



Oxford Cambridge and RSA Examinations

**Advanced GCE**

**BUSINESS STUDIES**

**F295 MS**

Unit F295: People in Organisations

**Specimen Mark Scheme**

The maximum mark for this paper is **60**.

**QUALITY OF WRITTEN COMMUNICATION**

**Quality of written communication is assessed in questions that are indicated accordingly (\*). Marks should be awarded for spelling, punctuation and grammar, use of appropriate form and style of writing, and for organising work clearly and coherently.**

Question Number	Answer	Marks
1(a)	<p><b>Using Table 1 and Table 2, calculate the percentage change in average weekly wages for violinmakers between 2006 and 2007.</b></p> <p><b>2006</b> = 64 hours x £12 = £768  <b>2007</b> = 58 hours x £15 = £870  <i>Change</i> = £102</p> $\frac{102}{768} \times \frac{100}{1} [1] = 13.28\% [1]$ <p><b>N.B.</b> If correct answer is given award 2 marks.</p> <p><b>Using Table 5, calculate the percentage change in accidents in the woodwind-making department between 2006 and 2007.</b></p> <p><b>2006</b> = 6 accidents  <b>2007</b> = 20 accidents  <i>Change</i> = 14 accidents</p> $\frac{14}{6} \times \frac{100}{1} [1] = 233.33\% [1]$ <p><b>N.B.</b> If correct answer is given award 2 marks.</p>	[2]
2	<p><b>Analyse why this difference may have occurred.</b></p> <p>The calculation in question 1 (b) shows that accidents in the woodwind-making department have increased by 233.33%. If we refer to Tables 1 and 2 we can see that woodwindmakers are working 50% less hours but are being paid £20 per hour (a 150% increase on their 2006 wage of £8.00 per hour). Using Table 4 we can see that they are producing 100% more instruments (up from 4 instruments per week in 2006 to 8 instruments per week in 2007) and with reference to Table 6 we can see that they have 200% more new customers (up from 8 in 2006 to 24 in 2007).</p> <p>Accidents in the violin making department have only increased by 25% from 2006. Their working hours have only decreased by 9.4%. Hourly rates of pay have only increased by 25%. Only a small increase (16.6%) in the number of customers. On the other hand, the violin makers have not increased their rate of work by anything like the same extent. These workers are under less pressure to perform and may, therefore, not be working so quickly/rushing their work ie less chance of accidents happening.</p> <p>It is therefore possible to assume that they may be rushing their work to get it all done in less time, in order to maximise their earnings in relation to the time that they are now working, and as a result are less careful. This may mean that they are cutting corners and are getting injured more often.</p>	[6]

Question Number	Answer	Marks
<b>2</b> <b>cont'd</b>	<p><i>On the other hand, because they have more new customers they may feel under more pressure to make more instruments to meet increased levels of demand. This pressure may be of their own making, and/or there may also be some added pressure from Toni to meet the demands of his customers. Whichever is the case it may mean that the woodwindmakers get injured more often as a result.</i></p> <p><i>Furthermore we are told that every craftsman is also expected to play a part in the training of apprentices as well as produce instruments. It is therefore possible to suggest that this added responsibility may be making a contribution to the number of accidents in the woodwind-making department, particularly as there are more woodwindmakers than violinmakers and so there will be more apprentices to be trained in the woodwind-making department.</i></p> <p><b>Level 3</b>  Candidate demonstrates analytical skills when considering a reason/reasons for the increase in accidents in the woodwind-making department.</p> <p><b>Level 2</b>  Candidate explains factors which may affect the level of accidents in the woodwind-making department.</p> <p><b>Level 1</b>  Candidate offers only theoretical reasons for accidents at work.</p>	[5-6] [3-4] [1-2]
<b>3*</b>	<p><b>Recommend, and justify, a strategy to reduce accidents at IIL.</b></p> <p><i>The focus for this question is a strategy and not a random collection of potential remedies. As a result it can be expected that better candidates will be able to justify any prioritised actions/activities, within some sort of timescale, with some consideration for the process of making and managing the change(s) effectively.</i></p> <p><i>Firstly Toni may decide that there is a need to carry out a Risk Assessment in each of the two departments, identifying particular hazards, and the consequences of the hazards. He may want to involve members of each department in these processes to encourage involvement, empowerment and ownership of the workforce. This may also make the participants more receptive to any necessary changes and/or suggest potential changes.</i></p> <p><i>He may decide / need to focus more attention on woodwind-making because that is where the largest proportion of accidents occur, and the numbers are escalating most rapidly.</i></p>	[13]

Question Number	Answer	Marks
<b>3*</b> <b>cont'd</b>	<p><i>At this stage it may be necessary to carry out some awareness raising sessions with the workforce, carried out by Toni himself, or maybe delegating some responsibility to departmental Health and Safety representatives, a newly constituted Health and Safety Committee drawing upon workers from both departments. He could bring in an external consultant with specific skills, experience and expertise in this particular field. This might be quite expensive, but the costs may be offset by the perceived benefits of using the outside expertise (better quality outcomes more quickly) with much more of a focus on drawing up a company policy alongside a carefully planned and professionally delivered training programme.</i></p> <p><i>There will also be a need for Health and Safety audits and regular monitoring of results and progress. Involving the workforce in these processes may enable Toni to increase the amount of empowerment given to the workforce at IIL.</i></p> <p><b>Level 4</b>  Candidate demonstrates evaluative skills when formulating an appropriate strategy to ensure a reduction in the number of accidents in the workshops at IIL.  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><b>Level 3</b>  Candidate demonstrates analytical skills when considering elements of a strategy to ensure a reduction in the number of accidents in the workshops at IIL.  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><b>Level 2</b>  Candidate is able to apply relevant suggestions to knowledge of Health and Safety in a workplace.  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 relevant 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>	[9-13] [6-8] [3-5] [1-2]

