Mark Scheme (Results)

June 2019

BTEC Level 3 National in Business /
Enterprise and Entrepreneurship
Unit 6/12: Principles of
Management (31588H)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.
Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.
Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere
Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Unit 6: Principles of Management – sample mark grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which the marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1 E1: Managing Change
Understanding the need to manage change, how to manage change successfully, Factors and stakeholders that will influence change, Recommendations – actions to manage change

AO1: potential data/ information
General: Internal and external reasons for change. Success of changes. Need to involve stakeholders. Cause of anxiety. Resistance to change, and analysis of Figure 1Why resistant to change. Does not necessarily mean redundancies. Reduces motivation. Analysis of Fig 2

CCL: Why changes occurred. Outcomes of the changes. Staff unhappy with last change. Differences in viewpoints - Employees say poorly communicated. Directors say clearly communication. Loss of motivation. Uncertainty. Loss of trust in management. Appraisal issues.

Few/ if any references & no detail, some references lacking detail, regular references, sustained references

Generic, partially generic, relevant, entirely relevant

No conclusions, Lacks balance in conclusions, balanced conclusions, balanced conclusions

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Information/data analysis and interpretation	0	1–3	4–6	7–9	10–12
	No rewardable material.	• References will be made to the case study but they will lack detail and relevance to the context. • Analytical approach is limited and any conclusions provided are generic.	• References will be made to the case study but in places will lack direct relevance to the context. • Analytical approach leads to conclusions being provided but may lack balance and/or relevance in places.	• References will be made to the case study which are relevant to the context. • Detailed analytical approach leads to relevant and balanced conclusions.	• Sustained references will be made to the case study which are entirely relevant to the context. • Detailed analytical approach leads to entirely relevant and balanced conclusions.

AO2: Potential principles: Managing change – why, need to, how to, successful management of change. Internal and external factors influencing change. Stakeholders – owners, managers, customers, employees, government, regulators, competitors – unlikely to be others. How they influence change.
Appraisal. Training. Structure. Hierarchy. Staff turnover. Diversification

Business Goals: Diversification into gift shop. Expansion. Introduction of further change. Manage the change successfully inc. improvements in performance appraisal.

Little or no development, some development, developed

Generic, some application, applied, fully applied

Not linked to goals, some links to goals, clear links to goals, good links to goals

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Key principles of management	**0**	**1–3**	**4–6**	**7–9**	**10–12**
	No rewardable material.	• Learners provide some key management principles but there is little development/ explanation relevant to context.	• Learners provide relevant key management principles, with development/ explanation relevant to context and business goals.	• Learners provide relevant key management principles, with clear linkage to context and business goals.	• There is comprehensive coverage of relevant rationalised key management principles in context and linked to business goals.

AO3: Recommendations/ suggested approaches: Need for effective planning, positivity on introduction, communicate effectively, employee input throughout from beginning to end – planning – implementation, clear direction from senior leaders, own the changes, build the case for 'Why' the change is needed, define SMART goals, track key measures, build motivation throughout the process, cost it fully including potential follow through actions. Staff involvement. Training after restructure

Business Goals: Diversification into gift shop. Expansion. Introduction of further change. Manage the change successfully inc. improvements in performance appraisal.

Generic/ unrealistic, may be generic/ unrealistic, appropriate and applied, entirely appropriate and applied
Not in context, generally in context of goals, in context of goals, in context of goals

Little if any justification of recommendations, some justification of recommendations, justified recommendations, justified recommendations.

Not balanced, not/ some balanced, mostly balanced, balanced

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Suggested alternative management approaches	**0**	**1–3**	**4–6**	**7–9**	**10–12**
	No rewardable material.	• Suggested alternative approaches to management are generic and/or unrealistic in the context of the scenario. • Any justifications for alternative approaches are limited in the context of business goals.	• Suggested alternative approaches to management are appropriate but may occasionally be generic and/or unrealistic in the context of the scenario. • Justifications for alternative approaches are provided and generally in the context of business goals.	• Suggested alternative approaches to management are appropriate and applied mostly in context. • Justifications for alternatives offered are mostly balanced and in the context of business goals.	• Suggested alternative approaches to management are entirely appropriate and applied in context. • Balanced justification for alternative suggestions made and in context of business goals.

AO4: Usually - Introduction, scene setting, issues, possible solutions, recommendations, conclusions OR, Introduction, scene setting, issue 1, possible solution 1, issue 2, possible solution 2, etc., recommendations, conclusions

Does it flow logically?

Main principles covered?

Communication errors – 4 is not perfect but not intrusive

Management terminology used?

No, few, some, lots (reverse for communication errors)

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Structure/ Presentation	**0**	**1–2**	**3–4**	**5–6**	**7–8**
	No rewardable material.	- The response lacks structure, with isolated references to management principles and/or concepts. - Contains many communication errors. - Uses generic management terminology of limited relevance.	- The response has a basic structure and attempts to apply relevant management principles and/or concepts. - Contains occasional communication errors. - Contains references to appropriate management terminology.	- The response has a logical structure and applies a variety of relevant management principles and/or concepts. - Contains few communication errors. - Uses relevant management terminology.	- The response is well written and has a logical structure. Applies a variety of relevant management principles and concepts. - Contains no communication errors. - Appropriate management terminology is used throughout.

