

# **Cambridge Technicals**

## **Business**

### **Unit 9: Human Resources**

Level 3 Cambridge Technical in Business  
**05878**

### **Mark Scheme for June 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.

### **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	Annotation	Meaning
	Tick – correct, mark awarded	<b>L1</b>	Level 1 (Knowledge)
	Cross – incorrect, mark not awarded	<b>L2</b>	Level 2 (Understanding)
	Meaning of response unclear	<b>L3</b>	Level 3 (Analysis)
<b>NAQ</b>	Not answered question	<b>L4</b>	Level 4 (Evaluation)
<b>TV</b>	Too vague	<b>CONT</b>	Response is contextual
<b>BOD</b>	Benefit of doubt	<b>SEEN</b>	Noted but no credit given
<b>REP</b>	Same point repeated	<b>BP</b>	Blank page
<b>OFR</b>	Own figure rule		Highlight

## 9. Subject-specific marking instructions

L3 analysis is required before L4 can be accessed.

Question	Answer	Marks	Guidance
1	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• completing skills audits for current employees</li> <li>• health and safety (planning)</li> <li>• recruiting/hiring (additional/new employees)</li> <li>• training (new/existing employees)</li> </ul> <p>Exemplar response:</p> <p>More recruitment (1) will have been planned because seasonal (CONT) employees would need to be recruited each year (2).</p> <p>They would need to decide where to advertise new jobs (1) because they might need to choose a different place to that used for permanent staff (1).</p>	2 x 3 marks	<p>In each instance award:</p> <p><b>One</b> mark for impact on HR planning</p> <p><b>PLUS</b></p> <p><b>Two</b> marks for contextual explanation. 'CONT' annotation required</p> <p><b>OR</b></p> <p><b>One</b> mark for non-contextual explanation.</p> <p>Explanation is 'why' the impact occurred. This must go beyond 'due to diversification' or because of entering 'new sectors' - TV.</p> <p>Responsibilities within each bullet can be awarded for the first mark e.g. advertising job roles (as part of the recruitment process) and arranging a mentor (as part of the training process).</p> <p>For context look for open to the public, grounds, play area, archery, actors, film, historical characters, gardens, seasonal, 100, gardeners, cleaners, tours, café, gift shop, visitors etc.</p> <p>Do <b>not</b> award James, Duke or castle as context.</p>

Question			Answer	Marks	Guidance
2	(a)		<p>Indicative content:</p> <ul style="list-style-type: none"> <li>high/highly/good/not low/positive</li> <li>employees are likely to be/will be motivated</li> </ul> <p>Exemplar response:</p> <p>Motivation is likely to be high (1). This is because there are many tourist attractions in the UK. For the castle to be the 12<sup>th</sup> most visited (1) employees must be providing good service to visitors (1).</p>	3	<p>Award:</p> <p><b>One</b> mark for identifying what this suggests about employee motivation</p> <p><b>PLUS</b></p> <p><b>One</b> mark for a relevant reason why the chosen level of motivation was suggested</p> <p><b>AND/OR</b></p> <p><b>One</b> mark for reference to the data e.g. 12<sup>th</sup> most visited tourist attraction/<u>one of the most</u> visited/popular tourist attractions <b>or</b> 45% of visitors are repeat customers/<u>large number</u> of repeat visitors/almost half are repeat customers.</p> <p>Do <b>not</b> award improved, higher, lower, etc (no comparison).</p>

