

# Mark Scheme

Principal Learning

## Business, Administration and Finance (BA308/01)

## 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	C	(1)

Question number	Answer	Mark
2	D	(1)

Question number	Answer	Mark
3	A	(1)

Question number	Answer	Mark
4	D	(1)

Question number	Answer	Mark
5	A	(1)

Question number	Answer	Mark
6 (a)	<p>The response is judged on the quality of the argument given to support the decision on whether the factor is influential or not. There will be other examples given by learners to justify their answers. These can be accepted if they are reasonable and relate to the context and the question.</p> <p>Possible answers if 'Yes':</p> <ul style="list-style-type: none"> <li>An ageing population may change the pattern of demand (1). Elderly people may be more reluctant to change their vehicle as they may have less disposable income or are satisfied with what they have (1) this leads to a fall in demand as they do not change their cars as regularly as they would if they were earning an income (1).</li> </ul> <p>Possible answers if 'No':</p> <ul style="list-style-type: none"> <li>Elderly people now tend to have more disposable income (1) this might help boost car sales rather than reduce them (1). Some elderly people may change their vehicle to something smaller and more efficient; the nature of demand might change but not the level (1).</li> </ul>	(3)

Question number	Answer	Mark
6 (b)	<p>The response is judged on the quality of the argument given to support the decision on whether the factor is influential or not. There will be other examples given by learners to justify their answers. These can be accepted if they are reasonable and relate to the context and the question.</p> <p>Possible answers if 'Yes':</p> <ul style="list-style-type: none"> <li>• GM may not have kept up with the competition (1) and its vehicles may not be seen as being as up to date or stylish as the competition (1) so it may lose market share to its rivals (1).</li> </ul> <p>Possible answers if 'No':</p> <ul style="list-style-type: none"> <li>• The evidence suggests that Ford is also facing major losses (1) so this would suggest that it is also facing difficulties, suggesting external rather than internal problems are causing the difficulties (1). This implies that all car manufacturers are in a similar position to GM and so the major influence is unlikely to be competition (1).</li> </ul>	(3)

Question number	Answer	Mark
6 (c)	<p>The response is judged on the quality of the argument given to support the decision on whether the factor is influential or not. There will be other examples given by learners to justify their answers. These can be accepted if they are reasonable and relate to the context and the question.</p> <p>Possible answers if 'Yes':</p> <ul style="list-style-type: none"> <li>• The evidence points to a slowdown in the economy (1) and as a result there may be concern amongst consumers that they may lose their jobs (1) as a result they have less confidence to spend on 'big ticket' items like cars, and so demand falls (1).</li> </ul> <p>Possible answers if 'No':</p> <ul style="list-style-type: none"> <li>• The evidence points to the change in demand from SUVs to smaller vehicles (1) GM appears to have been slow to respond to this changing need (1) as a result the fall in sales could be because it is not meeting consumer needs and is producing the wrong products (1).</li> </ul>	(3)

Question number	Answer	Mark
7	<p>Up to 3 marks are available for each appropriate advantage, and up to 3 marks for each appropriate disadvantage.</p> <p>Possible advantages of customer feedback:</p> <ul style="list-style-type: none"> <li>• Opportunities to better understand customer needs (1) this would help the business to change from producing products like SUVs which are falling in popularity (1) and switch to products that consumers want. Customer feedback, therefore, is a useful part of market research (1).</li> </ul> <p style="text-align: right;">(3)</p> <p>Possible disadvantages of customer feedback:</p> <ul style="list-style-type: none"> <li>• The feedback may not be representative of all consumers (1), the market research has to be reliable and accurate and supported by other information (1) if not, GM might spend large sums investing in new models only to find that there may not be a market for the product (1).</li> </ul> <p style="text-align: right;">(3)</p>	(6)

Question number	Answer	Mark
8 (a)	<p>1 mark for the identification of each reason and 1 mark for some development, for example <i>people may resist because they fear the outcome (1) and worry about how they will be affected (1)</i>.</p> <p>Possible reasons include:</p> <ul style="list-style-type: none"> <li>• Self-interest of the individual</li> <li>• Misunderstanding the reasons/necessity for change</li> <li>• Inability to cope with or tolerate change</li> <li>• Fear of the outcome of the situation</li> <li>• Lack of knowledge about the reasons for change</li> </ul> <p style="text-align: right;">(2 x 2)</p>	(4)

