

Business Studies

Advanced GCE

Unit **F296**: Business Production

Mark Scheme for June 2011

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2011

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Question Number	Expected Answer	Mark	Additional Guidance									
1	<p data-bbox="353 256 1323 320">Study the table below which shows production data for re-enactment uniforms.</p> <table border="1" data-bbox="353 352 1379 563"> <thead> <tr> <th data-bbox="353 352 698 491"></th> <th data-bbox="698 352 1039 491">Number of people employed in uniform manufacturing (average per year)</th> <th data-bbox="1039 352 1379 491">Output of uniforms</th> </tr> </thead> <tbody> <tr> <td data-bbox="353 491 698 528">June 2009 – May 2010</td> <td data-bbox="698 491 1039 528">44</td> <td data-bbox="1039 491 1379 528">3,601</td> </tr> <tr> <td data-bbox="353 528 698 563">June 2010 – May 2011</td> <td data-bbox="698 528 1039 563">48</td> <td data-bbox="1039 528 1379 563">3,428</td> </tr> </tbody> </table> <p data-bbox="353 600 1339 663">Calculate the percentage fall in labour productivity. (Give your answer correct to one decimal place.) Up to 4 marks (4).</p> <p data-bbox="353 700 1151 767"> 2009 – 2010 $3,601/44 = 81.8$ (1) 2010 – 2011 $3,428/48 = 71.4$ (1) 10.4 = 2 marks </p> <p data-bbox="353 804 1196 871"> $81.8 - 71.4 = 10.4/81.8 \times 100$ (1) $= -12.7\%$ (1) Can ignore '-' sign </p> <p data-bbox="353 908 819 935">Maximum marks for correct answer.</p>		Number of people employed in uniform manufacturing (average per year)	Output of uniforms	June 2009 – May 2010	44	3,601	June 2010 – May 2011	48	3,428	[4]	
	Number of people employed in uniform manufacturing (average per year)	Output of uniforms										
June 2009 – May 2010	44	3,601										
June 2010 – May 2011	48	3,428										

Question Number	Expected Answer	Mark	Additional Guidance
2	<p>Discuss how S&S might use work study to raise the output of re-enactment uniforms.</p> <p>Work study involves a close mathematical/quantitative analysis of staff in terms of their movements, work, effectiveness, output and so on. Invariably this is done on an individual basis and, traditionally, involves a clip-board and a stopwatch! At S&S there is evidence to suggest that staff are not as productive as they could be (labour productivity is down – Q1), taking too long breaks and are generally very complacent. Part of this could be the actual method/#process of production rather than the willingness of staff to actually work hard. Candidates can focus on how work study can be implemented (with minimum negative impact and maximum tangible effect), as well as whether it should be done at all. There are clear gains: better, more efficient system of work, possible morale increases, the gains of job rotation, etc, higher output. There are also downsides: costs of the study, staff feel ‘watched’ and not valued, may be an adverse reaction in terms of union style action and it only works if the people doing the study are competent and produce clear and effective recommendations. All of this is debateable at S&S.</p> <p>Level 4 Candidate demonstrates evaluative skills when considering the use of work study to raise the output of re-enactment uniforms of S&S. (9-13)</p> <p>Level 3 Candidate demonstrates analytical skills when considering the use of work study. (6-8)</p> <p>Level 2 Candidate shows understanding of work study No context required. (3-5)</p> <p>Level 1 Candidate offers theoretical knowledge only. (1-2)</p>	[13]	

Question Number	Expected Answer	Mark	Additional Guidance
3	<p>Analyse <u>one</u> way in which the law might affect operations at S&S.</p> <p>There are a couple of direct legal issues which can be inferred from the case study. The principal issue is vicarious liability. There is considerable debate over whether there is a case here – was Dave acting in the course of his employment? Was it ‘a frolic of his own’? (to use the case law expression). Does it count at lunchtime? What was he actually employed to do? There is also a question regarding health and safety at work. However, no specific legal knowledge is required. The point is that there is an impact on S&S. These impacts could be that S&S must pay attention to safety equipment, storage, training of staff, effective management of staff etc. All of which cost money, take time and can be an inconvenience. A good answer will look at the legalities (briefly) and then analyse the position S&S are in.</p> <p>Level 3 Candidate demonstrates analytical skills when considering how the law might affect operations at S&S. (5-6)</p> <p>Level 2 Candidate shows understanding of the law. (3-4)</p> <p>Level 1 Candidate offers theoretical knowledge only. (1-2)</p>	[6]	