Question		Answer	Marks	Guidance
2	(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• allows employees to assume more responsibility</li> <li>• employees feel they will achieve their potential/achieve more/achieve their goals</li> <li>• employees gain more confidence</li> <li>• employees will better understand their role</li> <li>• employees will enjoy their role more</li> <li>• employer is showing an interest in them/employees feel valued/feel more important to the business</li> <li>• survival/basic needs are met/esteem needs are met</li> </ul> <p>Motivational theories include:</p> <ul style="list-style-type: none"> <li>• Maslow's Hierarchy of Needs</li> <li>• McClelland's Theory of Needs</li> <li>• McGregor's Theory X</li> <li>• McGregor's Theory Y</li> </ul> <p>Exemplar response:</p> <p>Seasonal (CONT) (1) employees feel more valued (1) which will help meet esteem needs in Maslow's Hierarchy of Needs (1).</p>	3	<p>Award:</p> <p><b>One</b> mark for a reason why <u>training</u> is likely to improve motivation</p> <p><b>PLUS</b></p> <p><b>One</b> mark for identifying a motivational theory</p> <p><b>AND/OR</b></p> <p><b>One</b> mark for context. Annotate CONT.</p> <p>Accept any <u>motivational</u> theory.</p> <p>For context look for open to the public, grounds, play area, archery, actors, film, historical characters, gardens, seasonal, 100, gardeners, cleaners, tours, café, gift shop, visitors etc.</p>



Question			Answer	Marks	Guidance
2	(c)		<p>Responses include:</p> <ul style="list-style-type: none"> <li>• clarity of HR processes and policies</li> <li>• communication <u>between management/Murworth Castle and employees</u></li> <li>• employee motivation</li> <li>• level of trust</li> <li>• management style</li> <li>• onboarding</li> <li>• style of organisation structure</li> <li>• trade union influence</li> </ul> <p>Exemplar responses:</p> <p>The quality of communication between managers and the employees (1) because in the summer there will be about 100 (CONT) more employees and so decisions may not be communicated as clearly to the entire workforce (2).</p> <p>If employees are demotivated (1), this will affect the relationship because this will lower productivity (1).</p>	3	<p>Award:</p> <p><b>One</b> mark for a factor</p> <p><b>PLUS</b></p> <p><b>Two</b> marks for contextual explanation. 'CONT' annotation required.</p> <p><b>OR</b></p> <p><b>One</b> mark for non-contextual explanation.</p> <p>For context look for open to the public, grounds, play area, archery, actors, film, historical characters, gardens, seasonal, 100, gardeners, cleaners, tours, café, gift shop, visitors etc.</p> <p>Explanation is 'why' it will affect the relationship.</p> <p>Affect can be positive or negative.</p>

3	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• can choose to keep workers who perform well/ can see if the person is worth keeping</li> <li>• can improve employee productivity/motivation during this period</li> <li>• can see how they perform their role or tasks/see what they are capable of/ get a better understanding of the new employee/see if there might be a problem</li> <li>• can see whether any additional training is required/can provide training</li> <li>• can see whether the person is a team player/fits into the team</li> <li>• can see whether the person is a fit for the business/role</li> <li>• can see whether their workplace performance meets the standards expected</li> <li>• can see whether what is written on their application form/said at interview is true</li> <li>• employee can be asked to leave at the end of the probationary period/<u>easier</u> to 'get rid' of the employee/can get rid of the employee if they don't meet the standard/underperform</li> <li>• reduces risk (of employing an unsuitable employee)</li> <li>• will help to employ the best person for the role</li> </ul> <p>Exemplar response:</p> <p>An employee, such as a cleaner, (CONT) can be asked to leave at the end of the probationary period (2).</p> <p>The castle can see whether they perform to an acceptable standard (1).</p>	3 x 2 marks	<p>In each instance award:</p> <p><b>Two</b> marks for a contextual advantage. Annotate CONT</p> <p><b>OR</b></p> <p><b>One</b> mark for a non-contextual advantage.</p> <p>For context look for open to the public, grounds, play area, archery, actors, film, historical characters, gardens, seasonal, 100, gardeners, cleaners, tours, café, gift shop, visitors etc.</p> <p>Do <b>not</b> award 'can pay them less'.</p> <p>Advantage <b>must</b> be to Murworth Castle <b>not</b> employees.</p>
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Question		Answer	Marks	Guidance
3	(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• discuss concerns with the employer (1) e.g. pay, working conditions/better chance of concerns being heard/acted upon</li> <li>• discuss major changes with the employer (1) e.g. redundancies, working hours/better chance of changes being in the employees' favour</li> <li>• has a representative to accompany them to disciplinary meetings</li> <li>• has a representative to accompany them to grievance meetings</li> <li>• has access to an <u>independent/external</u> representative/body</li> <li>• has access to discounts (1) e.g. discounted insurance</li> <li>• has access to financial/debt assistance/advice</li> <li>• has access to immigration advice</li> <li>• has access to legal advice</li> <li>• has access to pension advice</li> <li>• has access to training</li> <li>• has access to well-being services</li> <li>• help if facing discrimination/unfair treatment</li> <li>• help to ensure the health and safety of employees</li> <li>• help to resolve conflict <u>between employees and management</u></li> <li>• negotiates/discusses agreements with the employer regarding pay/conditions/better chance of a pay rise/better chance of improved conditions</li> <li>• provide a line of communication <u>between employees and management</u></li> </ul> <p>Exemplar response: They would have someone to come with them to a disciplinary meeting (1) who knows more about the process (1).</p>	3 x 2 marks	<p>In each instance award:</p> <p><b>One</b> mark for an advantage</p> <p><b>PLUS</b></p> <p><b>One</b> mark for development</p> <p>'Have access to advice' is too vague (TV), specific type of advice required.</p> <p>Do <b>not</b> award 'to go on strike' or similar.</p> <p>Development can be:</p> <ul style="list-style-type: none"> <li>• consequence to the employee</li> <li>• description</li> <li>• further advantage to the employee</li> <li>• relevant example e.g. type of discount or type of training, etc</li> </ul>

