

Mark Scheme (Results)

June 2015

GCE Applied Business (6916)

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# General Marking Guidance

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- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

'Volunteers' are referred to extensively throughout this paper, to clarify the meaning of 'volunteers' and how they are affected by employment legislation, please see: <http://www.acas.org.uk/index.aspx?articleid=3603>  
<http://www.businesslink.gov.uk/bdotg/action/detail?itemId=1081674285&type=RESOURCES>

Question Number	Exemplar Responses	Mark Allocation
1a) AO1 MB1 = 2	<ul style="list-style-type: none"> <li>• To meet targets/goals</li> <li>• To give employees a direction to work towards</li> <li>• To move the business forward</li> <li>• To avoid problems/pitfalls</li> <li>• To show that the business is being well managed/organised</li> <li>• Because it is the SMART way to run a business</li> <li>• To motivate employees</li> <li>• To monitor employees</li> </ul>	1 mark for reason  <b>(2 marks)</b>

Question Number	Exemplar Responses	Mark Allocation
AO1 MB1 = 2 MB2 = 2 MB3 = 2	<p><u>Reasons could include:</u></p> <ul style="list-style-type: none"> <li>• To raise money for the hospice/charity</li> <li>• To pay the manager's wages</li> <li>• To pay the running costs/overheads</li> <li>• To survive</li> <li>• To meet its business objective</li> </ul> <p><u>Answers could be in the form of:</u></p> <ul style="list-style-type: none"> <li>• To raise money for the charity – if all the charity shop did was to break even – it would not produce a surplus that could be used by the charity, which is why the shop is there in the first place</li> <li>• To pay running costs – as the shop will need to pay its way – so that it can maintain its presence and sell items to raise money for the charity</li> </ul>	1 mark for each reason (maximum 2 marks)  1 mark for points that outline reason (maximum 4 marks)  (1+2) x 2  <b>(6 marks)</b>

Question Number		Indicative content
1c)		<p>Potential for conflict could arise from a number of factors – employed managers will be paid a salary – they will have ‘managerial’ objectives – likely to have been set by the head office of the charity – they are likely to have a professional retail background – in contrast the volunteers are not likely to be paid – they will see their objective as helping the charity – they are less likely than the manager to be retail professionals – the fact that the manager is being paid could create resentment with the unpaid volunteers as they may feel that they contribute just as much to the running of the shop as the manager – also, they may feel that the manager’s salary is taking money away from what is being raised for charitable purposes – unless the manager uses management or people skills – there is a possibility that the volunteers will feel resentment and not be as helpful and positive towards the manager or the charity – which could result in them leaving or raising less money for the charity.</p>
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1 – 3	<p>Candidate shows some knowledge and understanding of general areas of potential conflict between managers and volunteers; answer likely to be stereotypical management: employee issues rather than relating directly to the scenario of this paper.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation and is difficult to comprehend. Spelling, punctuation and the rules of grammar are used with little accuracy.</p>
Level 2	4 – 6	<p>The candidate applies their knowledge and understanding to show that they understand general features of areas of potential conflict; in addition to stereotypical management: employee issues, candidate will start to recognise the differences between the paid employee/manager and the unpaid volunteers.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation and is difficult to comprehend. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 3	7 – 9	<p>The candidate starts to assess the situation, identifies some areas of potential conflict, making realistic comparisons between the paid employee/manager and the unpaid volunteers in addition to general areas of potential conflict.</p> <p>The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy</p>
Level 4	10 - 12	<p>The candidate has assessed the situation thoroughly, clearly identifies differences between managers and volunteer staff, and identifies the potential for conflict as a result of differences that they have identified between the paid employee/manager and the</p>

	unpaid volunteers.
	The candidate uses appropriate specialist terms and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

Question Number	Exemplar Responses	Mark Allocation
<p>1d) AO1 MB1 = 1 MB2 = 1 MB3 = 2</p>	<p><b><u>Name of Business: Tesco</u></b>  <b><u>Main Activities: retail supermarkets and financial services</u></b>  Supervisors hold short meetings with their team members every morning before their shift starts – the supervisor will verbally brief the team on new products or promotions – give any particular instructions for that day – and check that the team understands what they should be doing</p> <p><b><u>Name of Business: Telecalls Ltd</u></b>  <b><u>Main Activities: call centre</u></b>  All the employees at Telecall Ltd work on screens which they switch on when their shift starts – on their screen they will find a message from the supervisor which must be opened before the employees can access the work on their screens – in this way the supervisor can make sure that everyone at least sees their message before they start work – day-to-day messages will cover things like achievement to date, achievement of target, and other things to motivate the employees</p>	<p>1 mark for method of communication (maximum 2 marks)</p> <p>1 mark for reason/purpose (maximum 3 marks)</p> <p><b>(4 marks)</b></p>

