



**General Certificate of Education (A-level) Applied
June 2011**

Applied Business

BS12

**(Specification
8611/8613/8616/8617/8619)**

Unit 12: Managing People (External Test)

Report on the Examination

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General Comments

Clearly, students engaged with the items and, in some instances, were able to use their own experience to comment on the management styles used. The weaker areas were identifying types of decisions, management skills and power. Students also need to understand the requirement to relate their answers to the material in the item.

Question One

- (a) (i) Most students had a basic understanding of a paternalistic style of leadership. For full marks, both the caring/supportive nature as well as the desire to make virtually all decisions, needed to be identified.
- (a) (ii) Answers to this question were very mixed. Some students simply restated what a paternalistic style of leadership is (as in the previous question) whilst better students considered in detail why Magda may feel this approach is appropriate for managing the students.
- (b) Students clearly like motivation as a topic. However, many were so focused on demonstrating that they knew all the theories and could apply them that they forgot to answer the actual question set on why there may be a difference in the factors that motivate the sales team and students. For Level 3, it was essential to analyse why there might be a difference.
- (c) Most students clearly have a good understanding of leadership styles. Weaker students talked about leadership styles in a general way. To obtain higher marks they needed to both apply their knowledge to the scenario and also to analyse why a different style was needed for the different staff groups. To score top marks on evaluation, students also needed to state clearly both why Magda's leadership style had to change and to justify the answer given.

Question Two

- (a) (i) Too many students did not appear to have the basic understanding of types of decision to answer this question.
- (a) (ii) Most students identified either decision trees or Critical Path Analysis. Other students tried to talk about statistical process control which, whilst it may be appropriate once the production line was installed, is not a useful technique to decide whether to install the line in the first place.
- (b) Most students could identify some management skills which Peter might need. For higher marks, students needed to consider which skills would be most important - fewer students really addressed this part of the question directly.
- (c) As with the previous question, most students could identify a range of responsibilities which Peter might have, but fewer assessed how this may change compared to his current role in the packhouse. There were, however, some very detailed answers which showed a good appreciation of the way in which his role would change with fewer, but more qualified staff, and a new production process to monitor and manage.

Question Three

- (a) This question was well answered by most students who could both identify the type of power Johnny was using as well as describing it 'in context'. Simply describing a type of power, without any context, held students to Level 1 marks.
- (b) Most students explored a range of appropriate ways in which Helen could try to manage her staff to increase sales. For higher marks, students needed to analyse why the approach they were advocating would work and the impact it would have on staff performance, and thus, sales.
- (c) Many students argued strongly about the pros and cons of Johnny's approach to managing the business. They clearly identified with the item, but some students needed to relate their answers more directly to people-related issues rather than a very general discussion about the impact of Johnny's approach on the business. On the whole, however, this question was answered well with some very good, balanced arguments being made, with most students reaching a firm conclusion on whether or not his approach would work.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

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