Question	Answer	Marks	Guidance
3 (c)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• (employer given) benefits</li> <li>• effective conflict management/resolving any existing conflict</li> <li>• change in workplace culture</li> <li>• <u>two-way</u> communication/good communication <u>between management and staff</u></li> <li>• employee representation e.g. work councils</li> <li>• empowerment</li> <li>• flexible working</li> <li>• team working/work in groups</li> <li>• training/development</li> </ul> <p>Exemplar response:</p> <p>They could introduce a works council (L1). This is beneficial because the employee will feel as if their opinions are being listened to (L2) and this will improve their motivation (L3).</p> <p>They could introduce team working (L1). This would improve productivity (L3).</p> <p>I think that introducing a works council is the best method because a works council would improve the engagement of all permanent staff as it would allow them to give their opinions which will make them feel more valued (L4). This should then provide a better environment for visitors (CONT). Although team working is a method of improving engagement it would depend on how many employees work together on the same job. It might not be appropriate if staff each have very specific roles (L4).</p>	8	<p><b>Levels of response</b></p> <p><b>Level 4 (7 – 8 marks)</b> Candidate evaluates methods that Murworth Castle could use to improve the level of employee engagement for the <b>permanent staff</b>.</p> <p><b>Level 3 (5 – 6 marks)</b> Candidate analyses method(s) that Murworth Castle could use to improve the level of employee engagement.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidate explains method(s) that Murworth Castle could use to improve the level of employee engagement.</p> <p><b>Level 1 (1 – 2 marks)</b> Candidate identifies method(s) that Murworth Castle could use to improve the level of employee engagement.</p> <p><b>L1</b> – identifies method(s). These do not have to be relevant to the permanent employees.</p> <p>Good level of communication -TV Give more responsibility – TV Regular meetings – TV Teambuilding – TV</p> <p><b>L2</b> – development e.g. description of the method, explanation of why it will improve engagement, an employee feeling. L2 not required to award L3.</p>

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					<p><b>L3</b> – <u>impact</u> on Murworth Castle of using an identified method. <b>Must</b> link to the L1 either directly, via L2 or via explanation that has not achieved L2. Impact can be positive or negative. Award increased motivation. Do <b>not</b> award increased employee engagement <b>or</b> an impact of increased engagement.</p> <p><b>L4</b> – a reasoned judgement of the best method that could be used to improve the engagement of the <b>permanent</b> staff. Method <b>must</b> be appropriate for permanent staff. Do <b>not</b> award training and development as the ‘pick’.</p> <p>Award 7 marks for non-contextual justification. Award 8 marks for contextual justification. Use ‘CONT’ annotation.</p> <p>For context look for open to the public, grounds, play area, archery, actors, film, historical characters, gardens, seasonal, 100, gardeners, cleaners, tours, café, gift shop, visitors etc.</p>

