Cambridge Technicals

Business

Unit 15: Change management

Level 3 Cambridge Technical in Business
05837 & 05878

Mark Scheme for June 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, 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.

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

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**: • Owners/directors/Darcie/Amos/Yana (1) increased profit/return on investment/achieving a personal objective (1) • Employees/(taxi) drivers (1) have to work in the warehouse/attend training (1) • Customers (1) can purchase a new service/may have to wait longer for a taxi (1) • Local residents (1) affected by pollution, noise and congestion (1) • Trade union/ Charlie (1) required to represent its members (1) • Local Suppliers/farmers (1) will sell more produce/gain more revenue (1) • Local Council (1) Will have to deal with more noise complaints (1) **Exemplar responses:** Employees **(1)** will be affected by this change **(0)**. Employees **(1)** will be expected to attend training **(1)**. Local residents **(1)** are worried **(0)**. Local residents **(1)** will be affected by congestion **(1)**.	6	In each case: One mark for identifying a stakeholder group and one mark for identifying a valid impact. NB stakeholder **must** be identified for award. If owners/directors is awarded as a stakeholder group then Darcie/Amos/Yana **cannot** be. If Darcie/Amos/Yana is awarded as a stakeholder group then owners/directors **cannot** be. In either case, annotate REP.

1	(b)	(i)	**Indicative content**:	2	Two marks for a contextual driver ✔ ✔ CONT

Indicative content:

Non-contextual driver:	Contextual driver:
Unemployment	Increased to 10%
Disposable income	Fall by 0.8%

Exemplar responses:

One of the drivers of change is unemployment **(1)**.

One of the drivers of change is high unemployment as it has increased to 10% **CONT (2)**.

One of the drivers of change is a fall in disposable income **(1)**.

One of the drivers of change is disposable income which has fallen by 0.8% **CONT (2)**.

Two marks for a contextual driver ✔ ✔ CONT

One mark for a non-contextual driver ✔

Driver must be from Resource 1 of the research brief.

1	(b)	(ii)	**Indicative content**:	2	One mark for a non-contextual driver ✔

Indicative content:

Non-contextual driver:	Contextual driver:
Consumer trends/tastes	eat at home/not go to restaurant/not buy takeaways
Competition/ availability of substitutes	Better bus service/ service starts earlier/finishes later/more frequent busses/more busses running

Exemplar responses:

One of the drivers of change is competition **(1)**.

One of the drivers of change is competition (1) because the buses are now running more frequently **(1)**.

One of the drivers of change is consumer trends **(1)**.

One of the drivers of change is consumer trends **(1)** as people prefer to eat at home **(1)**.

One mark for a non-contextual driver ✔

One mark for the context of a driver ✔

Two marks for a contextualised Driver ✔ ✔

Driver must be from Resource 1 of the research brief.

1	(c)		Use levels of response criteria.	16	**Levels of response**
			Responses include:		**Level 4 (13 - 16 marks)** Candidate evaluates which barrier to change is likely to pose the greatest risk to *Rhode Taxis Ltd* if not managed successfully.
			• lack of employee engagement • lack of agreement on the need for change between owners and employees • lack of agreement on the need for change between owners • employee routines are well-established and hard to change • failure of previous change initiatives • poor leadership		**Level 3 (9 - 12 marks)** Candidate analyses barrier(s) to change at *Rhode Taxis Ltd*. **Level 2 (5 – 8 marks)** Candidate explains barrier(s) to change at *Rhode Taxis Ltd*.
			Exemplar response:		**Level 1 (1 – 4 marks)** Candidate identifies barrier(s) to change at *Rhode Taxis Ltd*.
			There is a lack of agreement with staff on the need for change **(L1)**. This means that some staff may not support the change **(L2)**. This may lead to project failure **(L3)**.		**For Level 4, award:**
			Amos, one of the directors does not agree with the other directors **(L1)** that the basket of ingredients delivery service is a good idea. This could create tension **(L2)** within the team of directors therefore reducing productivity **(L3)**.		**13 marks** – a judgement has been reached about which barrier poses the greatest risk with a reasoned comment as to why, with **no context**.
			Demonstrating a lack of engagement in the change **(L1)** meaning some staff are "not bothered"/so they may leave if the change goes ahead **(L2)**. This would mean that customer orders were not fulfilled on time which would negatively impact on *Rhode Taxis Ltd*'s reputation **(L3)**.		**14 marks** - a judgement has been reached about which barrier poses the greatest risk with a reasoned comment as to why, including why one of the other barriers poses lesser risk, with **no context**.
			Darcie's poor leadership is a problem **(L1)** as her earlier changes have not gone well **(L2).** If her leadership skills have not improved then this may result in another failed change initiative **(L3)**.		**15 marks** – a judgement has been reached about which barrier poses the greatest risk with a reasoned comment as to why, **with contextual argument**.
			Overall, the barrier posing the greatest risk is that not all directors agree with the change. This is because Amos thinks that the		