Activity 2: potential data/ information:
Purpose, types and impact of performance appraisals that CCL could use.
Recommendations – improvements to the performance appraisal process

AO5: General: Purpose, types and impact of performance appraisals that CCL could use. Changes in ways that organisations conduct performance appraisals, outcomes of effective appraisals, e.g. Adobe
CCL: Use of performance appraisals to identify staff to redeploy/ make redundant. Problems found in their process. Unexpected costs – recruitment and selection, relocation, retraining (may put in activity)

Few/ if any references & no detail, some references lacking detail, regular references, sustained references

Generic, partially generic, relevant, entirely relevant

No conclusions, Lacks balance in conclusions, balanced conclusions, balanced conclusions

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Information/data analysis and interpretation	**0**	**1–3**	**4–6**	**7–9**	**10–12**
	No rewardable material.	• References will be made to the case study but they will lack detail and relevance to the context. • Analytical approach is limited and any conclusions provided are generic.	• References will be made to the case study but in places will lack direct relevance to the context. • Analytical approach leads to conclusions being provided but may lack balance and/or relevance in places.	• References will be made to the case study which are relevant to the context. • Detailed analytical approach leads to relevant and balanced conclusions.	• Sustained references will be made to the case study which are entirely relevant to the context. • Detailed analytical approach leads to entirely relevant and balanced conclusions.

AO6: Potential principles: Purpose – to set individual and group targets, assess individual and group performance, provide employee feedback, identify training needs. Types – self assessment, management by objectives, 360° appraisal, use of rating scales. Impact – on the individual- motivation, clarity, take responsibility, impact on teamwork; on the organisation- improved communications between employee and managers, encourage good work/ improvement, improve decision making.

Business Goals: Diversification into gift shop. Expansion. Introduction of further change. Manage the change successfully inc. improvements in performance appraisal.

Little or no development, some development, developed

Generic, some application, applied, fully applied

Not linked to goals, some links to goals, clear links to goals, good links to goals

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Key principles of management	**0**	**1–3**	**4–6**	**7–9**	**10–12**
	No rewardable material.	• Learners provide some key management principles but there is little development/ explanation relevant to context.	• Learners provide relevant key management principles, with development/ explanation relevant to context and business goals.	• Learners provide relevant key management principles, with clear linkage to context and business goals.	• There is comprehensive coverage of relevant rationalised key management principles in context and linked to business goals.

AO7: Recommendations/ suggested approaches: Change to weekly check ins/ on the job conversations, improved record keeping, set standards, key questions/ responses required, set procedures and processes with measurable action points for the process.

Business Goals: Diversification into gift shop. Expansion. Introduction of further change. Manage the change successfully inc. improvements in performance appraisal.

Generic/ unrealistic, may be generic/ unrealistic, appropriate and applied, entirely appropriate and applied
Not in context, generally in context of goals, in context of goals, in context of goals

Little if any justification of recommendations, some justification of recommendations, justified recommendations, justified recommendations.

Not balanced, not/ some balanced, mostly balanced, balanced

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Suggested alternative management approaches	0	1–3	4–6	7–9	10–12
	No rewardable material.	• Suggested alternative approaches to management are generic and/or unrealistic in the context of the scenario. • Any justifications for alternative approaches are limited in the context of business goals.	• Suggested alternative approaches to management are appropriate but may occasionally be generic and/or unrealistic in the context of the scenario. • Justifications for alternative approaches are provided and generally in the context of business goals.	• Suggested alternative approaches to management are appropriate and applied mostly in context. • Justifications for alternatives offered are mostly balanced and in the context of business goals.	• Suggested alternative approaches to management are entirely appropriate and applied in context. • Balanced justification for alternative suggestions made and in context of business goals.

AO8: Usually - Introduction, scene setting, issues, possible solutions, recommendations, conclusions OR, Introduction, scene setting, issue 1, possible solution 1, issue 2, possible solution 2, etc., recommendations, conclusions

Does it flow logically?

Main principles covered?

Communication errors – 4 is not perfect but not intrusive

Management terminology used?

No, few, some, lots (reverse for communication errors)

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Structure/ Presentation	**0**	**1–2**	**3–4**	**5–6**	**7–8**
	No rewardable material.	• The response lacks structure, with isolated references to management principles and/or concepts. • Contains many communication errors. • Uses generic management terminology of limited relevance.	• The response has a basic structure and attempts to apply relevant management principles and/or concepts. • Contains occasional communication errors. • Contains references to appropriate management terminology.	• The response has a logical structure and applies a variety of relevant management principles and/or concepts. • Contains few communication errors. • Uses relevant management terminology.	• The response is well written and has a logical structure. Applies a variety of relevant management principles and concepts. • Contains no communication errors. • Appropriate management terminology is used throughout.