

# **Business Studies**

Advanced GCE

Unit **F295**: People in Organisations

## **Mark Scheme for January 2011**

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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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Question	Answer	Marks	Rationale
	<p><b>Level 2</b> Candidate is able to demonstrate knowledge and understanding of the consequences of absenteeism on the business. No context required.</p> <p><b>Level 1</b> Candidate offers only theoretical knowledge of the consequences of absenteeism.</p>	<p>[3-4]</p> <p>[1-2]</p>	
3	<p><b>Evaluate possible methods of motivation which MDS could use to help reduce absenteeism.</b> Additional pay (Taylor) for work undertaken. Commission, bonus payments (Tayloristic). Mayo's 'Hawthorne effect', whereby if MDS offers employees additional responsibility and makes them departmental managers, there may be a sense of recognition/involvement and, therefore, they will feel included and consequently motivated. Having some employees within the departments offers an opportunity for the employees to enjoy working in groups. Employees are more likely to respond in a positive manner to change. Herzberg indicated that employees are motivated by having responsibility, recognition, rewarding work and opportunities for promotion. Druker suggested that employees should be recognised for what they do and not treated as an additional cost to MDS. Maslow's status needs.</p> <p><b>Indicating which of the above are appropriate for MDS or are more likely to work at MDS, may lead to evaluative comments.</b></p> <p><b>Level 4</b> Candidate demonstrates evaluative skills when recommending possible methods of motivation which MDS could use to help reduce absenteeism.</p> <p><b>Level 3</b> Candidate demonstrates analytical skills when considering possible methods of motivation which MDS could use to help reduce absenteeism.</p> <p><b>NB: Analysis must be in the context.</b></p>	<p>[13]</p> <p>[9-13]</p> <p>[6-8]</p>	<p><b>Training – valuing employees (Herzberg &amp; Mayo)</b></p>

Question	Answer	Marks	Rationale
	<p><b>Level 2</b> Candidate demonstrates knowledge and understanding of the relevant details of issues of motivation. No context required.</p> <p><b>Level 1</b> Candidate offers only theoretical knowledge of the relevant issues of motivation.</p>	<p>[3-5]</p> <p>[1-2]</p>	
4	<p><b>Analyse one benefit to MDS of undertaking a training needs analysis.</b></p> <p>TNA is a method which will enable MDS to ensure its employees are provided with the right skills to ensure they are able to do their job in an effective manner. By undertaking TNA, MDS will have a more effective workforce and, therefore, will be more able to serve the customers and meet their needs. MDS can ensure any skill shortfalls are dealt with, and by offering training the employees are more likely to be motivated and, therefore, more productive for MDS. This may also help reduce absenteeism.</p> <p>By undertaking TNA any problems can be dealt with, therefore, allowing MDS to prosper. TNA also allows MDS to analyse the effectiveness of its training to ensure a better training programme is used subsequently. This will ensure the training is cost effective. TNA may help employees to feel a sense of involvement (Mayo). TNA will help the potential new managers to fulfil their role in an effective manner.</p> <p><b>Level 3</b> Candidate demonstrates analytical skills when considering the benefits of TNA.</p> <p><b>NB: Analysis must be in the context.</b></p> <p><b>Level 2</b> Candidate demonstrates knowledge and understanding when considering the benefits of TNA. No context required.</p> <p><b>Level 1</b> Candidate offers only theoretical knowledge when considering the benefits of TNA.</p>	<p>[6]</p> <p>[5-6]</p> <p>[3-4]</p> <p>[1-2]</p>	







Question	Answer	Marks	Rationale
	<p><b>Level 3</b> Candidate demonstrates analytical skills when considering the employment of older workers.</p> <p>Relatively straightforward 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><b>NB: Analysis must be in the context.</b></p> <p><b>Level 2</b> Candidate demonstrates knowledge and understanding of issues when employing older employees. No context required. Some simple ideas have been expressed 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><b>Level 1</b> Candidate offers only theoretical knowledge. 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>	<p>[7-12]</p> <p>[3-6]</p> <p>[1-2]</p>	

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