



**General Certificate of Education (A-level) Applied
June 2012**

Applied Business

BS12

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

Unit 12: Managing People (External Test)

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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	Assessment Objectives
	The Assessment Objectives represent those qualities which can be demonstrated in students' work and which can be measured for the purposes of assessment.
AO1 Knowledge, skills and understanding	Students demonstrate knowledge and understanding of the specified content and relevant business skills.
AO2 Application of knowledge, skills and understanding	Students apply knowledge and understanding of the specified content and relevant business skills.
AO3 Research and analysis	Students use appropriate methods in order to obtain and select information from a range of sources to analyse business problems.
AO4 Evaluation	Students evaluate evidence to reach reasoned judgements
Quality of Written Communication	<p>The quality of written communication is assessed in all assessment units where students are required to produce extended written material. Students will be assessed according to their ability to:</p> <ul style="list-style-type: none">• select and use a form and style of writing appropriate to purpose and complex subject matter• organise relevant information clearly and coherently, using specialist vocabulary when appropriate• ensure that text is legible, and that spelling, grammar and punctuation are accurate, so that meaning is clear. <p>The assessment of the quality of written communication is included in Assessment Objective 4.</p>

1

Total for this question: 26 marks

1 (a) Describe the type of leadership style that Bert Tomey uses to manage staff.
(2 marks)

Relevant answers might include the following:

- Bert's style is directive and autocratic by controlling everything which happens in the business (1). He wants to control all expenditure (1).

1 mark for demonstrating understanding of a leadership style (A01) and **1 mark** for context (A02).

1 (b) Explain **one** benefit of using a laissez-faire leadership style with highly skilled staff.
(4 marks)

Level	Descriptor	Marks	Assessment Objective
2	Explains how a laissez-faire style will produce a benefit when managing highly skilled staff.	4–3	AO2
1	Identifies benefit of a laissez-faire style.	2–1	AO1

Relevant answers might include the following:

- a laissez-faire style allows staff to make their own decisions, which on technical issues may well lead to better decisions (L1). As staff are highly skilled they are likely to have technical knowledge (L2).

1 (c) Analyse why Bert has adopted a different leadership style to the laissez-faire style which was previously used at Lightman Products. (8 marks)

Level	Descriptor	Marks	Assessment Objective
3	Uses Item A to analyse factors affecting choice of leadership style.	8–6	AO3
2	Uses Item A to explain the reasons for changing from a laissez-faire leadership style.	5–3	AO2
1	Identifies a reason for changing leadership styles.	2–1	AO1

Relevant answers might include the following:

- this is the style he is comfortable with and/or has used before. He may also not be comfortable retaining the laissez-faire style given the role he has been given
- he was concerned that some staff had been abusing the previous laissez-faire management and this explained why staff performance was so variable
- he may think that the new style will allow him to achieve his objectives of increasing sales and reducing costs by keeping a very close eye on both measures
- he may be using a more directive style to quickly establish his authority in a business with long established staff to challenge them so he can create change.

1 (d) *To what extent do you think that Bert's new leadership style will improve staff performance? Use **Item A** to justify your answer. (12 marks)*

Level	Descriptor	Marks	Assessment Objective
3	Uses Item A to analyse the impact of an autocratic leadership style on staff performance.	5–4	AO3
2	Uses Item A to describe the effect of autocratic leadership style on staff performance.	3–2	AO2
1	Demonstrates understanding of factors affecting staff performance.	1	AO1

There are positives to Bert's approach, it will allow him to:

- control the business better
- make sure all staff are performing well and costs are under control.

However, it also runs the risk of:

- reducing empowerment and motivation
- annoying existing staff who have been used to a different style and thus may reduce their commitment to the business and ultimately their effectiveness
- meaning that the business is not as responsive to customers if every decision has to be referred back to Bert
- proving to be impossible for Bert to deliver if he tries to manage closely over 30 staff.

For **AO4**, you should award marks using the scheme below.

Note that AO4 also assesses students' quality of written communication. When deciding on the AO4 level to be awarded, consider the degree to which the student orders and communicates his/her ideas.

Judgement is being made on the extent to which Bert's new leadership style will improve staff performance.

Level	Descriptor	Marks	Assessment Objective
E3	Offers judgement with weighted justification. Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.	7–6	AO4 and Quality of written communication
E2	Offers judgement with supported justification. Ideas are communicated using a logical structure, with some appropriate technical terms. There are occasional errors in accepted conventions of written communication.	5–3	
E1	Offers limited judgement. Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.	2–1	

2

Total for this question: 28 marks

2 (a) Explain one benefit to Bert of introducing Team Managers into the organisational structure. (4 marks)

Level	Descriptor	Marks	Assessment Objective
2	Explains how the introduction of Team Managers may benefit Bert and/or the business.	4–3	AO2
1	Identifies one potential benefit of introducing Team Managers.	2–1	AO1

Currently, Bert ensures that all major decisions are made by him. The Team Managers would take on some of the management decision making which Bert currently undertakes (L1).

The change to the structure will mean that the three Team Managers make more of the decisions for themselves, which may reduce the pressure on Bert, leading to better decisions (L2).

