

GCE

Business Studies

Unit **F295**: People in Organisations

Advanced GCE

Mark Scheme for June 2015

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Abbreviations, annotations and conventions that are used in this Mark Scheme vary from paper to paper. The following annotations are available for this paper.

Annotation	Meaning
✓	Correct
✘	Incorrect
?	Not sure what the candidate is trying to say or it does not make sense. It can also be used with a level descriptor when considering BOD
BOD	Benefit of doubt given
L1, L2, L3, L4	Levels of response awarded at this point
OFR	Own figure rule
TV	Too vague
NAQ	Not answered the question
NUT	Not used the context (generic)
REP	Repetition. The candidate has merely restated what has already been said and so no further credit given.
SEEN	The page has been seen. This can be used on pages where no other annotation is appropriate and MUST be placed on each blank page

Subject-specific Marking Instructions

Highlighting is also available to highlight any particular points on the script.

Please ensure that, wherever possible, annotations are placed in the margins and not over the candidate's answer. This makes it very difficult to read when the paper is printed out in black & white.

[Only the following questions should be annotated with ticks to show where marks have been awarded in the body of the text: Question 1]

IT IS VITAL THAT YOU SHOW AS MUCH ANNOTATION ON EACH PAGE AS POSSIBLE. IN PARTICULAR, WHERE LEVELS ARE REACHED.

EVERY PAGE, INCLUDING BLANK PAGES (use the SEEN annotation), MUST HAVE SOME ANNOTATION

Question	Answer	Mark	Content	Levels of Response
1	<p>Using Table 1 Calculate the % lateness for the packaging department in March 2015.</p> <p>Total number of late arrivals $\times 100$ (1) Total number of scheduled attendances</p> <p>= $\frac{23}{21 \times 12} \times 100$ (1)</p> <p>= 9.1% (1 for 9.1 and 1 for %)</p>	4	<p>N.B. If correct answer given without working, award 4 marks.</p> <p>Award only 3 marks if % missing</p> <p>Award 2 marks if candidate divides 23/252 An answer with the wrong unit also scores a maximum of 3 marks</p>	Up to 4 marks
2	<p>Analyse one possible HR reason for the lateness problem shown in Table 1.</p> <p>Lack of job enrichment variety of task (especially in the packaging department), poor leadership (Stella and George), poor communication, lack of promotional prospects,</p> <p>Little or no employee participation, all of which may cause/contribute to the morale of employees and subsequently lead to an increase in lateness.</p> <p>Lack of certainty/security as Stella wants to reduce the workforce, again reducing the morale of the employees and possibly adding to the number of late arrivals.</p> <p>Fear of changes, especially with regards to the proposed TNA and appraisal.</p>	6	<p>To award L3 ensure there is an obvious link between the possible HR cause and the context.</p> <p>Only one piece of evidence of a particular skill is necessary to score the top mark in any level. The mark at the bottom of the level should be used for a BOD answer.</p> <p>Do not award marks for candidate suggesting solutions to the lateness issue.</p>	<p>Level 3 [6-5 marks] Candidate demonstrates analytical skills when considering an HR reason for lateness at RUL.</p> <p>Level 2 [4-3 marks] Candidate demonstrates understanding of an HR reason for lateness. No context required.</p> <p>Level 1 [2-1 marks] Candidate offers relevant theoretical knowledge only.</p>

