understanding of the objectives of the task: nature of good objectives; use of objectives to plan and monitor the work and individual tasks; need for timescales and deadlines,
- 1.2 Identify and analyse task requirements: duties and responsibilities, competence required; use of appropriate communication technique to inform.
- 1.3 Establishing timescales and deadlines; agree criteria for an effective activity plan.; setting progress review dates.
- 2.1 Purpose of agendas: to help team members to prepare and remain on track; action plans; expectations; importance of agreement on how the team will work together and the level of group commitment; importance of agreement on how the team will work together and the level of group commitment.

• The purpose of an Action Plan is (3 marks)

	to outline tasks to be undertaken to achieve a specific objective	3
	OR to clearly state what you hope to achieve in the future	3
	Main handit of an Astion Dion is that it (2 mayles)	
•	Main benefit of an Action Plan is that it (3 marks)	
	shows the time scale over which a series of events will take place	3
•	10 guidelines for preparing successful Action Plans (20 mark)	
	identify and agree the main objective	2
	identify/agree the target date for achieving the overall objective	2
	as a team, brainstorm all the things that have to be done	2
	be as specific as possible about what has to be done	2
	discuss and set clear objectives for each key area	2
	discuss and agree who is going to do what and when	2
	map out the steps to achieve your targets	2
	identify constraints, which will influence the time factor	2
	set a target date for each goal	2
	ensure targets are clear and realistic	2

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be prepared to modify existing work habits	2
don't set unachievable targets	2
make provision for regular reviews	2
make provision for continuous feedback to team as a whole	2
make provision for continuous feedback to individual team members	2
write up the Action Plan, sign and date it	_
write up the Action Plan, sign and date it	∠