

Mark Scheme (Results)

January 2012

PL Business, Admin & Finance
(BA308)
Paper 01

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, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Pearson about Edexcel qualifications on our dedicated **subject Advisor** telephone line: 0844 372 2187

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 raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2012

Publications Code DP030245

All the material in this publication is copyright

© Pearson Education Ltd 2012

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Answer	Mark
1	C	(1)

Question number	Answer	Mark
2	D	(1)

Question number	Answer	Mark
3	B	(1)

Question number	Answer	Mark
4	A	(1)

Question number	Answer	Mark
5	B	(1)

Question number	Answer	Mark
6 (a)	<p>Nokia will have to produce products for this market segment (1) which will cost in terms of research and development (1) but will see an increase in market share (1).</p> <p>Older people might have greater disposable income (1) allowing Nokia to charge higher prices (1) which will provide bigger profit margins (1).</p>	(3)

Question number	Answer	Mark
6 (b)	<p>This will impact on Nokia's market share (1) meaning less sales revenue (1) and therefore lower profits (1).</p> <p>Nokia might have to increase their marketing budget (1) which will help to improve their branding (1) leading to higher sales (1).</p>	(3)

Question number	Answer	Mark
6 (c)	<p>Nokia will have to invest in new technology (1) requiring high initial costs (1) but leading to better quality product development (1).</p> <p>Nokia will require a specialist workforce (1) which will involve recruitment and training (1) leading to higher workforce planning costs (1).</p> <p>Accept any suitable response</p>	(3)

Question number	Answer	Mark
7	<p>Individuals will require training in the use of more efficient ways of using resources (1) this will lead to changes in working practices (1) with new targets/responsibilities (1) for waste reduction given to them which could increase stress levels/pressure (1) alternatively this could lead to positive impacts on employees eg increased motivation (1)</p> <p>Individuals might be proud to work for an environmentally friendly business (1) meaning a motivated workforce (1)</p>	(6)

Question number	Answer	Mark
8(a)	<p>Advantage The use of such data allows the measurement of quantitative impacts (1) on employees such as realistic target setting (1) providing challenging but achievable targets for employees (1) benchmarking with other firms (1) allows identification of specific areas within costs, revenues or profits that could be improved upon (1)</p> <p>Disadvantage The use of such data does not allow the measurement of qualitative impacts (1) such as the satisfaction of employees (1). The sole use of quantitative data can be de-motivating (1) and lead to high staff turnover (1)</p>	(2 x 2) (4)

Question number	Indicative Content	
8(b)	<p>This would allow employees to develop their human capital/CV making them more employable lessening the impact of any negative changes improving their confidence in their own ability and helping them to access a wider variety of jobs.</p> <p>This would make employees more marketable when seeking new jobs, showing that they have remained positive and used their initiative, suggesting that they are a good prospect for future employment.</p> <p>There is an opportunity cost in terms of time and money. They could enter immediate employment elsewhere which would provide an income, the job opportunity could be lost if time was spent retraining. There is no guarantee of finding a job after training.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	One or two relevant points to change identified.
2	3-6	Limited development of each point, considers either positive or negative aspects only.
3	7-8	Well developed points considering positive and negative arguments.

Question number	Answer	Mark
9	<p>Education and communication (1) providing reasons for change (1) allowing workforce to make considered decisions (1) based on full information (1)</p> <p>Negotiation and agreement (1) bringing the workforce into decision making (1) and compromising on delicate issues (1) leading to a less demotivated workforce (1) and more acceptance of the changes (1)</p> <p>Other acceptable answers include: participation and involvement facilitation and support manipulation and cooption explicit and implicit coercion</p>	(2 x 4) (8)

Question number	Indicative Content	
10	<p>The emphasis of the marking should be on the quality of the argument presented and the skills demonstrated.</p> <p>Kubler-Ross Change Curve: Denial, Anger, Bargaining, Depression, Acceptance</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	The learner will be able to show how the Kubler-Ross Change Curve is used to manage the response to change. At the top of the level there will tend to be an assumption that the method will help the organisation to respond to change without an assessment of the underlying assumptions. At the bottom of the level it is likely that just the way will be given with little more offered. As a result, any judgement will be simplistic at best in this level if it is present at all.
2	5-7	The learner will show some understanding of how the Kubler-Ross Change Curve is used to manage the response to the changes being made at Nokia. At this level there will be some weak evaluation of the extent to which this theory can help the organisation to respond to change and there may be an assumption that it will automatically do so without any recognition of the extent to which such a way might work. At the bottom of this level the argument will be weak with little attempt to justify the assumption.
3	8-10	The learner is able to show how the Kubler-Ross Change Curve enables the organisation to respond to change. At the top of the level the answer will clearly make reference to the <i>extent</i> to which the theory will help the organisation to respond to change. The associated judgement will be well supported using the learner's own knowledge and any part of the evidence. At the bottom of the level there will be some hint at the extent to which the way will assess the impact accurately but the support will be weaker.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code DP030245

January 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning