GCE

Business Studies

Advanced GCE **F295**

People in Organisations

Mark Scheme for June 2010

Question	Answer	Marks	Rationale
1 (a)	**Using Table 2, calculate the percentage of the total <u>number</u> of holidays sold in May 2009 which were sold by Liz** **Up to two marks** Liz sells 18 Total sold = 27 + 42 + 18 + 33 = 120 **[1]** % number sold by Liz = <u>18 x l00 </u>= 15% **[1]** 120 **NB If correct answer given, award 2 marks.**	**[2]**	If just 15 – with no % give 1 mark. OFR applies. If the numbers are wrong and the method for calculating the percentage is right, give 1 mark.
(b)	**Calculate the difference in the total value of holidays sold in May 2008 and May 2009** **Up to two marks** Total value of holidays sold in 2009 = £254,000 **[1]** and Total value of holidays sold in 2008 = £233,600 Difference = £ 20,400 **[1]** (Also allow as a percentage) 8.73% or 9% if rounded up. **NB If correct answer given, award 2 marks**	**[2]**	If there is no £ sign or if the % is missing, give 1 mark.
2	**Analyse two HR reasons why Stephanie may have sold more holidays than Liz.** Candidates may compare the following: Stephanie may have more experience/been with SG for longer and/or more training/knowledge of the destinations. She may be more senior and, therefore, have priority with customers. She may have built-up repeat customers. She may be better at communication and, therefore, able to sell more holidays. Using the table, the average price of the holidays sold is cheaper than those of Liz therefore, may be easier to sell (though there is no information on any of the actual holidays sold.) Stephanie may be more motivated by money (Tayloristic) than Liz, or her needs are greater (family commitments). Age. Success on training.(see Table 1) There may be different shift patterns that affect sales.	**[6]**	If they have analysed 1 reason, give 5 marks. Similarly give 3 marks for one application at level 2. Once a reason is stated, there needs to be a link from the reason to the number of holidays sold to show analysis.

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	Level 3 Candidate demonstrates analytical skills when considering the reasons for a greater level of sales. ARA in the context of SoonGo. Relatively straight forward ideas have been expressed with some clarity and fluency. Arguments are generally relevant, though may stray from the point of the question.	**[5-6]**	
	Level 2 Candidate is able to apply relevant suggestions as to why Stephanie sold more holidays. Some simple ideas have been expressed in an appropriate context.	**[3-4]**	
	Level 1 Candidate offers relevant theoretical knowledge only. Some simple ideas have been expressed.	**[1-2]**	
3	**Analyse two ways in which data protection legislation may affect the operation of SG.** References to the Data Protection Act of 1998 or any other Data protection legislation. Details of employee's date of birth, bank details, etc. cannot be passed on to a third party without consent of the employee. Therefore change in procedures (cost). The passing of such information has to be 'necessary'. The storage of customer details and its consequences may also be an issue. Cost of storage. Ensuring permission is gained if information passed on. Lack of trust hampering working environment (hygiene factor Herzberg)	**[6]**	Allow answers that consider the consequences to SG. If they have analysed one reason give 5 marks. Similarly, if they have used application for 1 factor give 3 marks.
	Level 3 Candidate demonstrates analytical skills when considering data protection and how it affects SoonGo **Level 2** Candidate is able to apply relevant suggestions as to how SoonGo may be affected	**[5-6]** **[3-4]**	

Question	Answer	Marks	Rationale
	Level 1 Candidate offers relevant theoretical knowledge of Data Protection Legislation only.	**[1-2]**	
4	**Evaluate methods of appraisal that SG could use.** Consideration of the attributes/ skills to be considered within the appraisal: • commitment • initiative • awareness • flexibility • knowledge • planning • cooperation • team player • selling The purpose of appraisal is another acceptable route (eg to identify training needs, bonuses, employee development) as is highlighting the disadvantages of the existing appraisal system. Consideration of what is effective: • cost effective time management • establishing good employer/employee relationships • improving sales • timing and frequency of the appraisal and who conducts it.	**[13]**	Accept consequences of appraisal either for SG or its employees. Do not accept "performance related pay". Do not accept generic advantages and disadvantages. Close reference to the nature of the business is expected to give an answer that is in context.
	Level 4 Candidate demonstrates evaluative skills when discussing the most effective methods of appraisal.	**[9-13]**	
	Level 3 Candidate demonstrates analytical skills when considering the methods of appraisal in the context of the case. Relatively straight forward ideas have been expressed with some clarity and fluency. Arguments are generally relevant, though may stray from the point of the question.	**[6-8]**	

Question	Answer	Marks	Rationale
	Level 2 Candidate is able to apply relevant knowledge of appraisal. Some simple ideas have been expressed in an appropriate context. **Level 1** Candidate offers relevant theoretical knowledge only. Some simple ideas have been expressed.	**[3-5]** **[1-2]**	
5	**Recommend and justify an appropriate strategy for SG to improve its workforce performance measurement criteria.** ARA but may include references to: • productivity • sales by number or value • attendance/absence • customer feedback • absenteeism References to what is wrong with the existing system and the effects upon SG are/is an obvious path.	**[13]**	Developing an appropriate strategy is an acceptable answer, as is a discussion for the process of implementation. Do not accept references to "labour turnover" as a criterion.
	Level 4 Candidate demonstrates evaluative skills when discussing appropriate strategies for improving workforce performance measurement criteria. **Level 3** Candidate demonstrates analytical skills when considering workforce performance measurement criteria.	**[9-13]** **[6-8]**	
	Level 2 Candidate is able to apply relevant suggestions to knowledge of workforce performance criteria. **Level 1** Candidate offers only theoretical knowledge of workforce performance criteria. Some simple ideas have been expressed.	**[3-5]** **[1-2]**	

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Question	Answer	Marks	Rationale
6 *	**Considering HR <u>and other issues</u> should SG end its training programme? Justify you answer.** References to any of the following are relevant. The methods of training available (to compare with on-the-job), off-the job, both internal and external. The cost of training, the training needs of SoonGo, availability of staff and time. Any loss of sales whilst training in operation. Linked references to marketing, finance needs/consequences.	**[18]**	If they only refer to HR, hold to the bottom of the level. Reference to Costs/quality/customer service are sufficient to be classed as another issue (finance/ops man/marketing)
	Level 4 – Level description Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the complex subject matter. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be few, if any, errors of spelling punctuation and grammar.	**[13-18]**	
	Level 3 Candidate demonstrates analytical skills when considering training. Relatively straight forward ideas have been expressed with some clarity and fluency. Arguments are generally relevant, though may stray from the point of the question. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.	**[7-12]**	
	Level 2 Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.	**[3-6]**	
	Level 1 Candidate offers only theoretical knowledge of training. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar which will be noticeable and intrusive. Writing may also lack legibility **NB An answer which only includes or does not include human resources issues should only be awarded the lowest mark in the appropriate level.**	**[1-2]**	