

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Diploma Advanced Level

MARK SCHEME for the October 2010 question paper
for the guidance of teachers

CAMBRIDGE INTERNATIONAL DIPLOMA IN BUSINESS
5175 Human Resource Management, maximum mark 100

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Page 2	Mark Scheme: Teachers' version	Syllabus
	Cambridge International Diploma – October 2010	5175

- 1 (a) Explain the *meaning* of HRM. [5]

Level 1 (0–3 marks)

The candidate will provide a general account or the correct definition but incomplete or with mistakes – *the process for creating and maintaining relationships between the people who work for and with them and between organisations.*

Level 2 (4–5 marks)

The candidate will provide examples of where ABZ have applied the meaning of HRM.

- (b) Explain the *purpose* of HRM. [5]

Level 1 (0–3 marks)

The candidate will provide a general account or will only quote one part of the purpose – *providing the right mix of skills, controlling the costs of employment (to include wages, salaries, support costs and social costs); the ability to react to change.*

Level 2 (4–5 marks)

The candidate will provide examples of where ABZ have followed the purpose of HRM.

- (c) Explain, using the evidence in the case study, why the unions believe that ABZ are concentrating on the purpose rather than the meaning of HRM. [10]

Level 1 (0–4 marks)

The candidate will provide a general answer or may quote the meaning and/or the purpose of HRM without actually answering the question.

Level 2 (5–8 marks)

The candidate will show that ABZ are not building relationships between the workers and the company (meaning) but are solely concerned with – **employment costs, reacting to change, types of contracts.** At the top of this band mention will be made of **no worker representation on committees** and the **general unrest.**

Level 3 (9–10 marks)

The candidate will produce a level 2 answer but will make the point that the ABZ response to the criticism from the trade union actually quotes the purpose and not the meaning, proving that they do not understand the difference.

[Total: 20]

- 2 (a) Explain the features of the labour market according to the trade unions. [5]

Level 1 (0–3 marks)

The candidate will produce a list or provide a mix of the ABZ and trade union view – *The supply of construction workers at the present time is low and so the workers on the project have skills that are in high demand throughout the country.*

Level 2 (4–5 marks)

The candidate will correctly explain both features as they affect ABZ.

Page 3	Mark Scheme: Teachers' version	Syllabus
	Cambridge International Diploma – October 2010	5175

(b) Explain the features of the labour market according to ABZ. [5]

Level 1 (0–3 marks)

The candidate will produce a list or provide a mix of the ABZ and trade union view – **workers are plentiful and the level of skill required is quite low.**

Level 2 (4–5 marks)

The candidate will correctly explain both features as they affect ABZ.

(c) Explain the role of the trade union in this dispute. [10]

Level 1 (0–4 marks)

The candidate will produce a general answer that does not refer to the case study but will explain what a trade union actually does. A list may be produced.

Level 2 (5–8 marks)

The candidate will explain some of the demands of the trade union. At the top of this band they may make the point will be made that the trade union is trying to improve the lives of the workers. – **they want each worker to be paid at a rate that rewards the workers for their skills and qualifications, based on market conditions.**

Level 3 (9–10 marks)

The candidate will produce a level 2 answer but will explain that the trade union is acting as a representative and mediator and is attempting to influence the behaviour of ABZ.

[Total: 20]

3 (a) Describe *three ways* in which the workers' contracts of employment are currently ended on the Cheng Stadium Project. [5]

Level 1 (0–3 marks)

The candidate will produce a list or explain only one in detail – **end of the contract, dismissal, resignation.**

Level 2 (4–5 marks)

The candidate will explain all three ways in which a contract ends at ABZ.

(b) Explain what alternative contracts ABZ might use. [5]

Level 1 (0–3 marks)

The candidate may produce a list or suggest – **fixed term contracts, contracts for specific tasks/projects, contracting out to employment agencies.**

Level 2 (4–5 marks)

The candidate will evaluate the range of alternatives as appropriate to ABZ.

Page 4	Mark Scheme: Teachers' version	Syllabus
	Cambridge International Diploma – October 2010	5175

(c) Explain how ABZ might improve its HR planning. [10]

Level 1 (0–4 marks)

The candidate will produce a general answer that does not refer to the case study and attempts to explain what HR planning is.

Level 2 (5–8 marks)

The candidate will explain **HR skills audits, forecasting future requirements – for skills and timing, supply of skilled staff, lengths of contract**. At the top of this band they recognise that some workers do not have their contract extended but are re-hired after a short period, highlighting the lack of planning.

Level 3 (9–10 marks)

The candidate will produce a level 2 answer and recognise the importance of HR planning if the trade unions view of the labour market is correct.

[Total: 20]

4 (a) Explain how flexitime operates. [5]

Level 1 (0–3 marks)

The candidate will provide a general answer, which explains that workers can come and go when they wish to and that **a total number of hours must be worked**.

Level 2 (4–5 marks)

The candidate will explain the concept of **'core time' and how time off can be accrued, they may also refer to motivation**.

(b) Explain how work is organised by ABZ. [5]

Level 1 (0–3 marks)

The candidate will provide a general, non-technical answer, or simply state **work is organised in project teams**.

Level 2 (4–5 marks)

The candidate will explain how **project teams** operate and explain how they can improve **motivation and job satisfaction**; the quality of the answer will determine the mark.

(c) Explain how ABZ monitor their employees' work. [10]

Level 1 (0–4 marks)

The candidate will talk generally about appraisals with a number of mistakes. **Each worker has a monthly appraisal meeting at which previous targets are discussed and new targets set. This appraisal meeting determines whether a new contract is issued**.

Level 2 (5–8 marks)

The candidate will explain how an appraisal operates, this will be accurate. Reference will be made to SMART targets and suitable examples given at the top of this band.

Level 3 (9–10 marks)

The candidate will consider why ABZ feel their system is a fair way of operating and may propose alternative methods.

[Total: 20]

Page 5	Mark Scheme: Teachers' version	Syllabus
	Cambridge International Diploma – October 2010	5175

5 (a) Explain what fringe benefits ABZ might introduce. [5]

Level 1 (0–3 marks)

The candidate will explain fringe benefits or produce a list – (*subsidised food; social activities; subsidised accommodation*).

Level 2 (4–5 marks)

The candidate will correctly identify sensible, and appropriate to context, fringe benefits that might be used, *not company cars; cheap loans etc.* At the top of this band the candidate will assess the usefulness of each benefit.

(b) Explain the term 'wage differentials'. [5]

Level 1 (0–3 marks)

The candidate will provide a very general, non-technical answer, with errors and omissions – *differences based upon the levels of skill, occupation or region. Reference to skills only will achieve 2 marks.*

Level 2 (4–5 marks)

The candidate will correctly explain the concept of wage differentials and provide examples.

(c) Explain how the nature of work can contribute to workers' motivation at ABZ. [10]

Level 1 (0–4 marks)

The candidate will attempt to explain the concept of motivation and may quote several theories such as those of Mayo etc. There will be errors and omissions. – *job satisfaction, working relationships, recognition, variety, leadership style, levels of responsibility, working conditions.*

Level 2 (5–8 marks)

The candidate will attempt to link motivation or motivation theory to ABZ. At the top of this band they will make the point that many of the conditions *e.g. good working relationships, job satisfaction*, do not exist.

Level 3 (9–10 marks)

The candidate will produce a level 2 answer but will show how theory can be adapted for use by ABZ.

[Total: 20]