



Oxford Cambridge and RSA

# **Cambridge Technicals Business**

## **Unit 15: Change management**

Level 3 Cambridge Technical in Business  
**05837 & 05878**

## **Mark Scheme for January 2024**

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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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.

5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners must give candidates the benefit of the doubt and mark the crossed out response where legible.

### **Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then zero should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages at the end of the response (and any additional lined pages if present) in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.
7. Assistant Examiners may email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

## 8. Annotations

Annotation	Meaning
Tick	Valid point, mark awarded
Cross	Incorrect
Question mark	Response unclear
BOD	Benefit of doubt (mark awarded)
TV	Too vague (mark not awarded)
REP	Repetition (no additional marks awarded)
NAQ	Not answered question (incorrect focus)
L1	Level 1 response (identification)
L2	Level 2 response (explanation)
L3	Level 3 response (analysis)
L4	Level 4 response (evaluation)
CONT	Context (required for high L4 award only)
OFR	Own figure rule

## 9. Subject-specific marking instructions

For Level of Response marked questions marked over 4 levels, the candidate can access at L1 or L2. In either case, they can analyse the point made and proceed directly to L3.

L3 analysis is required before L4 can be accessed.

Question			Answer	Marks	Guidance								
1	(a)		Indicative content:	4	In each case, award: One mark for identification of a driver plus one mark for describing the direction of change.  Driver must be from Resource 1 of the research brief.  Driver must relate to changes in the economy.  If the candidate mentioned both falling unemployment and rising employment, only award marks for one of the references.  Declaring a fixed position = TV for the +1 mark, e.g. low or strong; needs to be lower or stronger (e.g. low unemployment = 1 whereas lower unemployment = 2).  Change must be declared explicitly, e.g. 'lower', rather than 'used to be high and is now low'.  Exchange rates have risen is too vague to warrant a second mark – directionality must relate to a currency.								
			<table><tr><th>Driver:</th><th>Direction of change:</th></tr><tr><td>Interest rates</td><td>Fallen/down</td></tr><tr><td>Exchange rates (the pound)</td><td>Stronger/worth more/up/buy more euros for less domestic currency (£)</td></tr><tr><td>Unemployment or Employment</td><td>Fallen/down or risen/increased</td></tr></table>			Driver:	Direction of change:	Interest rates	Fallen/down	Exchange rates (the pound)	Stronger/worth more/up/buy more euros for less domestic currency (£)	Unemployment or Employment	Fallen/down or risen/increased
			Driver:			Direction of change:							
			Interest rates			Fallen/down							
			Exchange rates (the pound)			Stronger/worth more/up/buy more euros for less domestic currency (£)							
Unemployment or Employment	Fallen/down or risen/increased												
Exemplar responses:													
One of the drivers of change is a fall (+1) in interest rates (1).													
One of the drivers of change is interest rates (1).													
One of the drivers of change is interest (0).													
One of the drivers of change is a stronger (+1) pound (1).													
One of the drivers of change is exchange rates (1).													
One of the drivers of change is falling (+1) unemployment (1).													
One of the drivers of change is unemployment (1).													
One of the drivers of change is employment (1).													
One of the drivers of change is rising (1) employment (1).													

