

# Mark Scheme

Principal Learning

## Business, Administration and Finance (BA207/01)

## 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, 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.

Question number	Answer	Mark
1	A	(1)

Question number	Answer	Mark
2	C	(1)

Question number	Answer	Mark
3	B	(1)

Question number	Answer	Mark
4	C	(1)

Question number	Answer	Mark
5	D	(1)

Question number	Answer	Mark
6	<p>1 mark for identifying an appropriate reason in each category.</p> <p>Possible responses include changes in:</p> <p>(political)</p> <ul style="list-style-type: none"> <li>• Government</li> <li>• Policy</li> </ul> <p>(social)</p> <ul style="list-style-type: none"> <li>• Population (eg ageing, migration)</li> <li>• Attitudes</li> </ul> <p>(legal)</p> <ul style="list-style-type: none"> <li>• Consumer legislation</li> <li>• Employment legislation</li> </ul> <p>Any other appropriate factors can be accepted.</p> <p style="text-align: right;">(3 x 1)</p>	(3)

Question number	Answer	Mark
7	<p>1 mark for each relevant issue.</p> <p>Possible responses include:</p> <ul style="list-style-type: none"> <li>• Concern over climate change</li> <li>• Increases in pollution of the air, land, sea and noise pollution</li> <li>• Increase in congestion on roads as a result of increased distribution</li> <li>• Environmental degradation, eg soil erosion</li> <li>• Deforestation</li> </ul> <p>Any other appropriate ways related to the environment can be accepted.</p> <p style="text-align: right;">(2 x 1)</p>	(2)

Question number	Answer	Mark
8 (a)	<p>1 mark for each factor.</p> <p>Factors include:</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Consumer behaviour</li> <li>• Social habits</li> <li>• Music downloading</li> <li>• Peer-to-peer file sharing</li> <li>• Development of personal MP3 players</li> </ul> <p style="text-align: right;">(2 x 1)</p>	(2)

Question number	Answer	Mark
8 (b)	<p>In each case the demand for the traditional products EMI is offering has changed. The marks are awarded for the links made in the development of the answer, as exemplified below. In the case of changing consumer behaviour, for example:</p> <p><i>Consumers do not want to buy whole albums but are choosing specific songs from an album (1). As a result the demand for products like CDs has fallen, sales revenue will fall (1) and, assuming costs remain the same, profit levels will fall (1).</i></p> <p>The key is to look for the direct relationship between the change and how it leads to the fall in profit.</p>	(3)

Question number	Indicative content	
8 (c)	<p>The developments in technology have been relatively quick given the fact that the internet is still quite young. It could be argued therefore that this is a step change. However, learners might argue that these changes have occurred gradually over a period of time and that the music industry has been slow to respond (which is implied in the evidence). This is an equally valid argument.</p> <p>The focus of the assessment is on making a judgement and offering appropriate support for that judgement and on understanding the terms rather than any suggestion of a 'right' answer.</p>	
Level	Mark	Descriptor
No mark	0	Non-rewardable material
Level 1	1-3	<p>A judgement is provided with some support at the top end of the band but little use is made of the evidence and the candidate's own knowledge. There is little or no justification for the judgement given.</p> <p>The argument makes some limited use of appropriate terminology and concepts and the presentation is confused.</p>
Level 2	4-6	<p>A judgement is provided which is well supported by reference to the evidence and the candidate's knowledge. There is a clear justification at the top end of the band for the answer and support is given for the justification. At the lower end the justification is weaker.</p> <p>The argument is presented in a logical manner and makes appropriate use of terms and concepts.</p>

Question number	Answer	Mark
8 (d)	<p>1 mark for choosing a way.</p> <p style="text-align: right;">(1)</p> <p>For the way chosen:</p> <p>1 mark for identifying an advantage. 1 mark for an analysis that offers some development of how the chosen way would help to alleviate EMI's problems, with specific reference to the problems, eg high costs, low sales.</p> <p style="text-align: right;">(2)</p> <p>1 mark for identifying a disadvantage. 1 mark for some analysis of how this results in a disadvantage to EMI, with reference made to the specific problems facing EMI.</p> <p style="text-align: right;">(2)</p>	(5)

Question number	Answer	Mark
9 (a)	<p>1 mark for each effect.</p> <p>Possible responses might include:</p> <ul style="list-style-type: none"> <li>• Changing work practices</li> <li>• Possible requirement to relocate</li> <li>• Having to get used to new ways of working</li> <li>• A new and different leadership regime</li> <li>• Coping with the loss of colleagues as a result of job losses</li> <li>• Possible impact on motivation and morale</li> </ul> <p>(2 x 1)</p>	(2)

Question number	Answer	Mark
9 (b)	<p>Workers could react in a number of ways:</p> <ul style="list-style-type: none"> <li>• Fear of change and the possible loss of their job</li> <li>• Anxiety - as hinted in the evidence</li> <li>• Possible excitement at the possibilities that might lie ahead</li> <li>• Anger and an unwillingness to accept the change</li> <li>• Acceptance that change is going to happen and a desire to try to support the changes for the good of the business</li> </ul> <p>The marks will be gained for the links that candidates show in the explanation they give. For example:</p> <p><i>Workers will be very angry at the changes (1) because they fear that they might be one of the people to lose their jobs (1). If they lose their job it will affect their income and their standard of living (1).</i></p>	(3)

Question number	Indicative content	
9 (c)	<p>An increase in staff turnover rates might be an indication that staff were unhappy and demotivated. As a result, more staff leave and EMI might find that it becomes harder to retain staff in the face of the changes they are making. Staff surveys could reveal the attitudes and feelings of staff and be a useful source of information for the company to use to assess the effect of the changes it is making.</p> <p>Staff turnover rates might only give limited information: staff may leave for a variety of reasons and whilst it does provide quantitative information, it not does not give much by way of qualitative information.</p> <p>Staff surveys have the advantage of giving qualitative information if designed properly. They may, therefore, be very useful for EMI in assessing the changes but it will depend on how accurately and how honestly staff respond. The survey will have to be anonymous and staff will have to feel that they will not be punished for expressing views which EMI might not like.</p>	
Level	Mark	Descriptor
No mark	0	Non-rewardable material
Level 1	1-3	One appropriate way will be selected and the candidate will be able to show how this way is used to measure the impact on staff of changes. At this level the extent of any examination will be very limited. At the top of the level there will be an assumption that the method will work without examining any of the assumptions that underlie the method. At the bottom of the level it is likely that just the method will be given with little more offered. As a result, any judgement will be simplistic at best in this level if present at all.
Level 2	4-6	One appropriate way will be selected and the candidate will show some understanding of how this way is used to measure the impact on staff of changes. At this level there will be some weak evaluation of the extent to which this way can measure the impact and there may be an assumption that the chosen way will automatically do so without any recognition of the extent to which it might disguise the true feelings of staff. At the bottom of this level the argument will be especially weak, with little attempt to justify the assumption.
Level 3	7-9	One appropriate way is selected and the candidate is able to show how this enables the business to measure the impact on staff. At the top of the level the answer will clearly make reference to the extent to which the chosen way will help to accurately assess the impact on workers. The associated judgement will be well supported using the candidate's own knowledge and any part of the evidence. At the bottom of the level there will be some hint at the extent to which the way will assess the impact accurately but the support will be weaker.