Question	Answer	Mark	Content	Levels of Response
3	<p>Evaluate the possible implications on RUL of introducing an appraisal system.</p> <p>Danger of linking appraisal to pay. Especially if shift to more machines gets the go ahead at RUL. Stella would approve if it enhances production, as employees may feel involved (Mayo) and, therefore, motivated and subsequently more productive.</p> <p>There is a significant cost (both financial and time) of training of appraisers (but ties in with TNA) and setting up any appraisal system (Michael Wood's view with regards to the opportunity cost.) Money could be used to pay for new machines at RUL. Or cost could be used to introduce TNA</p> <p>Will all managers be supportive? Appraisal needs a culture of support from the top of the business.</p> <p>Is the timing right given that this is another change (as well as TNA) which may further unsettle the employees, who may already be militant given the case against Jessica.</p> <p>Would Bob be trusted given his involvement with Jessica's dismissal?</p>	13	<p>For L3 - Ensure implications are for RUL, e.g. appraisals could lead to a reduction in lateness through employee motivation, opportunity cost of appraisals means RUL may not be able to afford the new machinery, appraisals would be an opportunity for staff to discuss personal issues meaning that situations like Jessica's could be prevented.</p> <p>The question is not asking the candidate to make a decision about whether RUL should introduce appraisal and/or what methods it could use. However, these answers may contain material that could be credited at any level, if there is some explicit link to the implications for RUL.</p> <p>Do not award references to how appraisal could be implemented at RUL.</p>	<p>Level 4 [13-9 marks] Candidate demonstrates evaluative skills when considering the implications of introducing appraisal at RUL.</p> <p>Level 3 [8-6 marks] Candidate demonstrates analytical skills when considering the implications of introducing an appraisal system with specific reference to the issues facing RUL.</p> <p>Level 2 [5-3 marks] Candidate demonstrates understanding of implications of introducing appraisal to a business. No context required.</p> <p>Level 1 [2-1 marks] Candidate offers theoretical knowledge only of appraisal.</p>

Question	Answer	Mark	Content	Levels of Response
4	<p>Analyse two likely benefits to RUL of introducing Training Needs Analysis (TNA).</p> <p>TNA ensures workers are given the skills they need, therefore more efficient and productive thus enhancing RUL's output to meet orders and maintain its image.</p> <p>TNA will ensure skills are taught to ensure the quality of the beds and mattresses are maintained and fits image of RUL, making it more likely to be competitive in foreign markets, e.g. tying together string by hand onto mattresses.</p> <p>Allows information to be collected from customers, employees and managers- therefore up-to-date knowledge of the needs of stakeholders so easier to satisfy these needs, and for employee involvement (Mayo)</p> <p>TNA involves employees so a sense of recognition/motivation (Mayo and Herzberg), leading to a reduction in lateness. TNA will ensure appropriate training so employees will not think a waste of time but useful- self Actualisation (Maslow). If worthwhile training supplied after TNA morale of employees raised and so RUL benefits – less staff turnover, more productive, better quality, lower rejects & costs.</p> <p>Drucker-important asset of business-employees management role is to enable employees to perform-TNA will aid this. Knowledge worker-TNA will aid process of keeping employees up-to-date with on-going training.</p> <p>Peters- involving employees-TNA is a form of involvement.</p>	6	<p>One benefit analysed = 5 marks Two benefits analysed = 6 marks</p> <p>One benefit explained = 3 marks Two benefits explained = 4 marks</p> <p>One factor stated = 1 mark Two factors stated = 2 marks</p> <p>Ensure benefits are for RUL before awarding L3</p> <p>Any suggestions made must be appropriate and clearly based on the contextual evidence. Unsupported comments should not be rewarded above Level 2.</p>	<p>Level 3 [6-5 marks] Candidate demonstrates analytical skills when considering the benefits of TNA for RUL.</p> <p>Level 2 [4-3 marks] Candidate demonstrates understanding of the benefits of introducing TNA. No context required</p> <p>Level 1 [2-1 marks] Candidate offers theoretical knowledge only of TNA.</p>