Question Number	Exemplar Responses	Mark Allocation
<p>1e)  AO2  MB1 = 2  MB2 = 2  MB3 = 2</p>	<p><b><u>Name of Business: Morrisons</u></b>  <b><u>Main Activities: food supermarket</u></b>  One of the main responsibilities of a manager at Morrisons is to make sure that there is sufficient staff to cover the checkouts – they must make sure that the supervisors keep the shelves fully stocked at all times – they are responsible for opening and locking up the store – and making sure that health and safety regulations are kept to by the staff – that the place is safe for customers – and that the store is kept clean and tidy in case there is an inspection from a regional manager</p> <p><b><u>Name of Business: Star Street News Agency</u></b>  <b><u>Main Activities: newsagent and sweet shop</u></b>  One of the main responsibilities of the manager at Star Street News Agency is to generate profit for the owner of the business – the manager does this by making sure that the right things are stocked – and that they are priced correctly – the manager must also organise the newspaper delivery rounds – so that customers are satisfied – and continue to buy their papers from the Start Street shop</p>	<p>1 mark for each area of responsibility of a manager (maximum 2 marks)</p> <p>1 mark for points that describe responsibility (maximum 4 marks)</p> <p>(1+2) x 2</p> <p><b>(6 marks)</b></p>

Question Number		Indicative content
2a)		<p>The recruitment process usually follow the sequence of: identifying the need to recruit – drawing up job description – writing person specification – deciding where to advertise the vacancy – receiving applications – shortlisting – arranging interviews for shortlisted candidates – deciding on candidate to offer job – drawing up contract of employment – in the case of a professional manager the business will need to advertise in media likely to be seen by retail professionals – or they could use an employment agency – or more likely a head-hunter/recruitment specialist – this will be the most expensive option as the headhunter will have to be paid a high fee – but it will save the business money in the long run as they will not have to spend time/resources doing the recruitment themselves.</p>
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1 - 3	<p>Candidate shows some knowledge and understanding of the general ways of recruiting shop staff, but makes little distinction between the recruitment of a manager and the recruitment of other staff; answer likely to be subjective and general, possibly based on personal experience rather than learning.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation and is difficult to comprehend. Spelling, punctuation and the rules of grammar are used with little accuracy.</p>
Level 2	4 - 6	<p>The candidate applies their knowledge and starts to show some understanding that the recruitment process for a paid manager is likely to be a formal process; the answer may mix up features of these different areas of recruitment, and the different needs of the business.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation and is difficult to comprehend. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 3	7 - 9	<p>The candidate starts to discuss the differences between the recruitment process for an employed/salaried manager, the more formal process, likely to be managed centrally from head office, the need for professional experience etc., and separates this from the less formal recruitment of other staff which is likely to be done locally to the particular shop.</p> <p>The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 4	10 - 12	<p>The candidate identifies clearly the difference processes likely to be used for recruiting a salaried shop manager and shows an</p>

		<p>awareness of the different requirements for recruiting each type of employee; realistic examples are likely to be used to give further explanation.</p> <p>The candidate uses appropriate specialist terms and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>
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Question Number	Exemplar Responses	Mark Allocation
<p><b>2b)</b> <b>AO2</b> <b>MB1 = 4</b></p>	<ul style="list-style-type: none"> <li>• Retention likely to be more difficult because volunteers do not have the formal commitment of permanent employees – they will not have a contract of employment – so there will be no written terms and conditions to which they must adhere – so they could leave the business whenever they want</li> <li>• Volunteers are just that, they are doing something because they want to rather than because they have to – they are not being paid – so will lose nothing if they leave – so the manager will need to handle them more carefully and not upset them</li> </ul>	<p>1 mark for why (maximum 2 marks) + 1 mark for explanation (maximum 3 marks)</p> <p><b>(4 marks)</b></p>

Question Number	Exemplar Responses	Mark Allocation
<p>2c)  AO3  MB1 = 2  MB2 = 2</p>	<ul style="list-style-type: none"> <li>• It will strengthen it – and make their prospects of employment that much better - because The Duke of Edinburgh Award Scheme is recognised nationally as something that increases the character and determination of people that gain the award - they can then bring the experience they gain from the award scheme to an employer</li> <li>• The Duke of Edinburgh Award needs a lot of work and determined effort to achieve – this is recognised by prospective employers as it has established a good reputation over the years – if this is included in a CV it will show prospective employers that you have the strength of personality to stick with something that is not easy – and make your CV look better than if you had not been doing anything since leaving full-time education</li> </ul>	<p>1 mark for effect</p> <p>1 mark for explaining effect  (maximum 3 marks)</p> <p><b>(4 marks)</b></p>

