

# Mark Scheme (Results)

January 2013

Principal Learning  
Business, Administration and Finance  
(BA207/01)

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## General Marking Guidance

- 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, ie 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.

Question Number	Answer	Mark
<b>1</b>	D	<b>(1)</b>

Question Number	Answer	Mark
<b>2</b>	B	<b>(1)</b>

Question Number	Answer	Mark
<b>3</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>4</b>	D	<b>(1)</b>

Question Number	Answer	Mark
<b>5</b>	A	<b>(1)</b>

Question Number	Answer	Mark
<b>6</b>	<p>1 mark for identifying an appropriate environmental change. Possible responses include:</p> <ul style="list-style-type: none"> <li>• Climate change</li> <li>• Waste management</li> <li>• Renewable sources</li> <li>• Sustainability</li> <li>• Global warming</li> <li>• Concerns over protecting the environment</li> <li>• Floods / droughts</li> </ul> <p>Any other examples of appropriate environmental changes can be accepted.</p> <p style="text-align: right;">(1 x 1)</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>7</b>	<p>The marks are awarded for the links made in the development of the answer as exemplified below. For example:</p> <p>It can increase the cost of borrowing (1) and consumers who have loans, mortgages or credit cards will then have less disposable income to spend and so reducing business revenue (1). It discourages investment/expansion (1) and reduces business confidence (1).</p> <p>Any other relevant impacts can be accepted</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>8(a)</b>	<p>1 mark for 1 advantage and 1 mark for development, for example:</p> <ul style="list-style-type: none"> <li>• Can keep staff (1) so as not to lose the experience (1)</li> <li>• Can save money (1) and not pay out redundancy packages (1)</li> </ul> <p>Accept any reasonable response.</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>8(b)</b>	<p>Employees may feel anxious that they might be targeted later on (1) and might be demotivated (1). They might be sympathetic to their colleagues (1) but might feel awkward working with them (1). They might be motivated to work harder (1) so that they are not singled out in future for pay cuts (1). Some employees may not care (1) because they have kept their job and pay (1).</p> <p>To achieve 4 marks – identify a likely effect an employee whose pay has not been cut by having to work with employees whose pay has been cut (1), with 3 clear links to gain full marks. 3marks – impact identified (1) with 2 clear links 2 marks – effect identified (1) with 1 clear link 1 mark – effect identified</p> <p>Accept any reasonable response.</p>	<b>(4)</b>

Question Number		Indicative Content
<b>8(c)</b>		<p>Negative reactions:</p> <ul style="list-style-type: none"> <li>• Financial worries – paying bills and living expenses</li> <li>• Lifestyle impact</li> <li>• High stress levels</li> <li>• Demotivated</li> <li>• Can't plan for the future</li> <li>• Any redundancy payment may be limited especially if not employed for long</li> </ul> <p>Positive reactions:</p> <ul style="list-style-type: none"> <li>• Redundancy lump sum</li> <li>• Retraining/new skills</li> <li>• Might set up new business</li> <li>• Government benefits will help</li> <li>• Can look for other jobs with better pay and conditions</li> <li>• Spend more time with family</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	At this level there is little knowledge demonstrated of the impact of redundancy on employees. At the top of the level there will be a minimum of 2 reactions given, either positive, negative or both.
<b>2</b>	<b>4-6</b>	There is some understanding of the reactions and a brief discussion is developed. At the bottom of the level these reactions will not be well developed or balanced. At the top of the level both positive and negative reactions will be developed, or one fully developed.
<b>3</b>	<b>7-8</b>	At this level the learner makes a well supported judgement. At the bottom of the level the justification is evident but not so convincing. At the top of the level the answer will be well developed and balanced with a range of both positive and negative reactions being discussed.

Question Number	Answer	Mark
<b>9(a)</b>	<p>One mark for each of two benefits and one mark each for development</p> <ul style="list-style-type: none"> <li>• Reduced business costs (1) due to lower wages would be accepted by the new EU member countries' workers (1)</li> <li>• Improved choice of workforce (1) as there is a greater pool of workers available (1)</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
<b>9(b)</b>	<p>It could be argued that this is step change due to rapid influx of workers (1) from new EU member countries (1) attracted by wage levels (1) which has not been matched by an outflow of UK workforce to other EU countries (1).  It may be argued that this is not a step change (1) because it has happened over a period of time (1) and there has been no sudden jump in the workforce in that period (1) and is thus an incremental change (1).</p> <p>Accept any reasonable response.</p>	<b>(4)</b>

Question Number	Indicative Content	
<b>9(c)</b>	<p>Positive factors include:</p> <ul style="list-style-type: none"> <li>• Interchange and understanding of cultures</li> <li>• Encourage development of existing skills by learning from incoming workforce</li> <li>• Encourage new and further training to match the skills of the incoming workforce</li> <li>• Opportunities for UK workers to work in other EU countries</li> </ul> <p>Negative factors include:</p> <ul style="list-style-type: none"> <li>• Less job opportunities as a increased workforce available</li> <li>• Salary levels could decline as eastern EU workers may accept less pay</li> <li>• Working conditions may be reduced as eastern EU workers may accept these</li> <li>• Increased likelihood of redundancy/job loss</li> </ul>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	At this level there is little knowledge demonstrated of the impact of freedom of movement on employees. At the top of the level there will be a minimum of 2 impacts given, either positive, negative or both.
<b>2</b>	<b>4-6</b>	There is some understanding of the impacts and a brief discussion is developed. At the bottom of the level these impacts will not be well developed or balanced. At the top of the level both positive and negative impacts will be developed, or one fully developed.
<b>3</b>	<b>7-8</b>	At this level the learner makes a well supported judgement. At the bottom of the level the justification is evident but not so convincing. At the top of the level the answer will be well developed and balanced with a range of both positive and negative impacts being discussed.

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