Question Number	Answer	Marks
4	<p><b>Analyse how this policy might have affected the methods of recruitment IIL was able to use.</b></p> <p><i>It will not be able to recruit workers locally using more common methods. Because of the geographical distance involved it is more likely to use specific types of magazines, published in various European countries, read by the target workforce. It may also use specific industry journals focusing on a similar type of audience.</i></p> <p><i>It may also advertise in places where people are trained in the specific skills it is looking for. For example Newark &amp; Sherwood College, in England, has a department which trains the type of craftsmen which Intermezzo needs and as a consequence attracts students from all over the world. It would need to advertise in similar college departments across Europe.</i></p> <p><i>It may also have to employ the services of headhunters who have the specialised brief of finding and recruiting potential employees with specific skills.</i></p> <p><i>All these factors are likely to mean that it is much more difficult for Intermezzo to find appropriate recruits, and that it will be a more costly and time consuming process. It may also mean that the firm may be unable to interview potential employees itself, and have to take on trust the recommendations of others.</i></p> <p><b>Level 3</b> Candidate demonstrates analytical skills when considering how IIL's recruitment procedures may affect the methods they are able to use.</p> <p><b>Level 2</b> Candidate explains factors which may affect recruitment methods at IIL.</p> <p><b>Level 1</b> Candidate offers theoretical knowledge of recruitment procedures only.</p>	<p>[6]</p> <p>[5-6]</p> <p>[3-4]</p> <p>[1-2]</p>
5*	<p><b>Evaluate, from a Human Resource point of view, the contribution the Apprenticeship scheme might make to the performance of IIL.</b></p> <p><i>Candidates are expected to consider (for access to the higher mark range within Level 4) the impact of the Apprenticeship scheme on the overall performance of IIL. This will require the candidates to consider the impact on the scheme on, for example:</i></p> <p><i>The finances of IIL: the scheme may result in increased costs but should produce a ready supply of skilled workers. This may lead to a reduction in recruitment costs.</i></p> <p><i>The operations management of IIL: will there be any impact on the quality of the goods produced if skilled workers spend time training the apprentices?</i></p>	<p>[13]</p>

Question Number	Answer	Marks
<b>5*</b> <b>cont'd</b>	<p><i>The reputation of IIL: the business may be seen as a 'good' business as it provides a (successful) training scheme for new employees. This may subsequently have positive implications for recruitment.</i></p> <p><b>Level 4</b>  Candidate demonstrates evaluative skills when considering the contribution the Apprenticeship scheme might make to the overall performance of IIL.  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><b>Level 3</b>  Candidate demonstrates analytical skills when considering the contribution the Apprenticeship scheme might make to IIL's overall performance.  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><b>Level 2</b>  Candidate is able to apply knowledge of Apprenticeship schemes to a business environment.  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 relevant theoretical knowledge of training schemes such as the Apprenticeship scheme.  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>	[9-13]  [6-8]  [3-5]  [1-2]

Question Number	Answer	Marks
6*	<p><b>Other than the Apprenticeship scheme, would the changes introduced by Toni have a beneficial effect on IIL? Justify your view.</b></p> <p><i>Each of the changes introduced by Toni is likely to have both positive and negative effects on the business. For example:</i></p> <p><i>Working times/hours: given that each department can set its own working times, this should have positive motivational effects within that department (assuming that the workers within the department can agree suitable working times). It might, however, lead to conflicts between departments ie a perception of shorter/longer working hours, interdependence (where appropriate) between departments. There may be impacts on other departments ie finance, purchasing and marketing.</i></p> <p><i>Rates of pay: this can only work within the allocated budget; this may cause conflict within departments if any differentials are introduced; different rates of pay across departments for, potentially, doing the same/similar work (equal pay legislation?) may result in conflict; overtime rates.</i></p> <p><i>Suggestion scheme: are the workers likely to contribute? Are there to be any additional rewards for making (positive) suggestions? How will such suggestions impact on other departments which may be affected by/not agree with suggestions?</i></p> <p><i>Own budgets: how will these be allocated between workers within the firm/each department? There is the potential for conflict if any differentials exist (or are perceived to exist). Possible impact of non-traditional machinery/equipment on the (perceived) quality of the product.</i></p> <p><i>Dealing with customers: the workers are experienced craftsmen and not salesmen; possible impact on marketing functions; need for additional training: impact on sales – positive/negative?</i></p> <p><i>Overall/justified view: this depends on the stance taken by the candidate. It is possible to argue that the changes would be both beneficial and disadvantageous. Candidates will be expected to consider both sides of the argument and reach a conclusion based on the quality of their analysis/evaluation.</i></p>	[18]



**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
<b>1(a)</b>	1	1	-	-	<b>2</b>
<b>1(b)</b>	1	1	-	-	<b>2</b>
<b>2</b>	2	2	2	-	<b>6</b>
<b>3*</b>	2	3	3	5	<b>13</b>
<b>4</b>	2	2	2	-	<b>6</b>
<b>5*</b>	2	3	3	5	<b>13</b>
<b>6*</b>	2	4	6	6	<b>18</b>
<b>Totals</b>	<b>12</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>60</b>

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