Question Number	Exemplar Responses	Mark Allocation
<p>2d)  AO1  MB1 = 2  MB2 = 2  MB3 = 2</p>	<p><b><u>Name of Business: Bridget Engineering Systems</u></b>  <b><u>Main Activities: produce high tech components for industry</u></b></p> <p>Mentoring is when an experienced employee is asked to act as an adviser to a new or inexperienced employee – at Bridget Engineering they do this when they take on apprentices – each apprentice is assigned to someone who has worked at the firm for a few years – there is nothing too formal, they meet up from time to time to check that the new employee is OK – and if the new employee has any problems - or does not understand anything about the firm or the job they can just ask their mentor</p> <p><b><u>Name of Business: McDonald's</u></b>  <b><u>Main Activities: burger chain</u></b></p> <p>When someone starts new at my local McDonalds they are told that if they do not understand anything about the job to ask the person who has worked there the longest – this person is expected to give advice or guidance for new employees, in this way they are acting as a mentor – the kind of things the new employee might want to know is what to do with tips – or how many toilet breaks you can take during a shift – the kind of thing that is not spelt out in a contract of employment – these are the kind of things that you can ask a mentor rather than the manager who is likely to be busy with other things</p>	<p>1 mark for example of mentoring</p> <p>1 mark for points of description (maximum 5 marks)</p> <p><b>(6 marks)</b></p>

Question Number	Exemplar Responses	Mark Allocation
<p>2e) AO1 MB1 = 2 MB2 = 2</p>	<p><b><u>Name of Business: Co Op retail</u></b> <b><u>Main Activities: local grocery stores</u></b></p> <p>The Co Op meets its responsibilities by advertising vacancies widely – so that anyone of any age or gender can see the advertisement – they do not discriminate in any way when it comes to selection – they just look for the person who is likely to be best in the particular job that is being advertised</p> <p><b><u>Name of Business: Giuseppe’s Fish &amp; Chips</u></b> <b><u>Main Activities: fish &amp; chip shop and restaurant</u></b></p> <p>Some businesses do not take on young women in case they get pregnant and they have to pay for maternity leave and cover – at Giuseppe’s they do not worry about this and they do employ young women – in fact some of the waitresses have been off on maternity leave – and they come back once they have had the time off that they are allowed</p> <p><u>The Equality Act which came into force on 1 October 2010, relating to Equal Opportunities in Employment, covers:</u></p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Marriage and Civil Partnerships</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion and Belief</li> <li>• Sex</li> <li>• Sexual Orientation</li> </ul> <p>Note: although not listed explicitly, equality will also apply to pay, conditions of employment, etc. as it relates to the above list.</p>	<p>1 mark for example of equal opportunities/potential discrimination in the workplace (maximum 2 marks)</p> <p>1 mark for how business meets its responsibilities to equal opportunity legislation (maximum 2 marks)</p> <p><b>(4 marks)</b></p>

Question Number	Exemplar Responses	Mark Allocation
<p>3a) AO4 MB1 = 2 MB2 = 2</p>	<ul style="list-style-type: none"> <li>• It is a good incentive for a number of reasons, first it means that directors can keep the basic wage low - as there is an opportunity for the manager to earn more if they achieve their target – second, it incentivises the manager to stay with the hospice shop - because the manager will not want to leave as they stand a chance of boosting their wage with the bonus</li> <li>• A bonus is a good incentive because it rewards the manager for a job well done – if there was no incentive there would be no reason to meet the target – but by offering a bonus the sales may exceed the target – as the manager works harder and puts on more promotions to increase sales and make more money for the hospice</li> </ul>	<p>1 mark for reason (maximum 2 marks)</p> <p>1 mark for explaining why it is a good incentive in this situation (maximum 3 marks)</p> <p><b>(4 marks)</b></p>

Question Number	Exemplar Responses	Mark Allocation
<p>3b) AO2 MB1 = 2 MB2 = 2</p>	<ul style="list-style-type: none"> <li>• Volunteers will not get any pay – but they may be expected to be in the shop for as many hours as the manager who is getting paid – in order to avoid any conflict between the volunteers and the manager – the volunteers need to be encouraged to work as long and as hard as required</li> <li>• It may not be very nice, working all day amongst old clothes and second-hand goods – so the volunteers need to have something nice to look forward to – and make their job a little less onerous – so they could be given non-financial incentives such as free tea and coffee to motivate them</li> <li>• If they are not motivated unhappy volunteers can just leave - this could disrupt the staff rota – leaving the shop with too little staff – which will affect the smooth operation</li> </ul>	<p>1 mark for reason (maximum 2 marks)</p> <p>1 mark for points outlining reason (maximum 3 marks)</p> <p><b>(4 marks)</b></p>