Question			Answer	Marks	Guidance
1	(b)		<p>Use levels of response criteria.</p> <p>Responses include:</p> <ul style="list-style-type: none"> <li>• Training linked to recruitment/selection processes</li> <li>• Training for newly appointed coach drivers (including licensing)</li> <li>• Training linked to driving overseas/in Europe</li> <li>• Training linked to customer services/booking processes</li> <li>• Training linked to knowledge of overseas/European cities and towns</li> <li>• Training linked to language acquisition</li> <li>• Any reference to induction training</li> <li>• Any reference to on-the-job training</li> <li>• Any reference to off-the-job training</li> </ul> <p><b>Exemplar response:</b></p> <p>The business will need to offer training for the drivers to be able to drive in Europe (<b>L1</b>) so that they understand rules for the road and don't crash (<b>L2</b>). Failure to offer this training would result in higher levels of accidents and injuries would tarnish the business reputation (<b>L3</b>).</p> <p>The directors will also need to offer training to the customer service and booking staff (<b>L1</b>) to ensure that accurate information is offered to customers (<b>L2</b>). Failure to offer this training may result in the business giving the wrong information about its holidays and the business being prosecuted for false advertising which would increase cost (<b>L3</b>).</p> <p>The most important training need is the need to ensure that drivers understand all the rules and laws for driving safely in other countries. This is the most significant as failure to drive safely can</p>	16	<p><b>Levels of response</b></p> <p><b>Level 4 (13 - 16 marks)</b> Candidate evaluates impacts of the change on Orpington Tours Ltd's training needs.</p> <p><b>Level 3 (9 - 12 marks)</b> Candidate analyses impact(s) of the change on Orpington Tours Ltd's training needs.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains impact(s) of the change on Orpington Tours Ltd's training needs.</p> <p><b>Level 1 (1 – 4 marks)</b> Candidate identifies impact(s) of the change on Orpington Tours Ltd's training needs.</p> <p>L1 – identifies impact of change on training need.</p> <p>L2 – any development of the impact (which stops short of being analytical) E.g., reason for impact or consequence.</p> <p>L3 – a business-facing impact (maximum of one L3 per L1/L2 point).</p> <p>L4 - evaluation – a justified decision as to which of the impacts is the biggest/worst/most important/most likely.</p>

Question			Answer	Marks	Guidance
			result in injury or death ( <b>L4</b> ) whereas the other training needs are not directly linked to the safety of passengers on the holidays ( <b>L4</b> ) ( <b>CONT</b> )		<p><b>For level 4, award:</b></p> <p>13 marks – a justified selection of one of the impacts with reasoning but <b>no context</b>.</p> <p>14 marks – a justified selection of one of the impacts with reasoning including why at least one of the others is of lesser importance but <b>no context</b>.</p> <p>15 marks – a justified selection of one of the impacts with reasoning <b>and context</b>.</p> <p>16 marks – a justified selection of one of the impacts with reasoning including why at least one of the others is of lesser importance <b>and context</b>.</p> <p>For context look for: coach, holiday, Europe, countries, England, Scotland, Wales, overseas, driver, passenger.</p> <p><b>NB</b> To access L4, there <b>must</b> be <b>two</b> L3s.</p> <p>Candidates who only consider one impact <b>cannot</b> access L4.</p>



Question			Answer	Marks	Guidance
1	(c)		<p>Use levels of response criteria.</p> <p>Responses include:</p> <ul style="list-style-type: none"> <li>• consult with key stakeholders</li> <li>• set clear aims and objectives for the change</li> <li>• identify resource requirements</li> <li>• present plan to stakeholders</li> <li>• evaluate stakeholder feedback</li> <li>• assign a project group</li> <li>• appoint project champion/change leader</li> <li>• communicate the plan, vision and urgency for change</li> <li>• engage in dialogue with stakeholders</li> <li>• ensure effective leadership</li> <li>• monitor progress against the plan</li> <li>• sell the positive benefits of the change</li> </ul> <p><b>Exemplar response:</b></p> <p>The directors should make sure that they have set clear aims and objectives for the change (<b>L1</b>) so that all of the staff know what they are working towards (<b>L2</b>). This will ensure that the business does not waste resources (<b>L3</b>) because of poor planning.</p> <p>The directors should ensure that there is a clear plan for ensuring the change is effectively led (<b>L1</b>) so that the plans are not scrapped which would waste money and result in much lower profits (<b>L3</b>).</p> <p><b>The change would need effective leadership (L1) from a suitable project champion (L1) who might be able to review feedback from foreign hoteliers, solving any complaints so business reputation is protected (L3) leading a better relationship with a key supplier(L3)</b></p>	16	<p><b>Levels of response</b></p> <p><b>Level 4 (13 - 16 marks)</b> Candidate evaluates which activity is the most important for the success of the change at Orpington Tours Ltd.</p> <p><b>Level 3 (9 - 12 marks)</b> Candidate analyses activity(ies) to be included in the plan of action.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains activity(ies) to be included in the plan of action.</p> <p><b>Level 1 (1 – 4 marks)</b> Candidate identifies activity(ies) to be included in the plan of action.</p> <p>L1 – identifies activity.</p> <p>L2 – up to two development of the activity, which stops short of being analytical (up to two per L1 point).</p> <p>L3 – up to two business-facing impacts (maximum of two L3 per L1 point).</p> <p>L4 - evaluation – a justified judgement which selects which activity is the most important.</p> <p>If the candidate writes about more than two activities, mark all and select the best two when determining the mark to be awarded.</p>

