

# **Cambridge Technicals Business**

## **Unit 15: Change management**

Level 3 Cambridge Technical in Business  
**05837 & 05878**

## **Mark Scheme for June 2023**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2023

## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

### 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)

## 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><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Technology <ul style="list-style-type: none"> <li>○ automation, robotics, computer-control</li> </ul> </li> <li>• Market <ul style="list-style-type: none"> <li>○ less sugar, more natural, new and innovative flavours e.g. spicy, ruby</li> </ul> </li> <li>• Legislation <ul style="list-style-type: none"> <li>○ <u>Increase</u> in living wage</li> </ul> </li> <li>• Economy <ul style="list-style-type: none"> <li>○ <u>Growing</u> economy</li> </ul> </li> </ul>	4	<p><b>One</b> mark for each identification up to a maximum of 4 identifications.</p> <p><b>Drivers must</b> be from Resource 1 of the case study.</p>
1	(b)	<p>Responses include:</p> <p>Positive impacts</p> <ul style="list-style-type: none"> <li>• More responsive to new trends such as spicy sweets/ seasonal demand e.g. valentines day</li> <li>• new opportunities for a wider range of products/markets</li> <li>• Efficiency/ robots can work 24/7</li> <li>• increases shareholder return on investment</li> </ul> <p>Negative impacts</p> <ul style="list-style-type: none"> <li>• Need to provide training on how to operate the new machinery</li> <li>• Need to recruit specialist staff to install equipment which is a big task</li> <li>• cost of installing the machinery/developing new products</li> <li>• Disruption created by the installation of the machinery</li> <li>• Loss of reputation for handcrafted chocolate</li> <li>• Pause production/time to install new machinery</li> </ul>	16	<p>Levels of response</p> <p><b>Level 4 (13 - 16 marks)</b> Candidate evaluates likely impact(s) of the change on <i>Sweet Treats plc</i>.</p> <p><b>Level 3 (9 - 12 marks)</b> Candidate analyses likely impact(s) of the change on <i>Sweet Treats plc</i>.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains likely impact(s) of the change on <i>Sweet Treats plc</i>.</p> <p><b>Level 1 (1 – 4 marks)</b> Candidate identifies impacts of change on <i>Sweet Treats plc</i>.</p> <p><b>L1</b> – identifies impacts on <i>Sweet Treats plc</i>.</p> <p><b>L2</b> – any development of impact.</p>

Question	Answer	Marks	Guidance
	<p><b>Exemplar responses:</b></p> <p>Production staff will need training <b>(L1)</b>, this would be time consuming for managers <b>(L2)</b> and increases cost/ reduces profit <b>(L3)</b>.</p> <p>The IT department may need to recruit more staff <b>(L1)</b> due to the increased workload from the installation of robots <b>(L2)</b>. This will increase costs <b>(L3)</b>.</p> <p>The new machinery allows Sweet Treats Ltd to be more innovative sweets/chocolates <b>(L1)</b>. This may be more likely to meet customer needs <b>(L2)</b> leading to an increase in sales/ higher profit <b>(L3)</b>.</p> <p>Overall, the greatest impact would be the new opportunities that the automation would bring because the company would be able to produce new innovative products and increase productivity. Consumers are demanding confectionery <b>(CONT)</b> with new flavours. The increased productivity would allow the company to compete more effectively, the key to long-term survival in a highly competitive market <b>(L4)</b>.</p>		<p><b>L3</b> – consequences on <i>Sweet Treats plc</i> as a result of impact.</p> <p><b>L4</b> - evaluation – a justified argument as to which impact would have the most consequence on <i>Sweet Treats plc</i>.</p> <p>Award 13 marks for justifying why one impact would be most significant.</p> <p>Award 14 marks for justifying why one impact would be most significant with context.</p> <p>Award 15 marks for justifying why one impact would be most significant and why another is less significant, without context.</p> <p>Award 16 marks for justifying why one impact would be most significant and why another is less significant, with context.</p> <p><b>Context:</b> manufacturing, robots, computers, chocolate, hand finished, confectionary, automation, flavours, shapes, textures</p> <p><b>Do not</b> accept impacts on stakeholders such as customers or employees</p> <p>Only award L4 if students correctly identify two impacts, at least one of which is analysed. (ie at least one L3 and two L1s)</p> <p>Answers must be based on information in resource 1.</p>