Question Number	Exemplar Responses	Mark Allocation
<b>3c)</b> <b>AO3</b> <b>MB3 = 4</b>	<ul style="list-style-type: none"> <li>• The WTR establishes the maximum number of hours that someone should be made to work – they are designed to protect employees/volunteers by limiting the number of hours that they work without breaks – in this way the employee/volunteer is not overworked – and should stay fit and healthy and not be exploited by the employer</li> <li>• Although they are volunteers they still work in a retail shop – this means that they should be protected by the WTR – which limits the hours a person should be made to work – and this should also means that they take breaks</li> </ul>	<p>1 mark for how WTR are designed to protect workers (maximum 2 marks)</p> <p>1 mark for explanation (maximum 3 marks)</p> <p><b>(4 marks)</b></p>

Question Number	Exemplar Responses	Mark Allocation
<b>3d)</b> <b>AO2</b> <b>MB1 = 2</b> <b>MB2 = 1</b> <b>MB3 = 1</b>	<ul style="list-style-type: none"> <li>• Learn new skills</li> <li>• Keep skills up-to-date</li> <li>• Retain work ethic</li> <li>• Retain structure to days until they find permanent employment</li> </ul>	<p>1 mark for each advantage</p> <p><b>(4 marks)</b></p>

Question Number	Exemplar Responses	Mark Allocation
<b>3e)</b> <b>AO4</b> <b>MB1 = 2</b> <b>MB2 = 2</b>	<ul style="list-style-type: none"> <li>As everyone has a duty of care in the workplace - so that they need to follow H&amp;S guidance – this will keep the workplace safe for everyone – so that none of the volunteers or customers get injured</li> <li>Because charity shops are full of things to trip over – so everyone needs to understand how to keep the place safe – as they cannot risk bad publicity if a customer gets injured – and it would be a misuse of the money raised if it had to be paid out as compensation for injury</li> </ul>	1 mark for reason (maximum 2 marks)  1 mark for discussion (maximum 3 marks)  <b>(4 marks)</b>

Question Number	Exemplar Responses	Mark Allocation
<b>3f)</b> <b>AO1</b> <b>MB1 = 2</b> <b>MB2 = 2</b> <b>MB3 = 2</b>	<p><b><u>Name of Business: Dalgliesh Shirts</u></b>  <b><u>Main Activities: make leisure clothing</u></b></p> <p>Frederick Taylor thought that people only work for money – he developed this into the idea of piecework – this means that you get paid for each item that you produce – this is the way it works at Dalgliesh Shirts as each machine operator is paid by the number of shirts that they produce each day – the management do this so that the workers are encouraged to increase their output – and thus lower the works cost for each shirt</p> <p><b><u>Name of Business: Abridge Engineering Ltd</u></b>  <b><u>Main Activities: making fittings for machine tools</u></b></p> <p>At Abridge the machine operatives job has been developed from the ideas of Frederick Taylor as each operative only has to do one task – in the old days each operative was responsible for a range of tasks which resulted in a finished job – now they each only do one thing – Taylor said that this would make production more efficient – it has also had the effect of de-skilling the operatives as none of them can complete a job on their own – which means that Abridge do not have to employ highly skilled people and they can keep the wage bill down.</p>	1 mark for understanding of theories of Frederick Taylor (maximum 2 marks)  1 mark for how the theories of Frederick Taylor are used to influence the management of employees in named business (maximum 5 marks)  <b>(6 marks)</b>

Question Number	Exemplar Responses	Mark Allocation
<p>3g)  AO1  MB1 = 1  MB2 = 1  MB3 = 2</p>	<p><b><u>Name of Business: Currys</u></b>  <b><u>Main activities: retail electrical goods</u></b>  One example of how Currys has been influenced by consumer protection legislation is that they have to replace any faulty goods that they sell – or offer money back to the customer – rather than blaming any problem on the manufacturer – this means that all staff need to be trained in consumer protection legislation so that they know how to deal with customers who have problems with faulty goods</p> <p><b><u>Name of Business: McDonalds</u></b>  <b><u>Main Activities: fast food outlet</u></b>  Consumer protection legislation affects this business as all the food that they sell must be as described in their advertising – if it is not the customer can complain under the Unfair Trading Regulations – to avoid this the business trains its staff – so that they are aware that they must produce the food just as described in the advertising/promotion/menu</p>	<p>1 mark for example</p> <p>1 mark for how given example has been influenced by consumer protection legislation (maximum 3 marks)</p> <p><b>(4 marks)</b></p>