Question	Answer	Marks	Guidance
	<p>The directors would need to consult with stakeholders (L1) they could do this by holding a meeting with the coach drivers (L2) in order to discuss the changes to their terms and conditions (L2) as otherwise staff turnover would increase leading to higher recruitment costs (L3) reducing the profits made by the business (L3)</p> <p>It is important that they engage in dialogue with stakeholders (L1) so that employees do not feel left out (L2). This would help the firm maintain its reputation (L3).</p> <p>In summary, the most important action is clearly to engage in dialogue with stakeholders. This is because failure to do so could result in a negative reputation which would affect everyone's perceptions of the business (L4) and its holidays (CONT) whereas the other actions will only result in wasted resources rather than reputational damage (L4).</p>		<p><b>For Level 4, award:</b></p> <p><b>13 marks</b> – a judgement has been reached about which activity is the most important for Orpington Tours Ltd with a reasoned comment as to why, with <b>no context</b>.</p> <p><b>14 marks</b> – a judgement has been reached about which activity is the most important for Orpington Tours Ltd with a reasoned comment as to why and a reasoned comment as to why the other was not selected, with <b>no context</b>.</p> <p><b>15 marks</b> – a judgement has been reached about which activity is the most important for Orpington Tours Ltd with a reasoned comment as to why, with <b>context</b>.</p> <p><b>16 marks</b> – a judgement has been reached about which activity is the most important for Orpington Tours Ltd with a reasoned comment as to why and a reasoned comment as to why the other was not selected, with <b>context</b>.</p> <p><b>NB</b> – Do <b>not</b> accept activities relating to staff training needs, as this is excluded by the question</p> <p>For context look for: coach, holiday, Europe, countries, England, Scotland, Wales, overseas, driver.</p>

Question			Answer	Marks	Guidance
2	(a)		<p>Use levels of response criteria.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• higher incidence of traffic accidents (3 accidents in 6 months)</li> <li>• staff (or stakeholder) inertia</li> <li>• difficulties linked to organisation in European countries</li> <li>• limited language skills</li> <li>• limited customer experience</li> <li>• staff (or stakeholder) fear</li> <li>• customers are still booking elsewhere despite the introduction of the European holidays</li> <li>• the quality of holidays in England has fallen</li> <li>• incorrect (pricing) information given to customers</li> <li>• staff do not know what they are doing</li> <li>• punctuality has fallen (88% to 71%; by 17 percentage points)</li> <li>• average cost of diesel has increased (from £2 055 to £3 950; by £1 895 per holiday/92% increase)/adverse impact of rising costs on profit</li> <li>• increase in customer complaints (9 to 31; increase of 22, increase of 244%)</li> </ul> <p><b>Exemplar response</b></p> <p>The increased number of traffic accidents must be addressed (<b>L1</b>) because accidents will lead to injuries and deaths (<b>L2</b>) which will cause serious reputational damage (<b>L3</b>).</p> <p>Another issue is the punctuality (<b>L1</b>) because it has fallen by 17 percentage points (<b>L2</b>).</p> <p>In addition, they must address the fact that the quality of holidays in England has fallen (<b>L1</b>). This is because these holidays were still</p>	16	<p><b>Levels of response</b></p> <p><b>Level 4 (13 - 16 marks)</b> Candidate evaluates current issues that the directors need to address.</p> <p><b>Level 3 (9 - 12 marks)</b> Candidate analyses current issue(s) that the directors need to address.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains current issue(s) that the directors need to address.</p> <p><b>Level 1 (1 – 4 marks)</b> Candidate identifies current issue(s) that the directors need to address.</p> <p>L1 – a current issue from Resource 2.</p> <p>L2 – any development (to include calculation) of the issue (which stops short of being analytical) E.g. reason why or data calculation.</p> <p>L3 – a business-facing impact (negative) of <b>not</b> addressing the issue (max one L3 per L1/L2 point).</p> <p>L4 evaluation – a justified decision as to the most important issue to address.</p> <p><b>For level 4, award:</b> Award 13 marks for a valid rationale which justifies why one issue is selected without context.</p>