Question Number	Expected Answer	Mark	Additional Guidance
4	<p>Discuss whether S&S should invest in the technology outlined by Simon (line 21-29).</p> <p>The introduction of technology is essentially a capital cost versus on-going benefits argument. There are clearly massive gains to be had at S&S – technological EOS, raised output, consistency in standards, removal of some of the more tedious tasks, higher quality (possibly) and so on. However, the costs in terms of up-front purchase, insurance, maintenance, training, as well convincing and motivating the workforce, are potentially large – as is the loss of individuality and bespoke production (both very important in the historical re-enactment market). Maybe this would be retained to an extent. Better answers will broaden the argument to other areas, such as marketing (eg is this S&S's USP?)</p> <p>Level 4 Candidate demonstrates evaluative skills when considering whether S&S should invest in the technology. (9-13)</p> <p>Level 3 Candidate demonstrates analytical skills when considering the investment in technology. (6-8)</p> <p>Level 2 Candidate shows understanding of investment in technology. No context required. (3-5)</p> <p>Level 1 Candidate offers only theoretical knowledge. (1-2)</p>	[13]	

Question Number	Expected Answer	Mark	Additional Guidance
5	<p>Analyse <u>two</u> ethical issues related to production at S&S.</p> <p>There are many ethical issues (imaginary or real) at S&S if the candidate looks hard enough. The most obvious are:</p> <ul style="list-style-type: none"> • sourcing cloth from Bangladesh – the indication is that the workforce are ill-treated (maybe a combination of pay, hours and conditions) • the dye from Colombia – aside from exactly how the dye is produced (what are working conditions like in Colombia?), there is an issue regarding S&S employees and the toxicity of the dye. Health and safety is being by-passed for an easy life for Simon. <p>The second of these issues is possible, not just a matter of ethics but of law as well. Either way, the candidate must analyse the implication of exploitation of some stakeholders in S&S.</p> <p>Level 3 Candidate demonstrates analytical skills when considering the ethical issues related to production at S&S. (5-6)</p> <p>Level 2 Candidate shows understanding of the ethical issues. No context required. (3-4)</p> <p>Level 1 Candidate offers theoretical knowledge only. (1-2)</p>	[6]	

Question Number	Expected Answer	Mark	Additional Guidance
6*	<p>Considering production <u>and other issues</u>, should S&S relocate ‘50 miles away near Middlesbrough’ (line 62)? Justify your view. (18)</p> <p>Relocating near Middlesbrough has many advantages, including:</p> <ul style="list-style-type: none"> • infrastructure access for suppliers and to move goods around the country • new premises which have increased capacity • could introduce technology at a stroke (and maybe a workforce which would like it) • increased output, if S&S can fulfil the BBC/USA requirements • possible gains from cell production. <p>The disadvantages include:</p> <ul style="list-style-type: none"> • capital cost – does S&S have the finance? • staffing problems – many would not relocate, short term problems of morale, etc • therefore – new training problems/recruitment, etc • loss of individuality as S&S mass produces • the disruption in the actual change over (although this is a one-off). <p>Candidates can also look at the alternative of sub-contracting production which would alleviate all the production problems but then means being reliant on suppliers and their inherent vaguaries.</p> <p>NB An answer which only includes or DOES NOT include production issues should only be awarded the lowest mark in the appropriate level.</p> <p>Level 4 Candidate demonstrates evaluative skills when considering where S&S should relocate to Middlesbrough. Sentences and paragraphs, consistency relevant, have been well structured, using appropriate technical terminology. There have been few, if any, errors of spelling + grammar. (13-18)</p> <p>A one sided argument <u>cannot</u> achieve a Level 4 mark.</p>	[18]	

Question Number	Expected Answer	Mark	Additional Guidance
	<p>Level 3 Candidate demonstrates analytical skills when considering whether S&S should relocate to Middlesbrough. There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning. (7-12)</p> <p>Level 2 Candidate demonstrates knowledge and understanding of relocation issues. No context required. There are likely to be some errors of spelling, punctuation and grammar, of which some may be noticeable and intrusive. (3-6)</p> <p>Level 1 Candidate offers only theoretical knowledge. There will be some errors of spelling, punctuation and grammar, much will be noticeable and intrusive. Writing may also lack legibility. (1-2)</p>		

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



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