4	(a)	<p>Responses include:</p> <p>Advantage:</p> <ul style="list-style-type: none"> <li>all applicants will provide the same information</li> <li><u>answer boxes/specific questions</u> will provide more concise responses</li> <li>business can match applicant information with person specification/shortlisting criteria</li> <li>business chooses the questions/gets the information they want/provides required information for shortlisting</li> <li>saves time <u>when shortlisting/reading through</u></li> <li>the same form/template can be used each time a vacancy is advertised</li> </ul> <p>Disadvantage:</p> <ul style="list-style-type: none"> <li>may not get a full/accurate picture (of the applicant)</li> <li>smaller pool of applicants e.g. a long form may put people off applying</li> <li>time-consuming e.g. a long form may take HR a long time to read through</li> </ul> <p>Exemplar response:</p> <p>Advantage – The business can choose the questions they want to ask (1).</p> <p>Disadvantage – There might be a smaller pool of applicants because if the application form is a long one, it could put some people off applying to be a tour guide (CONT) (2).</p>	2 x 2 marks	<p>In each instance award:</p> <p><b>Two</b> marks for a contextual advantage/disadvantage. Annotate CONT.</p> <p><b>OR</b></p> <p><b>One</b> mark for a non-contextual advantage/disadvantage</p> <p>For context look for open to the public, grounds, play area, archery, actors, film, historical characters, gardens, seasonal, 100, gardeners, cleaners, tour, guide, café, gift shop, visitors etc.</p> <p>Advantage/disadvantage <b>must</b> relate to the application form itself rather than the content of what the applicant then writes e.g. the applicant could lie about their skills - <b>NAQ</b>.</p> <p>Do <b>not</b> award a comparison with an alternate method.</p> <p>Do <b>not</b> award advantages/disadvantages to the applicant - <b>NAQ</b>.</p> <p>Easy/quick to access - <b>TV</b></p>
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Question			Answer	Marks	Guidance
4	(b)		<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• face-to-face</li> <li>• group</li> <li>• one-to-one/one-on-one</li> <li>• panel</li> <li>• telephone</li> <li>• virtual/online</li> </ul>	1	<p><b>One</b> mark for correct identification.</p> <p>Do <b>not</b> accept Teams, Zoom, etc. for online - <b>TV</b></p>
4	(c)		<p>Responses include:</p> <p><b>Candidate 1:</b> For:</p> <ul style="list-style-type: none"> <li>• enjoy learning new things</li> <li>• interested in/knows about history/history of castles</li> <li>• interested in people</li> <li>• interested in/knows about the <u>history</u> of <u>the</u> castle/knows quite a lot about the castle already</li> <li>• has been a receptionist (dealt with people)</li> <li>• quick learner</li> <li>• smartly dressed for the interview/well-presented</li> </ul> <p>Against:</p> <ul style="list-style-type: none"> <li>• mainly used to dealing with over-18's/hasn't worked with people of all ages</li> <li>• nervous at the interview</li> </ul> <p><b>Candidate 2:</b> For:</p> <ul style="list-style-type: none"> <li>• enjoys interacting with people</li> <li>• hardworking</li> <li>• has previously worked with children/in a school/as a Teaching Assistant</li> </ul>	16	<p><b>Levels of response</b></p> <p><b>Level 4 (13 - 16 marks)</b> Candidate makes an overall <b>justified</b> recommendation as to which candidate should be selected.</p> <p><b>Level 3 (9 – 12 marks)</b> Candidate analyses the business-facing impact of the factor(s) identified.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains relevant factor(s) from the interview notes.</p> <p><b>Level 1 (1-4 marks)</b> Candidate identifies relevant factor(s) from the interview notes.</p> <p><b>L1</b> – identification of factor(s) in the interview notes about a candidate (positive and/or negative).</p> <p><b>L2</b> – explanation of factor(s) i.e. why it is useful/an issue, how a negative factor could be overcome, an</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• has seen films featuring the castle</li> <li>• has worked at the castle before/familiar with the castle/willing to return to work at the castle</li> <li>• know staff at the castle</li> <li>• punctual</li> <li>• good (verbal) communication skills</li> <li>• willing to learn</li> <li>• worked with/served people of all ages</li> </ul> <p>Against:</p> <ul style="list-style-type: none"> <li>• doesn't know much about the <u>history of the castle</u></li> <li>• handwriting was untidy on the application form</li> <li>• lack of knowledge about the history of the castle</li> <li>• worked previously in the café (not as a tour guide)</li> </ul> <p>Exemplar response:</p> <p>Candidate 1 has an interest in the history of the castle (L1). This means that they won't have as much to learn before they can be a Tour Guide (L2). This will save time for Murworth Castle because they should be able to start work almost immediately (L3).</p> <p>Candidate 2 has previously worked at the castle (L1). This candidate is more likely to stay working there for the full summer (L3) because they know what to expect.</p> <p>I think that Candidate 2 should be chosen. Many seasonal (CONT) employees are now choosing not to return to the castle year after year to work, but this candidate has worked at the castle before which means they are likely to stay (L4). Candidate 1 was nervous at interview which isn't a good characteristic for a Tour Guide (L4).</p>		<p>employee-facing impact or a customer-facing impact. L2 not required to access L3.</p> <p><b>L3</b> – impact on Murworth Castle of factor(s) identified. Must be clear link to L1 factor or L2 development.</p> <p><b>L4</b> – a justified recommendation of which candidate should be chosen, based on previous analysis. Reason must be an L1 plus why this is a benefit. 'Why' could be that the other candidate does not have this skill.</p> <p>Award 13 marks for a non-contextual, reasoned recommendation of the most suitable candidate. Award 14 marks for non-contextual recommendations of the most suitable candidate that also gives a rationale for rejecting the other candidate. Award 15 marks for contextual recommendation of the most suitable candidate. Award 16 marks for contextual recommendation of the most suitable candidate that also gives a rationale for rejecting the other candidate.</p> <p>Annotate 'CONT' where seen.</p> <p>Candidate 1 or Candidate 2 can be chosen but this <b>must</b> be a reasoned recommendation to achieve L4.</p> <p>For context look for open to the public, grounds, play area, archery, actors, film, historical characters, gardens, seasonal, 100, gardeners, cleaners, tours, café, gift shop, visitors etc.</p> <p>Do <b>not</b> award tour, guide or castle as context.</p>



