

Cambridge Technicals Business

Unit 15: Change management

Level 3 Cambridge Technical in Business
05837 & 05878

Mark Scheme for January 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners must give candidates the benefit of the doubt and mark the crossed out response where legible.

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then zero should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages at the end of the response (and any additional lined pages if present) in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.

7. Assistant Examiners may email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

8. Annotations

Annotation	Meaning
Tick	Valid point, mark awarded
Cross	Incorrect
Question mark	Response unclear
BOD	Benefit of doubt (mark awarded)
TV	Too vague (mark not awarded)
REP	Repetition (no additional marks awarded)
NAQ	Not answered question (incorrect focus)
L1	Level 1 response (identification)
L2	Level 2 response (explanation)
L3	Level 3 response (analysis)
L4	Level 4 response (evaluation)
CONT	Context (required for high L4 award only)
OFR	Own figure rule

9. Subject-specific marking instructions

For Level of Response marked questions marked over 4 levels, the candidate can access at L1 or L2. In either case, they can analyse the point made and proceed directly to L3.

L3 analysis is required before L4 can be accessed.

Question		Answer	Marks	Guidance								
1	(a)	<p>Indicative content:</p> <table border="1"> <tr> <td>Driver:</td> <td>Context:</td> </tr> <tr> <td><u>changing</u> nature of competition/competitor products</td> <td>started to produce sweets suitable for vegetarians</td> </tr> <tr> <td><u>changing/new</u> consumer trends/tastes</td> <td>anti-animal-based ingredients/pro-vegetarian</td> </tr> <tr> <td><u>Changing/ new</u> requirements of customers</td> <td>Supermarkets and convenience stores want to stock more vegetarian products.</td> </tr> </table>	Driver:	Context:	<u>changing</u> nature of competition/competitor products	started to produce sweets suitable for vegetarians	<u>changing/new</u> consumer trends/tastes	anti-animal-based ingredients/pro-vegetarian	<u>Changing/ new</u> requirements of customers	Supermarkets and convenience stores want to stock more vegetarian products.	4	<p>In each case:</p> <p>Two marks for a contextual driver ✓ CONT</p> <p>One mark for a non-contextual driver ✓</p> <p>NB market driver required, do not award other types of driver.</p> <p>Driver must be dynamic, e.g. changing, more, reduce, new, etc.</p>
		Driver:	Context:									
<u>changing</u> nature of competition/competitor products	started to produce sweets suitable for vegetarians											
<u>changing/new</u> consumer trends/tastes	anti-animal-based ingredients/pro-vegetarian											
<u>Changing/ new</u> requirements of customers	Supermarkets and convenience stores want to stock more vegetarian products.											
<p>Exemplar response:</p> <p>Competitors have started to sell different products (1).</p> <p>Competitors have started to sell products that are suitable for vegetarian CONT (2).</p> <p>Consumer tastes have changed (1).</p> <p>Consumer tastes have changed as people are demanding products which do not contain animal-based ingredients CONT (2).</p> <p>Customers want to appeal to changing consumer needs (1)</p> <p>Customers such as supermarkets want to be able to offer consumers more vegetarian options CONT (2).</p>												