2 (b) Explain one type of decision which the Team Managers will have to make in the new structure. (4 marks)
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Level	Descriptor	Marks	Assessment Objective
2	Explains the types of decisions which the Team Managers will need to make in context.	4–3	AO2
1	Identifies types of decisions.	2–1	AO1

The Team Managers will have to make:

- both routine and non-routine decisions – routine decisions such as which member of staff will do which job, and non-routine when solving problems that occur
- tactical decisions on how to operate their teams. They may also be involved in strategic decisions but this will not be the main focus of their jobs
- both pro-active and reactive decisions – pro-active in terms of planning ahead but also reactive when dealing with unforeseen problems.

2 (c) Analyse how the **skills** of the three Team Managers will need to change in their new roles. (8 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses why Lightmans' Products' Team Manager's skills will need to change.	8–6	AO3
2	Describes the skills Team Managers will need.	5–3	AO2
1	Identifies management skills.	2–1	AO1

Relevant answers might include the following:

- the change in structure will mean that the Team Managers will need to increase their communication, organisational and interpersonal skills so that they can effectively manage their team
- their technical skills will be less important in their new roles but it will still be useful to have technical skills so that they can manage the team effectively.

2 (d) Why was Bert wrong to assume that all three Team Managers would be motivated by promotion? Use **Item B** to justify your answer. (12 marks)

Level	Descriptor	Marks	Assessment Objective
3	Uses Item B to analyse factors motivating the Team Managers.	5–4	AO3
2	Uses Item B when describes factors motivating the Team Managers.	3–2	AO2
1	Identifies motivational factors.	1	AO1

Relevant answers might include the following:

- different staff are motivated by different factors and aspirations
- personal circumstances will affect how staff react to their job role
- not all staff want to do the same jobs, in this case Carlos appears to be much happier doing his technical job
- Bert is only proposing a 12-month trial but is expecting staff to make major changes such as moving house based on this.

Students can use motivational theory to support their answers.

For **AO4**, you should award marks using the scheme below.

Note that AO4 also assesses students' quality of written communication. When deciding on the AO4 level to be awarded, consider the degree to which the student orders and communicates his/her ideas.

Judgement is being made the extent to which the three Team Managers would be motivated by promotion.

Level	Descriptor	Marks	Assessment Objective
E3	Offers judgement with weighted justification. Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.	7–6	AO4 and Quality of written communication
E2	Offers judgement with supported justification. Ideas are communicated using a logical structure, with some appropriate technical terms. There are occasional errors in accepted conventions of written communication.	5–3	
E1	Offers limited justification. Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.	2–1	

3

Total for this question: 26 marks

3 (a) Describe **two** management functions which Ben will need to perform in his role as Operations Manager at Samanda Catering. (4 marks)

Level	Descriptor	Marks	Assessment Objective
2	Describes the functions Ben will need to perform in context.	4–3	AO2
1	Identifies functions of management.	2–1	AO1

Relevant answers might include the following:

- planning staff input to the business and operational issues
- organising staff to ensure efficient operation of the business
- monitoring and evaluating staff and business performance
- reporting on progress at the company to Sally, the owner.

3 (b) Using **Item C**, explain why some staff would be reluctant to take orders from Ben. (8 marks)

Level	Descriptor	Marks	Assessment Objective
3	Uses Item C to explain why staff are reluctant to take orders.	8–6	AO3
2	Uses Item C when describing why staff are reluctant to take orders.	5–3	AO2
1	Demonstrates understanding of why staff are reluctant to take orders.	2–1	AO1

Relevant answers might include the following:

- position power does not guarantee that staff will accept the authority of a manager
- position power is only based on the role that a manager has, and some staff will question this if they do not feel the manager understands the business
- in this case, Ben is seen as having a background in the car sector and therefore staff do not think he has the skills needed to manage the business.

3 (c) *Is Sally correct to think that staff will soon get used to Ben's appointment and start to respect his management of the business? Use **Item C** to justify your answer.* (14 marks)

Level	Descriptor	Marks	Assessment Objective
3	Uses Item C to analyse Ben's source of power and authority.	7–5	AO3
2	Uses Item C to describe Ben's power and authority.	4–2	AO2
1	Identifies aspects of power or authority and respect.	1	AO1

Relevant answers might include the following:

- staff do not respect him now because he is seen as lacking catering experience but, over time, his experience will increase and this will help him gain the respect of the staff
- many staff do not like change but this may reduce over time if Ben shows he is a good manager
- if Ben's changes help to make the business more successful, staff should start to respect this.

For **AO4**, you should award marks using the scheme below.

Note that AO4 also assesses students' quality of written communication. When deciding on the AO4 level to be awarded, consider the degree to which the student orders and communicates his/her ideas.

Judgement is being made on the extent to which Ben can gain power and authority.

Level	Descriptor	Marks	Assessment Objective
E3	Offers judgement with weighted justification. Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.	7–6	AO4 and Quality of written communication
E2	Offers judgement with supported justification. Ideas are communicated using a logical structure, with some appropriate technical terms. There are occasional errors in accepted conventions of written communication.	5–3	
E1	Offers limited judgement. Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.	2–1	