Question	Answer	Marks	Guidance
5	<p>Indicative content:</p> <p>On-the-job training i.e.</p> <ul style="list-style-type: none"> <li>○ coaching</li> <li>○ job rotation</li> <li>○ mentoring</li> <li>○ observation</li> <li>○ shadowing</li> </ul> <p>Off-the-job training i.e.</p> <ul style="list-style-type: none"> <li>○ conferences</li> <li>○ <u>online</u> training/<u>online</u> learning/<u>online</u> course/webinar</li> <li>○ simulation exercises/role play</li> <li>○ <u>training</u> course/tutorial/seminar</li> <li>○ training videos/DVDs</li> </ul> <p>Exemplar response:</p> <p>Simulation exercises could be used (L1). New Tour Guides could give tours to colleagues for them to then provide feedback on (L2). This should improve customer service because any mistakes can be made before real visitors take part in the tours (L3).</p> <p>Observation could be used (L1) but this wouldn't be appropriate for all job roles. If a gift shop worker observed a gardener (L2), then this won't improve their skills or productivity (L3).</p> <p>Overall, I think that a simulation exercise would be the best method to use. The HR staff could arrange an appropriate exercise for all of the seasonal workers whether it is dealing with a customer complaint in the café (CONT) or mock tours. It means that these employees can all develop and practice the</p>	16	<p><b>Levels of response:</b></p> <p><b>Level 4 (13 - 16 marks)</b> Candidate evaluates methods of on-the-job/off-the-job training relevant to the seasonal employees.</p> <p><b>Level 3 (9 – 12 marks)</b> Candidate analyses the impact of using method(s) of training.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains method(s) of training.</p> <p><b>Level 1 (1-4 marks)</b> Candidate identifies method(s) of training.</p> <p><b>L1</b> – identifies methods of training.</p> <p><b>L2</b> –development of L1 method:</p> <ul style="list-style-type: none"> <li>• description of the method</li> <li>• explanation of why <u>the method</u> is beneficial/not beneficial (not training in general)</li> <li>• contextual example e.g. content of the L1 training method <u>in context</u>.</li> </ul> <p>L2 required to access L3.</p> <p><b>L3</b> – benefit/drawback/impact on Murworth Castle of using an <u>identified L1 method</u> (not training in general). Impacts may be positive or negative.</p>

