

Cambridge Technicals

Business

Unit 15: Change management

Level 3 Cambridge Technical in Business
05837 & 05878

Mark Scheme for January 2025

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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

RM3

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM assessor Online Training and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit.
3. Practice scripts discussed at the standardisation meeting will be made available on Kiteworks. After the standardisation meeting, please log in to RM3, mark, fully annotate and submit all 10 standardisation scripts.

YOU MUST HAVE WORKED THROUGH THE 5 PRACTICE SCRIPTS AND SATISFACTORILY MARKED 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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)	<p>Indicative content:</p> <table border="1"> <thead> <tr> <th>Driver:</th> <th>Context:</th> </tr> </thead> <tbody> <tr> <td>Consumer trends/tastes</td> <td><u>Toys</u> are old or out-of-date</td> </tr> <tr> <td>Ethics/sustainability/ environmental (expectations)</td> <td>Collecting and returning <u>toys</u> via polluting petrol/diesel vehicles</td> </tr> <tr> <td>Unemployment <u>rises</u>/ Employment <u>falls</u></td> <td>Increased demand for <u>toys/fewer donations</u>; more <u>volunteers</u></td> </tr> </tbody> </table> <p>Exemplar responses:</p> <p>One of the drivers of change is consumer trends (1) because people expect to be able to use a website to book toys (CONT) (1).</p> <p>There is a greater demand for borrowing toys (CONT) (1) because unemployment has risen (1).</p> <p>One of the drivers of change is environmental expectations. Some customers are concerned that toy (CONT) (1) collection/return creates pollution (1).</p> <p>One of the drivers of change is consumer trends because children's (CONT) (1) preferences have changed (1).</p> <p>One of the drivers of change is environmental expectations (1).</p> <p>One of the drivers of change is consumer trends (1).</p> <p>One of the drivers of change is employment (0).</p> <p>One of the drivers of change is interest rates (0).</p>	Driver:	Context:	Consumer trends/tastes	<u>Toys</u> are old or out-of-date	Ethics/sustainability/ environmental (expectations)	Collecting and returning <u>toys</u> via polluting petrol/diesel vehicles	Unemployment <u>rises</u> / Employment <u>falls</u>	Increased demand for <u>toys/fewer donations</u> ; more <u>volunteers</u>	4	<p>In each case, credit: Two marks for a contextual driver (CONT annotation required) or One mark for a non-contextual driver.</p> <p>Driver must be from Resource 1 of the research brief.</p> <p>Unemployment or employment are TV without a clear reference to direction (e.g., up, down, increase, fall, more, less)</p>
Driver:	Context:											
Consumer trends/tastes	<u>Toys</u> are old or out-of-date											
Ethics/sustainability/ environmental (expectations)	Collecting and returning <u>toys</u> via polluting petrol/diesel vehicles											
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1	(b)	<p>Indicative content:</p> <table border="1" data-bbox="376 355 1263 804"> <thead> <tr> <th data-bbox="376 355 819 392">Barrier:</th> <th data-bbox="819 355 1263 392">Context: E.g.</th> </tr> </thead> <tbody> <tr> <td data-bbox="376 392 819 496">Lack of engagement</td> <td data-bbox="819 392 1263 496">Volunteers have not been told how the <u>nationwide</u> service will work</td> </tr> <tr> <td data-bbox="376 496 819 600">Lack of agreement on the need for change</td> <td data-bbox="819 496 1263 600">Volunteers have not been told why <u>postal</u> distribution is going to be offered</td> </tr> <tr> <td data-bbox="376 600 819 703">Stakeholder fear</td> <td data-bbox="819 600 1263 703"><u>Toy</u> library users think that the service will become too busy</td> </tr> <tr> <td data-bbox="376 703 819 804">Poor leadership</td> <td data-bbox="819 703 1263 804">Ivan and Kai only have experience of running a local <u>charity</u>.</td> </tr> </tbody> </table> <p>Exemplar responses:</p> <p>Volunteers lack agreement on the need to change because the reasons for the charity's (CONT) (1) expansion have not been fully explained (1).</p> <p>The toy library (CONT)(1) users are scared that demand will be too high (1).</p> <p>Ivan and Kai only have experience of running a local charity (CONT)(1) so may be poor leaders when the service is offered nationwide for this change (1).</p> <p>Lack of engagement (1) because there is a lack of communication.</p>	Barrier:	Context: E.g.	Lack of engagement	Volunteers have not been told how the <u>nationwide</u> service will work	Lack of agreement on the need for change	Volunteers have not been told why <u>postal</u> distribution is going to be offered	Stakeholder fear	<u>Toy</u> library users think that the service will become too busy	Poor leadership	Ivan and Kai only have experience of running a local <u>charity</u> .	<p>2</p> <p>In each case, credit: Two marks for a contextual driver (CONT annotation required) or One mark for a non-contextual driver.</p> <p>The identified barrier does not need to use the exact terms (e.g. 'library users are scared' is awardable for stakeholder fear.</p> <p>The stated barrier must relate to Resource 1.</p> <p>For context look for: toy, children, charity, donations, library, nationwide, postal, etc.</p> <p>NB Do not accept 'volunteers' as context as it is in the question wording.</p>
Barrier:	Context: E.g.												
Lack of engagement	Volunteers have not been told how the <u>nationwide</u> service will work												
Lack of agreement on the need for change	Volunteers have not been told why <u>postal</u> distribution is going to be offered												
Stakeholder fear	<u>Toy</u> library users think that the service will become too busy												
Poor leadership	Ivan and Kai only have experience of running a local <u>charity</u> .												

