

**Business Studies**

Advanced GCE

Unit **F295**: People in Organisations

**Mark Scheme for January 2012**

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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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Annotation	Meaning
✓	Correct point
✗	Incorrect point
BDD	Benefit of the doubt
?	Unclear
OFR	Own figure rule
L1	Level one
L2	Level two
L3	Level three
L4	Level four
NAG	Not answered question
TV	Too vague
NUT	No use of text
REP	Repeat
SEEN	Indicates that the point has been noted, but no credit has been given.

**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 and white.

**[Only the calculative question(s) should be annotated with ticks to show where marks have been awarded in the body of the text]**

**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	Marks	Guidance	
				Content	Levels of response
1	(a)	Formula for productivity – $\frac{\text{Output}}{\text{Average number of employees}} \quad (1)$ $= \frac{1560}{15} = 104 \text{ rolls } (1)$ <p>1 mark can be awarded either for stating the formula OR putting in the correct numbers.</p> <p><b>N.B. If correct answer given award 2 marks</b></p>	2	Declared answer is the one that will be marked.	Up to two marks
	(b)	$\frac{\text{Number of 'rejects' produced} \times 100}{\text{Total number of products produced}} \quad (1)$ $\frac{140 \text{ rejects (includes damaged)} \times 100}{1,120}$ $= 12.5\% \quad (1)$	2	Only 1 mark if the % sign is not included.	Up to two marks  1 mark can be awarded either for stating the formula OR putting in the correct numbers.  N.B. If correct answer given award 2 marks.  Accept rounded up answers such as 13%.

Question		Answer	Marks	Guidance	
				Content	Levels of response
2		<p>References to any of the following is acceptable:</p> <ul style="list-style-type: none"> <li>• expertise of employees</li> <li>• level of training</li> <li>• working conditions</li> <li>• standard of management supervision</li> <li>• morale of employees (motivated or otherwise)</li> <li>• Bing has become stricter? Poor equipment trays not fitting.</li> <li>• Lack of opportunity for promotion</li> <li>• Poor selection of staff via recruitment</li> </ul>	6	Do not accept poor standard of equipment, <b>however</b> , if candidate goes on to say poor equipment may affect morale – accept.	<p><b>Level 3</b> Candidate demonstrates analytical skills when considering the reasons for decline in productivity levels . If one analysed – 5 marks If two analysed – 6 marks <b>[5-6]</b></p> <p><b>Level 2</b> Candidate is able to apply relevant details of reasons for decline in productivity levels No context required If one explained – 3 marks If two explained – 4 marks No context required. <b>[3-4]</b></p> <p><b>Level 1</b> Candidate offers relevant theoretical knowledge of productivity <b>[1-2]</b></p>

Question		Answer	Marks	Guidance	
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3		<ul style="list-style-type: none"> <li>• offers the employees a sense of belonging (Mayo and Maslow) (Motivational)</li> <li>• helps with familiarisation</li> <li>• enhances productivity</li> <li>• helps establish appropriate communication channels</li> <li>• aids the understanding of closed communication</li> <li>• reduces barriers to effective communication</li> <li>• allows employee to know Health &amp; Safety and that of other requirements for their safety</li> <li>• opportunity to meet work colleagues and line managers</li> </ul>	6	L3 – Sequential implication for/reaction linking induction to a benefit for DCL. E.g: new employees will understand requirements and therefore will not hinder production/service therefore DCL will be able to maintain its level of service/customer loyalty.	<p><b>Level 3</b> Candidate demonstrates analytical skills when considering the benefits of DCL's induction programme [5-6]</p> <p><b>Level 2</b> Candidate is able to apply relevant details of an induction programme No context required [3-4]</p> <p><b>Level 1</b> Candidate offers relevant theoretical knowledge of induction programmes [1-2]</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>Actual barriers within the case:</p> <p>number of employees, number of different languages spoken, lack of induction programme to help learn closed communication, ability of employees and managers. Possible span of control inequalities.</p> <p>Consequently the impacts are likely to include: -</p> <p>Shannon and Weaver, technical, semantic and effectiveness and their consequences, the quality of service to the passengers and consequences for DCL, (future bookings, reputation) the welfare/safety of both passengers and employees, poor morale and consequences upon productivity, wrong information sent/received and therefore wrong/inappropriate actions. Breakdown of channels of communication.</p>	13		<p><b>Level 4</b> Candidate demonstrates evaluative skills when discussing the likely impacts of the barriers to effective communication [9-13]</p> <p><b>Level 3</b> Candidate demonstrates analytical skills when considering the impact of the barriers to effective communication in the context of the case [6-8]</p> <p><b>Level 2</b> Candidate is able to apply relevant details of the barriers to effective communication No context required [3-5]</p> <p><b>Level 1</b> Candidate offers relevant theoretical knowledge of barriers on communication [1-2]</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p>There is no legal reason to have an appraisal system; it could be helpful for target setting, part of the on-going training or discovering what training is needed for the development of the employees.</p> <p>Of benefit to ascertain strengths and weaknesses, enabling the 'fitting' of employees to the right jobs/tasks. Enhances professional development. It is a way of showing an interest in the employees (motivator-Herzberg) There is an element of involvement (Mayo) However, employees may see this as 'spying'. Cost of implementing and operating the system. The time involved; when could it take place in order to be effective, given the problems the staff are already facing? Given the nature of the work patterns, would employees be willing to participate? (Therefore, affecting its benefits) It depends if the system is implemented correctly and with consultation with the employees. All ought to be committed to the process if it is to be effective. The staff undertaking the appraisal of others need to be trained. THEN the system may benefit DCL Candidates who highlight how benefits may be limited/ restricted should be rewarded.</p>	13	<p>The question is NOT 'how' to introduce, but concentrates on the benefits or factors that could affect the benefits of introducing an appraisal system.</p>	<p><b>Level 4</b> Candidate demonstrates evaluative skills when discussing the benefits of introducing an appraisal system [9-13]</p> <p><b>Level 3</b> Candidate demonstrates analytical skills when considering the benefits of the appraisal system in the context of the case [6-8]</p> <p><b>Level 2</b> Candidate is able to apply relevant details of the appraisal/benefits No context required [3-5]</p> <p><b>Level 1</b> Candidate offers relevant theoretical knowledge of appraisal [1-2]</p>

Question		Answer	Marks	Guidance	
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6		<p>HR issues: Recruitment and training to ensure standard of service is appropriate for the upgraded ships. Time for acclimatisation within the new surroundings.</p> <p>Marketing issues - marketing programme to inform customers of the upgraded ships. Pricing policies to reflect the upgrades (costs to be recovered)</p> <p>Finance issues - gaining the required finance for the upgrade and its source, implications for shareholders and other creditors of DCL, loss of revenue whilst ships being upgraded</p> <p>Production issues- Time scale and scheduling- will the ships be out of service for long disrupting cruise schedules?</p>	18	<p><b>NB An answer which only includes, or does not include human resources issues, should be awarded the lowest mark in the appropriate level</b></p>	<p><b>Level 4</b> Candidate demonstrates evaluative skills when discussing the policies for employee participation. 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 <b>[13-18]</b></p> <p><b>Level 3</b> Candidate demonstrates analytical skills when considering the policies for employee participation.( in the context of the case) Relative 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 <b>[7-12]</b></p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p><b>Level 2</b>                      Candidate is able to apply relevant details of the policies. 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.                      No context required <b>[3-6]</b></p> <p><b>Level 1</b>                      Candidate offers relevant theoretical knowledge of employee participation. 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 <b>[1-2]</b></p>

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