

Cambridge Technicals

Business

Unit 15: Change management

Level 3 Cambridge Technical in Business
05837 & 05878

Mark Scheme for June 2025

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.

© OCR 2025

MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
To determine the level – start at the highest level and work down until you reach the level that matches the answer

To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. 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

12. 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, credit: Two marks for a contextual driver (CONT annotation required) or One mark for a non-contextual driver. Driver must be from Resource 1 of the research brief. Do not credit changes in competition as this is excluded by the question.										
			<table><tr><th>Driver:</th><th>Context:</th></tr><tr><td>Budgetary</td><td>The cost of renting land has risen</td></tr><tr><td>(Lack of) labour supply</td><td>Difficult to find new employees with the experience of working at a farm</td></tr><tr><td>Legislation</td><td>Introduced to raise the standard of animal welfare</td></tr><tr><td>Economic Factors/Inflation</td><td>Increased by 3%</td></tr></table>			Driver:	Context:	Budgetary	The cost of renting land has risen	(Lack of) labour supply	Difficult to find new employees with the experience of working at a farm	Legislation	Introduced to raise the standard of animal welfare	Economic Factors/Inflation	Increased by 3%
			Driver:			Context:									
			Budgetary			The cost of renting land has risen									
			(Lack of) labour supply			Difficult to find new employees with the experience of working at a farm									
			Legislation			Introduced to raise the standard of animal welfare									
			Economic Factors/Inflation			Increased by 3%									
Exemplar responses:															
There is a lack of labour available with appropriate experience of working on a farm (CONT) (2) .															
New legislation has been introduced (1) .															
One of the drivers of change is competition (0) .															

1	(b)	Responses include: • Call a public meeting • Give a presentation to the local community • Request feedback from residents • Host a focus group with residents • Interview key residents • Write a questionnaire to send to residents Exemplar responses: Hold a meeting to discuss the plans for the farms (CONT) (2). Host a focus group (1). Discuss plans for the farm TV (0).	2	Two marks for a contextual method (CONT annotation required) or One mark for a non-contextual method. Context list: eggs, food, farm, land, animal, chickens, etc. The method needs to be a practical activity which allows the consultation to take place. 'Discuss' is TV without a specific method, e.g. hold a meeting. NB – Names of the business from the question stem – East and West Farm – cannot be accepted as context.
---	-----	--	---	---

1	(c)	Use levels of response criteria. Responses include: • lack of employee engagement • lack of agreement on the need for change • stakeholder fear • stakeholder inertia • poor leadership • (anticipated) <u>resistance</u> from a work group Exemplar response: There is some evidence of poor leadership (L1) with an earlier change poorly proposed (L2). This may lead to failure of the change (L3). Stakeholder fear is also a barrier to this change (L1) because employees, including the Manager of East Farm, are concerned about whether they can find new jobs (L2). This could lead to reduced goodwill towards the employer and levels of workforce productivity (L3). Some of the employees at West Farm want to form a work group to resist the change (L1) which could create tension (L2) therefore damaging the reputation of the business (L3). Some employees do not agree with the need to change (L1) as they feel other alternatives are available instead (L2) so these staff may leave meaning higher labour turnover (L3).	16	Levels of response Level 4 (13 - 16 marks) Candidate evaluates which barrier to change is likely to pose the greatest risk to <i>Good Yolk Ltd</i>. Level 3 (9 - 12 marks) Candidate analyses barrier(s) to change at <i>Good Yolk Ltd</i>. Level 2 (5 – 8 marks) Candidate explains barrier(s) to change at <i>Good Yolk Ltd</i>. Level 1 (1 – 4 marks) Candidate identifies barrier(s) to change at <i>Good Yolk Ltd</i>. For Level 4, award: 13 marks – a judgement has been reached about which barrier poses the greatest risk with a reasoned comment as to why, with no context. 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. 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 there is evidence of poor leadership of earlier change proposals. This is because this will affect all parts of the change process which proposes to close two of the farms (CONT) (L4). This is far riskier than the impact of the other barriers as these only affect one small part of the business rather than the entire change process (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. Context list: food, eggs, farm, land, animal, chicken, restaurant, feed for chickens, ingredients, etc. NB 2 x L1 (and 1 x L3) required to access L4. NB – Names of the business from the question stem – East and West Farm – cannot be accepted as context.
--	--	--	---	---

1	(d)	Use levels of response criteria. Responses include: • Redundancy • Re-training • Redeployment • Difficult to find another job • Loss of income • Need to relocate/move • Need to change profession • Need to establish relationships with new colleagues/bosses • Opportunity to work for a new competitor Exemplar response: The possibility of redundancy (L1) because of farm closures (L2) will cause high levels of anxiety for employees affected (L3). Employees may need to be re-trained (L1) if they want to be able to work elsewhere in the business (L2). This is likely to waste the time of some employees if this training needs to be completed outside of work (L3). It will be difficult to find another job (L1) as completing application forms and attending interviews is time-consuming (L2). This will temporarily reduce the amount of spare time employees of East Farm and West Farm have to rest or socialise (L3). The most significant impact on the employees would be the prospect of redundancy as the West Farm (CONT) closure would mean that staff there would have a complete loss of employee income (L4). Having to retrain is less significant as employees may enjoy learning new skills (L4).	16	Levels of response Level 4 (13 – 16 marks) Candidate evaluates likely impacts of the change on the current employees of Good Yolk Ltd. Level 3 (9 – 12 marks) Candidate analyses likely impact(s) of the change on the current employees of Good Yolk Ltd. Level 2 (5 – 8 marks) Candidate explains likely impact(s) of the change on the current employees of Good Yolk Ltd. Level 1 (1 – 4 marks) Candidate identifies likely impact(s) of the change on the current employees of Good Yolk Ltd. L1 – identifies impact of change. L2 – any development of the impact (which stops short of being analytical) E.g., reason for impact. L3 – an employee-facing impact (maximum of one L3 per L1/L2 point). L4 – evaluation – a justified decision as to which of the impacts is the biggest/worst/most important/most likely.
---	-----	--	----	---