Question			Answer	Marks	Guidance
			<p>popular and lots of customers continued to go on these holidays <b>(L2)</b>. If these customers are no longer happy then they will go elsewhere and the business will lose them <b>(L3)</b>.</p> <p>Some staff do not know what they are doing <b>(L1)</b> and this needs addressing otherwise they will continue to make mistakes <b>(L2)</b> which will worsen customers' experiences and the overall reputation <b>(L3)</b>.</p> <p>The increase in customer complaints is a problem <b>(L1)</b> because these customers will stop returning which will worsen revenue and profit <b>(L3)</b>.</p> <p>The most important issue to address is the increase in accidents because these could cause deaths during the European trips <b>(L4)</b> whereas all the other 3 issues are linked to revenue reputation and which is clearly less significant than loss to human life <b>(L4)</b>.</p>		<p>Award 14 marks for a valid rationale which justifies why one issue is selected and why one other issue has not been selected without context.</p> <p>Award 15 marks for a valid rationale which justifies why one issue is selected with context Award 16 marks for a valid rationale which justifies why one issue is selected and why one other issue has not been selected with context..</p> <p><b>NB An issue is required to award any marks. No issue identified then no marks awardable.</b></p>

Question			Answer	Marks	Guidance
2	(b)		<p>Responses include:</p> <p>Stakeholder inertia is:</p> <ul style="list-style-type: none"> <li>• Want to keep it as it is (1)</li> <li>• Reluctance to change (1)</li> <li>• Remain in the existing state (1)</li> <li>• Passiveness (1)</li> </ul> <p>Stakeholder fear is:</p> <ul style="list-style-type: none"> <li>• Unpleasant emotion (1)</li> <li>• Feels threatened (1)</li> <li>• State of anxiety (1)</li> <li>• State of worry (1)</li> </ul> <p><b>Exemplar response</b>  Inertia is wanting to keep things as they are (1) whereas fear is feeling scared (1).</p> <p>Inertia is wanting things to stay as they are (1). Fear is where you feel anxious (1).</p>	2	<p>One mark for stakeholder inertia.  One mark for stakeholder fear.</p> <p>The difference does not need to be made explicit.</p> <p>Reference to (active) <b>resistance</b> (e.g. do not want to) is <b>not awardable</b> for stakeholder inertia.</p> <p>Reference to uncertainty is <b>not awardable</b> for stakeholder fear as this is a reason for fear.</p> <p>Maximum award of 1 mark for stakeholder inertia and a maximum award of 1 mark for stakeholder fear.</p>

Question			Answer	Marks	Guidance
2	(c)		<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• unfreeze</li> <li>• change</li> <li>• refreeze</li> </ul> <p><b>Exemplar responses:</b></p> <p>Stage: Unfreeze (1) Hold a staff meeting to convince the drivers that the (+1) holidays (CONT) should be environmentally friendly (1).</p> <p>Stage: Unfreeze (1) Hold a staff meeting to convince the drivers that it is important to take environmental responsibility seriously (1).</p> <p>Stage: Change (1) Communicate with drivers to tell them how many more customers are choosing holidays (+1) (CONT) as a result of the change to electric vehicles (1).</p> <p>Stage: Change (1) Communicate with drivers to update them on the impact of using electric vehicles (1).</p> <p>Stage: Refreeze (1) Offer a staff rewards evening (1) to celebrate offering environmentally friendly holidays (CONT) (+1).</p> <p>Stage: Refreeze (1) Give certificates to the drivers to recognise their commitment to being environmentally friendly (1).</p>	6	<p>In each case: Award one mark for a correct identification of a stage, plus one mark for an appropriate action and one further mark for context.</p> <p>The stages do <b>not</b> need to be in any specific order.</p> <p>The action must allow that stage <b><u>to be achieved</u></b>.</p> <p>Actions for unfreezing must be <b><u>pre-change</u></b>.</p> <p>Actions for change must be related to the <b><u>implementation</u></b> of the change.</p> <p>Actions for refreezing must be <b><u>post-change</u></b>.</p> <p>Contextual explanation requires specific context (e.g. holiday, overseas, Europe, UK, England, Scotland, Wales, pollution, emissions).</p> <p>Reference to environment(al), drivers, diesel, electric or coaches <b>does not</b> constitute valid context as these are offered in the question.</p> <p>NB. The action <b><u>MUST</u></b> be linked to the specific stage provided by the candidate.</p>

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