Question number	Indicative content	
8 (b)	<p>The command word in the question is 'assess' so the emphasis in marking should be on identifying the evaluative skills demonstrated in the answer.</p> <p>Possible ways to overcome resistance to change may include:</p> <ul style="list-style-type: none"> <li>• Providing education and improving communication within the organisation</li> <li>• Involving workers in the decision-making process</li> <li>• Offering support through the change process</li> <li>• Involving workers in discussions about change to get their agreement for the nature of the change</li> <li>• Coercion.</li> </ul>	
Level	Mark	Descriptor
No mark	0	Non-rewardable material
Level 1	1-4	Two ways are given but there is little supporting analysis. A judgement is provided but with little or no justification. The argument makes some limited use of appropriate terminology and concepts. The presentation of the argument will be limited, possibly with confused understanding. One way may be given with some good developed analysis and some reasoned evaluative comment. This could achieve 4 marks.
Level 2	5-8	Two ways are given, with some analysis of each, to explain how resistance to change can be overcome. The answer is clearly applied to a GM (or a similar large company) and the learner makes clear, evaluative statements about the degree to which the identified way will help overcome resistance to change. Judgements made will have some support and at the top of the band will be clearly linked to a large organisation. For example, there may be comments about the difficulties of doing so due to the size of an organisation like GM. The argument is presented in a logical manner and makes appropriate use of terms and concepts.

Question number	Answer	Mark
9 (a)	<p>1 mark for the identification of an advantage or disadvantage, and 1 mark for some development of each. There are other answers besides the ones suggested below, but the mark allocation will be similar to that indicated.</p> <p>Possible advantages include:</p> <ul style="list-style-type: none"> <li>• Despite the cut in benefits and bonuses, the reasons for the decision may be to keep workers in a job (1). Without this sacrifice more workers may be affected by redundancies or even possible closure (1).</li> </ul> <p>Possible disadvantages include:</p> <ul style="list-style-type: none"> <li>• Workers losing their benefits and bonuses will effectively cut their income (1). This may lead to a fall in motivation and morale (1).</li> </ul> <p style="text-align: right;">(2 x 2)</p>	(4)

Question number	Answer	Mark
9 (b)	<p>1 mark for the identification of an advantage or disadvantage, and 1 mark for some development of each. There are other answers besides the ones suggested below, but the mark allocation will be similar to that indicated.</p> <p>Possible advantages include:</p> <ul style="list-style-type: none"> <li>• The cut in bonuses might send appropriate signals to the market about the intentions of GM (1). This could help boost the share price (1).</li> </ul> <p>Possible disadvantages include:</p> <ul style="list-style-type: none"> <li>• The cut in benefits and bonuses may impact on the morale and motivation of workers (1). This could reduce productivity and be counter-productive worsening the situation for the company (1).</li> </ul> <p style="text-align: right;">(2 x 2)</p>	(4)

Question number	Indicative content	
10	The choice made by the learner is largely irrelevant. The emphasis of the marking should be on the quality of the argument presented and the skills demonstrated.	
Level	Mark	Descriptor
No mark	0	Non-rewardable material
Level 1	1-4	One appropriate way will be selected and the learner will be able to show how this is used to manage the response to changes. At the top of the level there will tend to be an assumption that the method will help the worker to manage the change without an assessment of the underlying assumptions. At the bottom of the level it is likely that just the way will be given with little more offered. As a result, any judgement will be simplistic at best in this level if it is present at all.
Level 2	5-7	One appropriate way will be selected and the learner will show some understanding of how it is used to manage the response to the changes being made at Ford or GM. At this level there will be some weak evaluation of the extent to which this way can manage change and there may be an assumption that it will automatically do so without any recognition of the extent to which such a way might work. At the bottom of this level the argument will be weak with little attempt to justify the assumption.
Level 3	8-10	One appropriate way is selected and the candidate is able to show how it enables the worker to manage their response to change. At the top of the level the answer will clearly make reference to the <i>extent</i> to which the chosen way will help the worker to manage change. The associated judgement will be well supported using the learner'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.