1	(c)	<p>Use levels of response criteria.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • consult with key stakeholders • set clear aims and objectives for the change • identify resource requirements • present plan to stakeholders • evaluate stakeholder feedback • assign a project group • appoint project champion/change leader • proactive versus reactive approach to change • communicate the plan, vision and urgency for change • engage in dialogue with stakeholders • ensure effective leadership • develop strategies for knowledge/skills/training gap • monitor progress against the plan • sell the positive benefits of the change • investment in training initiatives <p>Exemplar response:</p> <p>The charity’s directors should make sure that they consult with the volunteers (L1) so that each volunteer knows how they will be affected by the change (L2). This will ensure that the charity does not lose its volunteers and close as a result (L3).</p> <p>They should also ensure that there is a clear vision for change (L1) so that stakeholders know if the change is successful, enhancing the charity’s reputation (L3).</p>	16	<p>Levels of response</p> <p>Level 4 (13 - 16 marks) Candidate evaluates which action is the most important for the success of the change at Carma Play.</p> <p>Level 3 (9 - 12 marks) Candidate analyses action(s) to be included in the plan of action.</p> <p>Level 2 (5 – 8 marks) Candidate explains action(s) to be included in the plan of action.</p> <p>Level 1 (1 – 4 marks) Candidate identifies action(s) to be included in the plan of action.</p> <p>L1 – identifies action.</p> <p>L2 – any development of the action (which stops short of being analytical).</p> <p>L3 – a business-facing impact (maximum of one L3 per L1/L2 point).</p> <p>NB One L3 per separate L1.</p> <p>L4 - evaluation – a justified judgement which selects which action is the most important.</p> <p>For Level 4, award:</p>
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		<p>They should also explain the planned changes to library users (L1). This would keep the users satisfied (L2) and result in positive publicity which would attract new users (L3).</p> <p>The charity should also invest in training initiatives (L1) to ensure that each volunteer is as productive as possible (L3).</p> <p>I think that the most important action is to consult the volunteers (CONT). This is because failure to do so could result in the volunteers leaving meaning the business cannot operate (L4). Although clear aims and objectives are important, a lack of them are not significant enough to possibly result in closure (L4).</p>	<p>13 marks – a judgement has been reached about which action is the most important for Carma Play with a reasoned comment as to why, with no context.</p> <p>14 marks – a judgement has been reached about which action is the most important for Carma Play with a reasoned comment as to why and a reasoned comment as to why the other was not selected, with no context.</p> <p>15 marks – a judgement has been reached about which action is the most important for Carma Play with a reasoned comment as to why, with context.</p> <p>16 marks – a judgement has been reached about which action is the most important for Carma Play with a reasoned comment as to why, with context. Plus a reasoned comment as to why one or more of the others was not selected, with context.</p> <p>For context look for: toys, children, charity, volunteers, donations, etc.</p> <p>NB: Two actions and two analytical points required to access L4 i.e. 2 x L1 plus 1 x L3.</p>
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1	(d)	<p>Use levels of response criteria.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • Space to package the parcels • Distribution area • New staffroom • New machinery/equipment (packing and labelling machine, IT Equipment) • More consumables will be required e.g. cardboard/packaging. • More toys will be required. • Change in demand for parking spaces (more or less) <p>Exemplar response:</p> <p>The business will need to install new packing machinery (L1) so that they can prepare all the packages for shipping (L2). Failure to do this would mean they couldn't prepare all their packages, resulting in late shipping and a poor reputation (L3).</p> <p>The directors will need to extend the building (L1) so that they have enough space to do their jobs (L2). thus meaning the charity will experience a fall in productivity (L3).</p> <p>The most significant impact on the physical resource need is the provision of the packaging room as without this, the charity (CONT) cannot expand nationally (L4). Whereas parking is less significant because this will just make the expanded business less productive (L4).</p>	16	<p>Levels of response</p> <p>Level 4 (13 - 16 marks) Candidate evaluates possible impacts of the change on the physical resource needs of Carma Play.</p> <p>Level 3 (9 - 12 marks) Candidate analyses possible impact(s) of the change on the physical resource needs of Carma Play.</p> <p>Level 2 (5 – 8 marks) Candidate explains possible impact(s) of the change on the physical resource needs of Carma Play.</p> <p>Level 1 (1 – 4 marks) Candidate identifies possible impact(s) of the change on the physical resource needs of Carma Play.</p> <p>L1 – identifies impact of change on physical resource needs.</p> <p>L2 – any development of the impact (which stops short of being analytical) E.g., reason for impact or consequence that is not business-facing.</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>