Question		Answer	Marks	Guidance
1	(b)	<p>Use levels of response criteria.</p> <p>Responses include:</p> <p>Impact on Customers:</p> <ul style="list-style-type: none"> customers will end up paying more for sweets that are suitable for vegetarians customers no longer need to purchase packet sweets suitable for vegetarians from elsewhere customers can appear more ethical customers wishing to stock products suitable for vegetarians will have more choice customers may experience a delay in their orders being fulfilled (vegetarian products take longer to produce/the company is unfamiliar with the new production processes) <p>Impact on employees:</p> <ul style="list-style-type: none"> employees will be expected to undertake training (some do not want to) employee stress levels may increase due to not knowing what to expect employees will be working with unfamiliar machines/ processes employees have greater opportunity to learn new skills employees may be unhappy and feel compelled to complain about aspects of the change e.g. Having to do training. <p>Exemplar response: Customers will have to pay more for the vegetarian products (L1) which will increase the costs for these businesses (L3).</p>	16	<p>Levels of response</p> <p>Level 4 (13 - 16 marks) Candidate evaluates and justifies whether producing packet sweets that are suitable for vegetarians will have a greater impact on employees or customers.</p> <p>Level 3 (9 - 12 marks) Candidate analyses impact(s) of producing packet sweets that are suitable for vegetarians on employees/customers.</p> <p>Level 2 (5 – 8 marks) Candidate explains impact(s) of producing packet sweets that are suitable for vegetarians on employees/customers.</p> <p>Level 1 (1 – 4 marks) Candidate identifies impact(s) of producing packet sweets that are suitable for vegetarians on employees/customers.</p> <p>L1 – identifies an impact on one of the stakeholders.</p> <p>L2 – any development of the impact (which stops short of being analytical) E.g. reason for impact.</p> <p>L3 – a stakeholder-facing impact (maximum of one L3 per L1/L2 point).</p> <p>L4 - evaluation – a justified decision as to which of the two stakeholders would be affected most.</p>

Question	Answer	Marks	Guidance
	<p>Customers will no longer need to purchase packets of sweets elsewhere (L1) which is convenient for customers (L2) and may save them time (L3).</p> <p>Employees will be asked to undertake training (L1) which will reduce productivity in the short term (L3).</p> <p>Overall, I think the biggest impact of the change will be for customers as they will be able to buy packet sweets that are suitable for vegetarians (CONT) without having to order from elsewhere (L4). Some staff will have to attend training but this is a one-off so it will not impact staff in the long term. In addition, the business employs 3000 staff and not all of these will work in production, so not all staff will be affected by the change (L4).</p>		<p>For level 4, award:</p> <p>13 marks – a justified selection of which of the two stakeholders would be affected most with no context.</p> <p>14 marks – a justified selection of which of the two stakeholders would be affected most including why the second stakeholder was not selected with no context.</p> <p>15 marks – a justified selection of which of the two stakeholders would be affected most, with contextual argument.</p> <p>16 marks – a justified selection of which of the two stakeholders would be affected most including why the second stakeholder was not selected, with contextual argument.</p> <p>CONT – boiled, soured, vegetarian, recipe, animal-based ingredients, 3000, etc. NOT produce/production.</p> <p>NB To access L4, there must be two L3s – one from each stakeholder group (customers and employees).</p> <p>Candidates who only consider one stakeholder group cannot access L4.</p> <p>NB arguments relating explicitly and solely to B2C sales or members of the general public should not be awarded.</p>

Question		Answer	Marks	Guidance										
1	(c)	<p>Indicative content:</p> <table border="1"> <thead> <tr> <th>Non-contextual barrier:</th> <th>Contextual barrier:</th> </tr> </thead> <tbody> <tr> <td>lack of agreement (on the need for change)</td> <td>some staff do not agree that sweets suitable for vegetarians need to be produced</td> </tr> <tr> <td>stakeholder (staff) fear</td> <td>Staff are experiencing fear because production operatives anxious about the training/not know what to expect</td> </tr> <tr> <td>failure of previous change/ initiatives</td> <td>A previous initiative failed - the website redesign was not a success</td> </tr> <tr> <td>poor leadership</td> <td>Better communication from leadership required/leader's communication skills need improving</td> </tr> </tbody> </table> <p>Exemplar response: One of the barriers to change is staff fear (1). One barrier is stakeholder fear because the production staff are anxious about the training (CONT) (2). Previous changes being unsuccessful (1). The previous attempt to change the website was unsuccessful (CONT) (2).</p>	Non-contextual barrier:	Contextual barrier:	lack of agreement (on the need for change)	some staff do not agree that sweets suitable for vegetarians need to be produced	stakeholder (staff) fear	Staff are experiencing fear because production operatives anxious about the training/not know what to expect	failure of previous change/ initiatives	A previous initiative failed - the website redesign was not a success	poor leadership	Better communication from leadership required/leader's communication skills need improving	2	<p>In each case:</p> <p>Two marks for a contextual barrier ✓ ✓ CONT</p> <p>One mark for a non-contextual barrier ✓</p> <p>Barrier must be from Resource 1 of the research brief.</p>
Non-contextual barrier:	Contextual barrier:													
lack of agreement (on the need for change)	some staff do not agree that sweets suitable for vegetarians need to be produced													
stakeholder (staff) fear	Staff are experiencing fear because production operatives anxious about the training/not know what to expect													
failure of previous change/ initiatives	A previous initiative failed - the website redesign was not a success													
poor leadership	Better communication from leadership required/leader's communication skills need improving													