Question	Answer	Marks	Guidance
	<p>required skills before the castle opens for visitors (L4).            Observation wouldn't provide such good training because it might not be relevant to the actual role that the person will be doing e.g. a waiter observing an actor (L4).</p>		<p><b>L4</b> – a reasoned judgement of the most appropriate training method(s) <b>for the seasonal employees</b>. A combination of methods could be recommended <b>or</b> candidates can choose on-the-job training/off-the-job training as an overarching method.</p> <p>Award 13 marks for a non-contextual judgement of the most appropriate method(s).            Award 14 marks for non-contextual judgement of the most appropriate method(s) that also gives the rationale for rejecting an alternative.            Award 15 marks for contextual judgment of the most appropriate method(s).            Award 16 marks for contextual judgement of the most appropriate method(s) that also gives the rationale for rejecting an alternative.</p> <p>For context look for open to the public, grounds, play area, archery, actors, film, historical characters, gardens, 100, gardeners, cleaners, tours, café, gift shop, visitors etc.</p> <p>Do <b>not</b> award 'seasonal' as context.</p> <p>Do <b>not</b> award <b>L1</b> for :</p> <ul style="list-style-type: none"> <li>• on-the-job training and/or off-the-job training.</li> <li>• Zoom/Skype/Teams etc</li> <li>• induction training</li> <li>• workshop, e-learning, meeting, college course, tests</li> <li>• content of training</li> <li>• vague responses e.g. shadow shifts, practical/practice training, etc.</li> </ul>

Question			Answer	Marks	Guidance
6	(a)		$\frac{\text{Total number of days absent}}{\text{Total number of days worked}} \times 100$ $\frac{294}{14\,700} \times 100$ Answer = 2%	3	Up to three marks.  Award full marks for 2% <b>or</b> 0.02.  <u>Else award:</u>  Maximum <b>two</b> marks for '2' (without %), if seen.  <b>OR</b>  Maximum <b>one</b> mark for the correct formula in words or figures.