			delivery of baskets of ingredients **(CONT)** is a bad idea so he won't try hard enough to sell this to customers leading to lower revenues **(L4)**. This is far riskier than the staff disagreeing because they could be replaced with other staff who do are happy to do the job v**(L4)**.		**16 marks** - a judgement has been reached about which barrier poses the greatest risk with a reasoned comment as to why, including why one of the other barriers poses lesser risk, **with contextual argument**. **NB** At least two points must be awarded Level 3 for the candidate to be able to access Level 4. Context can include: basket of ingredients, delivery, driver, recipes, food, meals

1	(d)		Use levels of response criteria.	16	**Levels of response**

Use levels of response criteria.

Responses include:

Consulting with key stakeholders
- educate employees as to the reason for the change
- encourage buy-in from employees
- consult with employees in order to gather feedback
- consult with customers in order to gather feedback
- to gauge interest/support/demand for baskets/hampers from customers
- to give local residents an opportunity to raise/discuss their concerns about the warehouse

Appointing a project champion
- use to convince taxi drivers that it is in their interest to work in the warehouse
- enhance communication amongst, between or across stakeholder groups
- gather and respond to feedback from employees
- coordinate/track the change process

Exemplar response:

Consulting with stakeholders will be helpful to educate employees so that they understand why the change is required **(L1).** This will make employees happier as they will feel involved **(L2).** This will improve labour productivity **(L3).**

16

Levels of response

Level 4 (13 - 16 marks)
Candidate evaluates advantage(s) to RTL of consulting with key stakeholders and appointing a project champion

Level 3 (9 - 12 marks)
Candidate analyses advantage(s) to RTL of consulting with key stakeholders and/or appointing a project champion

Level 2 (5 – 8 marks)
Candidate explains advantage(s) to RTL of consulting with key stakeholders and/or appointing a project champion

Level 1 (1 – 4 marks)
Candidate identifies advantage(s) to Rhode Taxis Ltd of consulting with key stakeholders and/or appointing a project champion

L1 – identifies an advantage of stakeholder consultation/appointing a project champion.

L2 – any development of the advantage (which stops short of being analytical) E.g. reason for impact.

L3 – a business-facing impact of the advantage (maximum of one L3 per L1 point).

L4 - evaluation – a justified evaluation of the advantages of the two options.

			In addition, consultation with customers will be helpful to gather feedback **(L1)**. This will be helpful to inform decision making and ensure that the new service meets customers' needs **(L2)** therefore increasing profit **(L3)**. Appointing a project champion will help to convince the taxi drivers that it is important for them to work in the warehouse **(L1)** as they are more likely to listen to this explanation if it is coming from a colleague **(L2)**. This would reduce labour turnover and therefore recruitment costs **(L3)**. A project champion would be able to help taxi drivers understand why they need to work in the warehouse (L1) meaning that they will be happier to do those tasks and will be more likely to buy into the change (L2) increasing the chance of a successful launch for the delivery scheme. (L3) Overall, I think consulting with stakeholders such as local residents will be of greatest advantage to Rhode Taxis Ltd because this is formal so it is more likely to be taken seriously, so they are more likely to be able to address their concerns **(L4)** whereas a project champion is an informal role so this might not be suitable for discussing the pollution concerns **(CONT)** with local residents but might be appropriate to gain buy-in from taxi drivers **(L4)**.		**For level 4, award:** 13 marks – a justified evaluation of an advantage of one option- **no context**. 14 marks – a justified evaluation of an advantage of each option with **no context**. 15 marks – a justified evaluation of an advantage of one option, **with contextual argument.** 16 marks – a justified evaluation of an advantage of each option, **with contextual argument**. **CONT** – basket of ingredients, delivery, driver, recipes, food, meals, pollution concerns **NB** To access L4, there **must** be **one** L3 and an additional L1. One must be in relation to stakeholder consultation and one in relation to appointing a project champion. Candidates who only consider one of the two options **cannot** access L4.