Question	Answer	Mark	Content	Levels of Response
5	<p>Discuss how George should deal with Bob's dismissal of Jessica.</p> <p>Dismissal has to be justified and be fair to be legal. Employed for more than 2 years to have right not to be unfairly dismissed Fair to dismiss if- gross misconduct which may be due to one offence (e.g. gross negligence) or repeated occurrences of misconduct. Examples include, repeated poor conduct, late, not complying with reasonable requests, incapacity or capability. In addition, RUL must have followed procedures correctly (wrongful dismissal). Did George or Bob offer at least one formal warning and then a written warning and a final written warning? Were the consequences of Jessica's behaviour explained to her? Was there a formal meeting where Jessica could bring a member of her trade union or another representative? Jessica has to cope with her sick son who requires treatment on a regular basis. Incapacity applies to the person (Jessica) and her inability to work or taking time off work, which is not the case. Did Bob follow RUL's procedures for dismissal, had he the appropriate authority? Why was George not informed/involved at an earlier stage?</p> <p>Accept references to- Does RUL want the possible adverse publicity/reputation? Do RUL want to lose productive time at any possible tribunal? Cost implication of appeal, time lost production regardless of whether Jessica right to claim unfair dismissal- especially given objective of expansion for RUL. References to the e-mail sent by Bob to George and the implications for how to deal with the dismissal.</p>	13	<p>Any suggestions made by candidates must be appropriate and clearly based on the contextual evidence. Unsupported comments should not be rewarded above Level 2.</p> <p>Look out for answers which focus more on whether RUL was right to dismiss Jessica rather than what it now needs do.</p> <p>Award max L2 to a candidate that just discusses what Bob did wrong when dealing with Jessica, as this is not answering the question.</p> <p>One route into answer could be has Bob acted reasonably? Candidates can then use the ACAS guidelines to work this out which is what RUL would look at if it went to a Tribunal.</p>	<p>Level 4 [13-9 marks] Candidate demonstrates evaluative skills when deciding how George should deal with Bob's dismissal of Jessica.</p> <p>Level 3 [8-6 marks] Candidate demonstrates analytical skills when considering how George should deal with Bob's dismissal of Jessica.</p> <p>Level 2 [5-3 marks] Candidate demonstrates understanding of dismissal procedures/regulations. No context required.</p> <p>Level 1 [2-1 marks] Candidate offers theoretical knowledge only of dismissal regulations.</p>

Question	Answer	Mark	Content	Levels of Response
6*	<p>Considering HR and other issues should RUL introduce additional machines into the production process? Justify your view.</p> <p>Human Resources Consequences for employees-deskilling? Reduction in status (Maslow). Demotivating- lack of job enrichment, lack of job security (Maslow, Herzberg- hygiene factors). Needs training for use of new equipment (could link with TNA). Redundancy and HR effects of this. Would machines improve working conditions? (Mayo, Herzberg). Less employee initiative. Can George/Stella cope/have sufficient skills to introduce changes? Will lateness get worse?</p> <p>Marketing Known for its craftsmanship/made by hand quality-will this image be affected? Will advertisement need to be changed? If unit costs fall can RUL change its pricing strategy especially for the exports objective? Current emphasis on handmade mattresses needs to change. Difficulties in changing USP and impact on reputation for RUL. Impact on competitiveness?</p> <p>Production Increased production (what Stella wants), thus making expansion (exports) easier (to negate image problem caused by Jessica case?) Economies of scale enhanced as unit costs fall and more profits and thus able to introduce appraisal, TNA as well as new machines. (Or payback earlier.)</p>	18	<p>NB: An answer which only includes, or does not include, human resources issues, should be awarded the lowest mark in the appropriate level.</p> <p>A one-sided answer cannot achieve a Level 4 answer.</p> <p>Accept reference to increase or decrease in quality as long as candidate qualifies their line of reasoning.</p>	<p>Level 4 [18-13 marks] Candidate demonstrates evaluative skills when discussing whether RUL should introduce more machines into the business. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the complex subject matter. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be few, if any, errors of spelling punctuation and grammar.</p> <p>Level 3 [12-7 marks] Candidate demonstrates analytical skills when considering the introduction of more machines, with specific reference to the issues facing RUL. Relatively straight forward ideas have been expressed with some clarity and fluency. Arguments are generally relevant, though may stray from the point of the question. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p>Level 2 [6-3 marks] Candidate demonstrates understanding of introducing more machines into a business. No context required. Some simple ideas have been expressed</p>

Question	Answer	Mark	Content	Levels of Response
	<p>Finance Cost of purchasing machines, training staff, redundancy payments. Will there be sufficient funds after any costs of the Jessica case? Borrowing capability, gearing ratio, interest cover, availability of funds (banks reluctance to lend). House sales down so beds/mattress sales down?</p> <p>Overall Too many other changes about to take place or in consideration for RUL (TNA, structure change) and therefore yet another change may be too unsettling for employees and too hard for management to implement so many changes. Can Stella etc. cope?</p> <p>What percentage of total production (units/value) do mattresses represent to enable a judgement as to whether the investment is worthwhile? Depends upon how many additional machines introduced as to likely effect upon workforce and RUL. State of the economy at home and abroad is also a factor.</p>			<p>in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Level 1 [2-1 marks] Candidate offers theoretical knowledge only. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar which will be noticeable and intrusive. Writing may also lack legibility.</p>

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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