Question		Answer	Marks	Guidance
1	(d)	<p>Use levels of response criteria.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • appoint a project champion/change leader/change manager • consultation with staff about the importance/urgency of the change • consult with external stakeholders e.g. suppliers, customers, managers, shareholders, • set clear aims and objectives for the change e.g. production targets, timings • identify resource requirements for the change e.g. new/updated production machinery/equipment, new product packaging, budgets • evaluate stakeholder feedback e.g. to respond to fears, anxiety/concerns and/or provide reassurance • plan formal meetings/discussions with internal stakeholders to gain stakeholder buy-in • arrange professional development managers so that they have the necessary communication skills/competencies to manage the change successfully • strategies to ensure that staff understand relevant requirements for food handling/cross-contamination • provide training initiatives to ensure production staff have appropriate skills • monitor progress against the plan/ review success of the plan <p>Exemplar response: The Director of Human Resources needs to be open to the idea of having a project champion (L1) as this will be an opportunity to convince staff that the change to vegetarian recipes is a good idea</p>	16	<p>Levels of response</p> <p>Level 4 (13 - 16 marks) Candidate evaluates and justifies which is the most important activity to include in Beetz Sweetz plc's plan of action.</p> <p>Level 3 (9 - 12 marks) Candidate analyses one or more activities that should be included in Beetz Sweetz plc's plan of action.</p> <p>Level 2 (5 – 8 marks) Candidate explains one or more activities that should be included in Beetz Sweetz plc's plan of action.</p> <p>Level 1 (1 – 4 marks) Candidate identifies one or more activities that should be included in Beetz Sweetz plc's plan of action.</p> <p>L1 – identifies activity.</p> <p>L2 – any development which stops short of being analytical e.g. explanation of activity or impact on a stakeholder.</p> <p>L3 – an impact of the activity on the business/change management process (max one L3 per L1/L2 point).</p> <p>L4 - evaluation – a justified decision as to the most important activity in the plan of action.</p>