					For level 4, award: 13 marks – a justified selection of one of the impacts with reasoning but no context. 14 marks – a justified selection of one of the impacts with reasoning including why at least one of the others is of lesser significance but no context. 15 marks – a justified selection of one of the impacts with reasoning and context. 16 marks – a justified selection of one of the impacts with reasoning including why at least one of the others is of lesser significance and context. Context list: food, eggs, North (South/East/West) Farm, land, animal, chicken, restaurant, feed for chickens, ingredients, farm workers, farm manager, etc. NB Considerations of emotional response (e.g. anxiety, worry, frustration) are L3 analytical impacts not L1. NB At least two impacts i.e. 2 x L1 (and 1 x L3) required to access L4.
--	--	--	--	--	---

2	(a)	Use levels of response criteria. Indicative content: • Customers are placing some orders with competitors • Customers are exploring competitor provision • Employees are not willing to help • Employees are intending to look for new jobs • Price increases are problematic • Issues with product quality/quality checks • Customers in the East and West do not realise that they can no longer purchase from Good Yolk Ltd • Anticipated reduction in demand for eggs • Employee training has been inadequate • Accidents at North Farm have increased (by 3 per month; 43%) • Days of employee absence have increased (by 8 at North farm and by 9 at South farm; by 33.3%^{1/3}) • Percentage of on-time deliveries has fallen (by 3 percentage points (at both farms)) Exemplar response The issues with product quality checks (L1) are problematic because food needs to be safe to eat (L2) which would cause reputational damage (L3). They must also address the expected fall in demand for eggs (L1) because this would reduce profit (L3).	16	Levels of response Level 4 (13 - 16 marks) Candidate evaluates unresolved issues that need to be addressed. Level 3 (9 - 12 marks) Candidate analyses unresolved issue(s) that need to be addressed. Level 2 (5 – 8 marks) Candidate explains unresolved issue(s) that need to be addressed. Level 1 (1 – 4 marks) Candidate identifies unresolved issue(s) that need to be addressed. L1 – an unresolved issue from Resource 2. L2 – any development (to include calculation) of the issue (which stops short of being analytical) E.g. reason why or data calculation. L3 – a business-facing impact of not addressing the issue (max one L3 per L1/L2 point). L4 evaluation – a justified decision as to the most significant issue to address.
---	-----	---	----	---

		The recent price increases (L1) are also a problem because restaurants will not want to pay more (L2) so may shop elsewhere, which would reduce sales revenue (L3). The most significant issue to address is the lack of product quality checks because the products need to be safe for human consumption and rotten eggs (CONT) would cause serious illness and serious reputational damage (L4). This is more significant than the other issues as these would not cause harm to customers which would be a legal as well as reputational problem (L4).	For level 4, award: Award 13 marks for a valid rationale which justifies why one issue is selected. Award 14 marks for a valid rationale which justifies why one issue is selected and why at least one other issue is of lesser significance. 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 one other issue is of lesser significance, with context. Context list: food, eggs, North (South/East/West) Farm, land, ani.mal, chicken, restaurant, feed for chickens, ingredients, farm workers, farm manager, etc. NB At least two issues i.e. 2 x L1 (and 1 x L3) required to access L4.
--	--	---	---

2	(b)	Responses include: Remove obstacles • Communicate with customers • Reiterate the long-term plan for the remaining locations • Improve delivery service to enhance reliability • Visit the restaurant/café/food manufacturer • Improve customer service Create short-term wins • Introduce loyalty scheme • Use promotional offers • Use competitions • Give free samples Exemplar responses: Remove obstacles Communicate with the restaurants (CONT) (2) so that they prefer your customer service compared to that offered by competitors (+1). Communicate with customers (1) so that they begin to trust the company (+1). Give the food manufacturers (CONT) a better standard of customer service (2). Communicate with the people who do not trust the company (1).	6	In each case, credit: One mark for a correct identification of an action. PLUS: One mark for development of how that action will seek to rebuild or the relationship with business customers. AND/OR One mark for context wherever presented within the response. Context list: food, eggs, farm, land, animal, chicken, restaurant, feed for chickens, ingredients, etc. NB The action <u>MUST</u> be linked to the specific step. No valid action, no marks.
---	-----	--	---	--

		Create short-term wins Introduce a loyalty scheme for the restaurants (CONT) (2) so that they have greater motivation to place orders (+1) for the company's eggs. Use promotional offers (1) so that greater quantities can be purchased at a more competitive price (+1). Give some eggs (CONT) away for free (2). Do a buy one get one free deal (1).		
--	--	--	--	--

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/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.