6	(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• able to identify trends for each employee</li> <li>• assesses performance of individual employees (rather than business performance)</li> <li>• can monitor/identify employees who take time off</li> <li>• can help to identify any 'bigger' internal issues the <u>business</u> is facing</li> <li>• comparisons can be made between employees</li> <li>• comparisons can be made for one employee from year to year</li> <li>• do not have to have meetings to set individual objectives</li> <li>• may encourage employees to attend</li> <li>• provides a quantitative figure/numerical</li> </ul> <p>Exemplar response:</p> <p>Employees don't need to have meetings with managers to set individual objectives (1) This means that management's time is saved (1).</p> <p>Sundip can compare the performance of each actor (CONT) (1+1). This means issues with an employee who takes more time off can be addressed quickly (1).</p>	2 x 3 marks	<p>In each instance award:</p> <p><b>One</b> mark for an advantage</p> <p><b>PLUS</b></p> <p><b>One</b> mark for an impact on Murworth Castle, Sundip or management of the advantage.</p> <p><b>AND/OR</b></p> <p><b>One</b> mark for context. Annotate CONT</p> <p>For context look for open to the public, grounds, play area, archery, actors, film, historical characters, gardens, 100, gardeners, cleaners, tours, café, gift shop, visitors, mud, grass etc.</p> <p>Do <b>not</b> award seasonal as context.</p>
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Question			Answer	Marks	Guidance
7	(a)		<p>Responses include:</p> <ul style="list-style-type: none"> <li>• cleaning staff live/work inside the castle</li> <li>• cleaning staff may have better/newer equipment</li> <li>• cleaning staff may have more interaction with other colleagues</li> <li>• cleaning staff may have more routine/repetitive tasks</li> <li>• cleaning staff work in a warm/comfortable environment</li> <li>• garden staff may have better/newer equipment</li> <li>• garden staff may not be closely monitored</li> <li>• garden staff may work more independently/alone</li> <li>• garden staff will work in harsher conditions e.g. cold, wet, hot, muddy/will get cold, wet, hot, muddy/do not have a warm/clean environment</li> <li>• garden staff work outside</li> </ul> <p>Exemplar response: The garden staff work in adverse weather conditions (1) making sure the grounds (CONT) are well-kept (+1). This means they may resent (+1) the cleaning staff in the warm castle.</p>	3	<p>Award:</p> <p><b>One</b> mark for an aspect of the working environment that could cause conflict</p> <p><b>PLUS</b></p> <p><b>One</b> mark for how this may make employees feel (emotion)</p> <p><b>AND/OR</b></p> <p><b>One</b> mark for context. Annotate CONT</p> <p>For context look for open to the public, grounds, play area, archery, actors, film, historical characters, 100, seasonal, tours, café, gift shop, visitors, mud etc.</p> <p>Do <b>not</b> award garden, gardener, clean, cleaning or cleaner as context.</p>

7	(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• <u>avoid</u> increased costs/maintain current cost level</li> <li>• <u>avoid</u> trade unions getting involved</li> <li>• seasonal employees will want to return the next year</li> <li>• <u>maintain/better/positive</u> work environment</li> <li>• <u>maintain/improve</u> communication</li> <li>• <u>maintain/improve</u> employee morale</li> <li>• <u>maintain/improve</u> motivation/engagement</li> <li>• <u>maintain/improve</u> productivity/efficiency</li> <li>• retain staff/<u>lower/maintain</u> labour turnover</li> <li>• <u>maintain/improve</u> teamwork</li> <li>• <u>maintain/improve</u> the business' reputation</li> <li>• <u>maintain/reduce</u> absenteeism</li> </ul> <p>Exemplar response:</p> <p>Seasonal (CONT) employees are more likely to return the following year (1) because they won't feel the need to look for employment elsewhere (2).</p> <p>It will improve employee morale (1) leading to a better service being provided to customers (1).</p>	2 x 3 marks	<p>In each instance award:</p> <p><b>One</b> mark for an advantage</p> <p><b>PLUS</b></p> <p><b>Two</b> marks for contextual explanation. Annotate 'CONT'.</p> <p><b>OR</b></p> <p><b>One</b> mark for non-contextual explanation.</p> <p>Explanation mark is either:</p> <ul style="list-style-type: none"> <li>• the 'because' i.e. why the advantage stems from avoiding conflict</li> <li><b>or</b></li> <li>• a consequence of the advantage. Must be business-facing.</li> </ul> <p>Do <b>not</b> award explanation in the negative e.g an advantage is that employees will be retained (1). If employees weren't retained then costs would increase TV.</p> <p>Do <b>not</b> award 'because there is no conflict' (or similar) as the explanation - TV.</p> <p>For context look for open to the public, grounds, play area, archery, actors, film, historical characters, gardens, seasonal, 100, gardeners, cleaners, tours, café, gift shop, visitors etc.</p>
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Question			Answer	Marks	Guidance
					Advantage <b>must</b> be for avoiding conflict <b>not</b> resolving conflict.

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