Question		Answer	Marks	Guidance
1	(c)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• lack of agreement from workers/having to change job roles</li> <li>• stakeholder fear/fear of job loss</li> <li>• lack of employee engagement/ may be difficult to persuade workers to agree to the change</li> <li>• stakeholder habit difficult to change/workers may be set in their ways in the current department</li> <li>• lack of funds/lack of finance for new equipment</li> <li>• lack of skills/lack of skill for installing new equipment</li> <li>• Stakeholder inertia/employees wanting to stay in current departments</li> </ul>	4	<b>One</b> mark for each identification up to a maximum of <b>four</b> identifications.



Question		Answer	Marks	Guidance
1	(d)	<p>Use levels of response criteria.</p> <p>Responses include:</p> <ul style="list-style-type: none"> <li>• create urgency</li> <li>• form a powerful coalition</li> <li>• create a vision for change</li> <li>• communicate the vision</li> <li>• remove barriers to change/obstacles</li> <li>• create and celebrate short-term wins</li> <li>• build on the change</li> <li>• anchor the changes in corporate culture.</li> </ul> <p><b>Exemplar response:</b></p> <p><i>Sweet Treats plc</i> needs to create urgency (<b>L1</b>) by holding a meeting with employees (<b>L2</b>) to explain how important it is to become more competitive so they don't lose market share (<b>L3</b>).</p> <p><i>Sweet Treats plc</i> needs communicate the vision (<b>L1</b>) by producing a leaflet outlining the vision (<b>L2</b>) to help production workers understand why automation is the way forward (<b>L3</b>).</p> <p><i>Sweet Treats plc</i> needs to remove barriers to the change (<b>L1</b>) by securing finance to fund the change (<b>L2</b>), so that machinery can be acquired for the automation (<b>L3</b>).</p> <p><i>Sweet Treats plc</i> should form a powerful coalition (<b>L1</b>) by appointing change champions (<b>L2</b>) who will generate enthusiasm for the change/ reduce fears to speed up implementation (<b>L3</b>).</p>	16	<p><b>Levels of response</b></p> <p><b>Level 4 (13 - 16 marks)</b> Candidate evaluates the benefit to <i>Sweet Treats plc</i> of basing the action plan on Kotter's theory.</p> <p><b>Level 3 (9 - 12 marks)</b> Candidate analyses the benefit of the action(s) that <i>Sweet Treats plc</i> should take.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains action(s) that <i>Sweet Treats plc</i> should take.</p> <p><b>Level 1 (1 – 4 marks)</b> Candidate identifies one or more of Kotter's eight steps to be included in a change management plan of action for a business.</p> <p><b>Level 1</b> – naming a Kotter's step</p> <p><b>Level 2</b> – how the step is implemented</p> <p><b>Level 3</b> – benefit to the business of the step</p> <p><b>13 marks</b> – Benefit with reason but no context.  <b>14 marks</b> – Benefit with reason and context.  <b>15 marks</b> – Show prioritisation/comparison with another reason but no context.  <b>16 marks</b> – Show prioritisation/comparison with another reason and context.</p> <p>Answers to this question must be based on information in resource 1.</p>

Question	Answer	Marks	Guidance
	The main advantage of using Kotter's model is that it is deemed to be an effective way to manage change because it helps to communicate the vision. Identifying the advantages that automation ( <b>CONT</b> ) would bring at an early stage of the change management process is likely to significantly reduce employee resistance and greatly ease the change management process and removing barriers to change ( <b>L4</b> ).		