2	(a)		Use levels of response criteria.	16	**Levels of response**

Use levels of response criteria.

Indicative content:

- some out-of-date ingredients have been sent to customers
- some taxi drivers want to leave/are looking for a new job
- environmental concerns about vehicles using diesel
- taxi drivers appear to be miserable
- Drivers do not like working in the warehouse the
- labour turnover has increased (from 8% to 23%, so by 15 percentage points)
- average wait times have increased (by 18 minutes, from 23 to 41)
- average number of customer complaints has increased (by 16, from 7 to 23)

Exemplar response

The data shows that average wait times have increased **(L1)** by 18 minutes **(L2)**. This may lead to the business losing sales as customers will get a taxi from another business **(L3)**.

Labour turnover has increased **(L1)** by 15 percentage points **(L2)**, increasing the company's recruitment and training costs **(L3)**.

Taxi drivers appear to be miserable **(L1)** meaning that they will not offer high levels of customer service **(L2)**. This may result in customers going elsewhere which would reduce sales **(L3)**.

Some ingredients have become out-of-date **(L1).** This could harm customers **(L2)** and result in the business being fined **(L3)**.

16

Levels of response

Level 4 (13 - 16 marks)
Candidate evaluates unresolved issues that need to be addressed at *Rhode Taxis Ltd*.

Level 3 (9 - 12 marks)
Candidate analyses unresolved issue(s) that need to be addressed at *Rhode Taxis Ltd*.

Level 2 (5 – 8 marks)
Candidate explains unresolved issue(s) that need to be addressed at *Rhode Taxis Ltd*.

Level 1 (1 – 4 marks)
Candidate identifies unresolved issue(s) that need to be addressed at *Rhode Taxis Ltd*.

L1 – an unresolved issue from Resource 2.

L2 – any development of the issue (which stops short of being analytical) E.g. reason why or data calculation.

L3 – a business-facing impact (negative) of **not** addressing the issue (max one L3 per L1/L2 point).

L4 evaluation – a justified decision as to the most important issue to address.

For level 4, award:

Award 13 marks for a valid rationale which justifies why one issue is most important – with no context.

			The most important issue for *Rhode Taxis Ltd* to address is sending basket of ingredients **(CONT)** which were out-of-date which should have been thrown away to customers. Addressing this is the most important otherwise the business may be sued for breaking the law **(L4)**. This is more important taxi drivers being miserable as this is not illegal and the consequences will not be as serious because unemployment is high and they should be able to hire new staff easily **(L4)**.	Award 14 marks for a valid rationale which justifies why one issue is most important and why one other issue is of lesser importance with no context. Award 15 marks for a valid rationale which justifies why one issue is most important – with context. Award 16 marks for a valid rationale which justifies why one issue is most important and why one other issue is of lesser importance with context. **CONT** – basket of ingredients, gifts, delivery, driver, recipes, food, meals, pollution concerns, warehouse, thrown away

2	(b)		**Indicative content**:	2	One mark for a correct identification plus one mark for an appropriate action.
			• Shared values (1) e.g. discuss why it is important to stop polluting the environment with diesel fumes (1) • Skills (1) e.g. provide training for safely using/maintaining electric vehicles (1) • Styles (1) e.g. tell drivers that their feedback is valuable (1) • Staff (1) e.g. provide staff with necessary training to use/maintain electric vehicles safely (1) **Exemplar response**: Soft element: Shared values **(1)** Explain why it important for all drivers **(CONT)** to buy-in to the business' vision to be environmentally friendly **(1)**. Soft element: Skills **(1)** Provide staff training so that they can safely use **(CONT)** electric vehicles **(1)**. Soft element: Styles **(1)** Tell employees that you value their feedback on the introduction of environmentally friendly **(CONT)** vehicles **(1)**. Soft element: Staff **(1)** Provide staff training so that the drivers **(CONT)** can safely maintain electric vehicles safely **(1)**.		**NB** The action must be appropriate for the soft element <u>and</u> be contextual. CONT annotation required. For context look for: cars, vehicles, taxis, environmentally friendly, diesel, petrol, driver, etc.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

ocr.org.uk/qualifications/resource-finder

ocr.org.uk

Twitter/ocrexams

/ocrexams

/company/ocr

/ocrexams