Question	Answer	Marks	Guidance
	<p>(L2). As a result, change is more likely succeed because more staff will be on board with the change (L3).</p> <p>Another action is to identify resource requirements (L1) otherwise the production line machinery may not be capable of producing packet sweets that are suitable for vegetarians (L2). This could delay the change (L3).</p> <p>It is essential to invest in training for the production staff (L1) to make sure that they can make the packet sweets without cross-contamination (L2) so that the change does not result in the company breaking food labelling laws (L3).</p> <p>The most important activity to focus on is providing training to make sure that the production operatives can make products without risk of cross-contamination (L4). If Beetz Sweetz plc does not appoint a project champion or identify resource requirements, then the success of the change may be limited. However, this would not result in the company breaking the law (L4).</p>		<p>For Level 4, award:</p> <p>13 marks – a judgement has been reached about which is the most important activity with a suitable comment as to why, with no context.</p> <p>14 marks - a judgement has been reached about which is the most important activity with a suitable comment as to why, including why one or more other activities is of lesser importance, with no context.</p> <p>15 marks - a judgement has been reached about which is the most important activity with a suitable comment as to why, with contextual argument.</p> <p>16 marks - a judgement has been reached about which is the most important activity with a suitable comment as to why, including why one or more other activities is of lesser importance, with contextual argument.</p> <p>NB To access Level 4, four activities must be identified and one of these must be taken to L3 i.e. a minimum of 4 x L1 plus 1 x L3.</p> <p>CONT – boiled, soured, vegetarian, recipe, animal-based ingredients, 3000, etc. NOT produce/production.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Use levels of response criteria.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> the price of soured sweets has increased (by 25p per kilogram) some products (children’s lollipops) still contain animal-based ingredients some staff want to leave/are looking for a new job there have been instances of cross-contamination absenteeism has increased (from 6.8% to 9.2%; an increase of 2.4 percentage points or 35%) number of complaints about the knowledge of staff in the Customer Support Centre has increased (from 9 to 17; an increase of 8 per week or 89%) <p>Exemplar response</p> <p>The data shows that absenteeism has increased (L1). It is now more than two percentage points higher than it was before the change (L2). This may lead to a delay in fulfilling orders (L3).</p> <p>Some staff wish to leave the company (L1) increasing the company’s recruitment and training costs (L3).</p> <p>There have been instances of cross-contamination (L1) which could lead to the company being sued (L3).</p> <p>The number of complaints about the lack of knowledge of staff has increased by 8 per week (L2). This will give the company a bad reputation (L3).</p>	16	<p>Levels of response</p> <p>Level 4 (13 - 16 marks) Candidate evaluates unresolved issues that need to be addressed at Beetz Sweetz plc.</p> <p>Level 3 (9 - 12 marks) Candidate analyses unresolved issue(s) that need to be addressed at Beetz Sweetz plc.</p> <p>Level 2 (5 – 8 marks) Candidate explains unresolved issue(s) that need to be addressed at Beetz Sweetz plc.</p> <p>Level 1 (1 – 4 marks) Candidate identifies unresolved issue(s) that need to be addressed at Beetz Sweetz plc.</p> <p>L1 – an unresolved issue from Resource 2.</p> <p>L2 – any development of the the issue (which stops short of being analytical) E.g. reason why or data calculation.</p> <p>L3 – a business-facing impact (negative) of not addressing the issue (max one L3 per L1/L2 point).</p> <p>L4 evaluation – a justified decision as to the most important issue to address.</p>

Question	Answer	Marks	Guidance
	<p>The most important issue for Beetz Sweetz plc to address is the staff handling of products to ensure that cross-contamination does not occur. Addressing this is the most important otherwise the business will break the law (L4). As a result they could be sued and told to no longer label products as suitable for vegetarians. This is more important than absenteeism increasing because this does not break the law (L4). It is also more important than a fall in staff morale (L4) and an increase in complaints about staff knowledge (L4) as the business cannot be prosecuted for these.</p>		<p>For level 4, award:</p> <p>Award 13 marks for a valid rationale which justifies why one issue is selected. No context.</p> <p>Award 14 marks for a valid rationale which justifies why one issue is selected and why one other issue is of lesser importance. No context.</p> <p>Award 15 marks for a valid rationale which justifies why one issue is selected. With Context.</p> <p>Award 16 marks for a valid rationale which justifies why one issue is selected and why one other issue is of lesser importance. With Context.</p> <p>CONT – boiled, soured, vegetarian, recipe, animal-based ingredients, 3000, etc. NOT produce/production.</p> <p>An issue is required to award any marks.</p> <p>No issue identified then no marks awardable.</p>

Question		Answer	Marks	Guidance
2	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Create urgency e.g. hold a meeting, write an article for the staff bulletin • Form a powerful coalition e.g. create a team, run a social event • Remove obstacles e.g. listen to the concerns of staff, provide training <p>Exemplar response:</p> <p>Create urgency e.g. Hold a staff meeting (1) to explain that the company is losing customers (1).</p> <p>Form a powerful coalition e.g. Organise production staff into teams (1) to problem solve the best way to produce children’s lollipops that are suitable for vegetarians (1).</p> <p>Remove obstacles e.g. Educate staff (1) so that they understand the reasons for the change and get on board with it (1).</p>	6	<p>One mark for each correct identification plus one mark for development.</p> <p>The action must allow that step <u>to be achieved</u> and it <u>must</u> be linked to the specific step.</p> <p>NB valid context is not required to award the development mark.</p>

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