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				<p>For level 4, award:</p> <p>13 marks – a justified selection of one of the impacts with reasoning but no context.</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 no context.</p> <p>15 marks – a justified selection of one of the impacts with reasoning and context.</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 and context.</p> <p>For context look for: toys, children, charity, volunteers, donations, etc.</p> <p>Candidates who only identify one impact cannot access L4. E.g. at least one L3 and one L1 are required.</p>
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2	(a)	<p>Use levels of response criteria.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • reduced opening hours/accessibility • limited/restricted range/types of toys • demand is too high/toys are often unavailable • issues with cleanliness • issues with safety checks • volunteers find their new roles boring • negative impact on user/volunteer social wellbeing/communication • toys remain old and out-of-date • lack of volunteers/volunteer capacity • volunteers are stressed/overworked • toys are not reaching the children who need them the most • fewer toys in stock (on average) • 420 fewer toys in stock (reduction by 65%) • greater number of complaints related to customer service • increase in complaints by 22 per month (1100%) <p>Exemplar response</p> <p>Volunteers do not like their jobs (L1) so may leave (L2) which would increased recruitment costs (L3).</p> <p>In addition, they must address the fact that the toys are still out of date (L1) leading to unhappy service users (L2), Leading to less demand for the service (L3).</p>	16	<p>Levels of response</p> <p>Level 4 (13 - 16 marks) Candidate evaluates the most important unresolved issue that the directors need to address.</p> <p>Level 3 (9 - 12 marks) Candidate analyses unresolved issue(s) that the directors need to address.</p> <p>Level 2 (5 – 8 marks) Candidate explains unresolved issue(s) that the directors need to address.</p> <p>Level 1 (1 – 4 marks) Candidate identifies unresolved issue(s) that the directors need to address.</p> <p>L1 – an unresolved 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 of not 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>
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		<p>The number of complaints should be addressed (L1) as this will improve the reputation of the charity (L3).</p> <p>The reduced opening hours are a problem (L1) because some potential users cannot access the service (L2). Limiting the number of clients the charity can help (L3)</p> <p>The most important issue to address is the increase in complaints linked to safety because these could cause deaths/injuries (L4) if children swallow a loose part from a toy (CONT). This is more significant than toys being out of date which is just an image problem (L4).</p>	<p>For level 4, award:</p> <p>Award 13 marks for a valid rationale which justifies why one issue is selected, without context.</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.</p> <p>Award 16 marks for a valid rationale which justifies why one issue is selected and why one or more other issues have not been selected with context.</p> <p>For context look for: toys, children, charity, volunteers, donations, etc.</p> <p>NB Two issues are required to award level 4. E.g. at least one L3 and two L1/2 point are required.</p>
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2	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • create urgency • form a powerful coalition • create a vision for change • communicate the vision • remove obstacles • create short-term wins • build on the change • anchor the change <p>Exemplar responses:</p> <p>Step: create urgency (1) Action: the charity (CONT) (1) can support volunteers who do not currently have access to what they need (1).</p> <p>Step: remove obstacles (1) Action: tell the volunteers that they will get a new staffroom (CONT) (1) so that they are not worried about not having a rest area (1).</p> <p>Step: anchor the change (1) Action: revisit the reason for the change regularly so that staff continue to believe in it (1).</p> <p>Step: create short term wins (1) Action: plan milestones into the project which can be celebrated when achieved to create a sense of momentum (1).</p> <p>Step: Communicate the vision (1) Action: convince all stakeholders why the change is needed and who will benefit so that everyone is on board (1).</p>	6	<p>In each case, credit: One mark for a naming a one of Kotter's 8 steps</p> <p>Without a correct identification no further marks can be awarded.</p> <p>PLUS Two marks for a contextual action (CONT annotation required) or One mark for a non-contextual action.</p> <p>The steps do not need to be in any specific order and can relate to ANY of the 8 Steps.</p> <p>The action must allow that step to be <u>addressed/achieved</u>.</p> <p>Contextual explanation requires specific context (e.g. users, clients, charity, donations, packaging, parents, national scheme, staffroom, etc).</p> <p>NB. The action <u>MUST</u> be linked to the specific step identified by the candidate.</p>
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