Question		Answer	Marks	Guidance
2	(a)	<p>Use levels of response criteria.</p> <p>Issues include:</p> <ul style="list-style-type: none"> <li>percentage of profit distributed to shareholders (18%, 2% lower, were trying to increase)</li> <li>machine downtime (31.5 days, 11.5 days longer)</li> <li>average IT response time to repair request (6 hours, 3 times longer, 4 hour delay)</li> <li>lack of job satisfaction (70% not satisfied with their job role, only 30% satisfied)</li> <li>job insecurity (35% felt secure, 65% insecure)</li> <li>demand for reduced sugar (75% of customers surveyed would like even less sugar).</li> </ul> <p><b>Exemplar response:</b></p> <p>Despite the change the company has not managed to increase the return to shareholders <b>(L1)</b>. This may deter investors <b>(L2)</b> leading to a slower rate of growth <b>(L3)</b>.</p> <p>The average time the IT Support department responds to repairs has increased <b>(L1)</b>. This may prevent other functional areas from operating efficiently <b>(L2)</b> reducing the productivity of the whole business <b>(L3)</b>.</p> <p>Employees are not satisfied with their job roles <b>(L1)</b>. Less than a third of the workforce are happy with their new role <b>(L2)</b>. Unsatisfied employees may lead to lower total output <b>(L3)</b>.</p> <p>Customers surveyed suggested that they would prefer the products to contain even less sugar <b>(L1)</b>. If this is not addressed the company is unlikely to achieve the growth it wanted <b>(L3)</b>.</p>	16	<p><b>Levels of response</b></p> <p><b>Level 4 (13 - 16 marks)</b> Candidate evaluates the most important issue(s) that the directors still need to address.</p> <p><b>Level 3 (9 - 12 marks)</b> Candidate analyses issue(s) that the directors still need to address.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains issue(s) that the directors still need to address.</p> <p><b>Level 1 (1 – 4 marks)</b> Candidate identifies issue(s) that the directors still need to address.</p> <p><b>L1</b> – suggests an issue.</p> <p><b>L2</b> – any development of issue.</p> <p><b>L3</b> –impacts on <i>Sweet Treats plc</i> of not addressing the issue.</p> <p><b>L4</b> evaluation – a justified decision as to the most important issue(s) to be addressed.</p> <p>Award 13 for a justification of the priority without context Award 14 marks for a justification of the priority of issues to be addressed with context. Award 15 marks for a justification of the most important issue and why another issue is less important without context.</p>

Question		Answer	Marks	Guidance
		<p>The most urgent and important issue to address is the sugar content in the confectionery because of consumer demand for less sugary products (<b>L4</b>). This is more important than increasing the return on shareholders' investment because fulfilling consumer demand will lead to increased sales and profits, potentially enabling the company to increase its payout to shareholders (<b>L4</b>).</p>		<p>Award 16 marks a justification of the most important issues and why another issue is less important with context.</p> <p><b>Context:</b> manufacturing, robots, computers, chocolate, hand finished, confectionery, automation, flavours, shapes, textures</p> <p>Answer must relate to issues in <b>Resource 2</b> of the case study.</p>
2	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• labour productivity</li> <li>• absenteeism</li> <li>• labour turnover</li> <li>• punctuality.</li> </ul> <p><b>Exemplar responses:</b></p> <p>Punctuality (<b>1</b>) this refers to the number of employees who arrive late for work (<b>1</b>).</p> <p>Labour productivity (<b>1</b>) measures the average amount of work done per worker (<b>1</b>).</p> <p>Labour turnover (<b>1</b>) this measures the number of employees who leave the company (<b>1</b>).</p>	4	<p><b>One</b> mark for each identification to a maximum of <b>two</b> identifications plus <b>one</b> further mark for each of <b>two</b> descriptions.</p>

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

### Alternatively, you can email us on

**support@ocr.org.uk**

### For more information visit

 [ocr.org.uk/qualifications/resource-finder](https://ocr.org.uk/qualifications/resource-finder)

 [ocr.org.uk](https://ocr.org.uk)

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



**CAMBRIDGE**  
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.