



Level 3 Certificate/Extended Certificate

APPLIED BUSINESS

ABS4

Unit 4 Managing and Leading People

Mark scheme

June 2019

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

The following list indicates the correct answers to be used in marking learners' responses to the multiple-choice questions.

Key List

01	D
02	C
03	A
04	D

0 5 Berry Ltd is about to make a major decision on whether or not to invest £25 million.

Explain one reason why the company should use force field analysis when making this decision.

[3 marks]

1 mark for understanding of force field analysis – ie a decision-making tool / driving and resisting forces / scoring of forces.

1 mark for stating a reason for using force field analysis, for example, that it can bring structure to the decision making by weighing up factors.

1 mark for putting the answer in the context of Berry Ltd. For instance, that force field analysis can improve decision making and reduce the risk associated with investing £25 million. Candidates must interpret the £25 million, not just quote it.

0 6 Llan plc is a fashion clothing retailer that is growing quickly. It now has 150 shops.

Explain one disadvantage to the business of using a centralised organisational structure.

[3 marks]

1 mark for understanding of centralised organisation structure – ie an organisational structure in which decisions are taken by a small number of senior managers.

1 mark for stating a disadvantage of using a centralised structure, for example, that it can be difficult for a small number of managers to make effective decisions.

1 mark for putting the disadvantage in the context of Llan plc. For instance, that centralisation will become less effective as the business grows quickly as senior managers will be overstretched.

0 7

Ball Ltd designs computer software to meet the differing needs of other businesses.

Explain one benefit to the company of using a matrix organisation structure.

[3 marks]

1 mark for understanding of a matrix organisation structure – ie an organisational structure which uses flexible teams with the skills to carry out particular tasks.

1 mark for stating a benefit of using a matrix structure, for example, that this structure can often provide employees with jobs that motivate.

1 mark for putting the answer in the context of Ball Ltd. For instance, its customers will have different needs and creating teams to respond to these needs is likely to be effective.

0 8 Use the information to analyse how Usha’s move from leader to manager might affect the role she carries out at work.

[9 marks]

Level	Descriptor	Marks
3	Uses information to analyse how Usha’s role will change as a result of her promotion.	9–7
2	Uses the information when describing Usha’s role as a manager or the leader of the company. <i>1 point = 4/5 marks; 2 points = 6 marks</i>	6–4
1	Demonstrates generic understanding of the role of managers and/or leaders within an organisation. <i>Max 2 marks for either manager or leader.</i>	3–1

Possible responses include:

Knowledge and Understanding (L1)	Application (L2)	Analysis (L3)
<p>Leaders</p> <ul style="list-style-type: none"> responsible for creating an inspiring vision motivate people to believe in the vision adapt the vision according to circumstances seek risk focus on people transformational activities <p>Managers</p> <ul style="list-style-type: none"> plan, organise, monitor/evaluate and report focus on minimising risk operational issues transactional matters 	<p>As a leader Usha had to create a vision for Dolwen Ltd as it was a new company and would not have had objectives set.</p>	<p>Usha’s move from leader to manager means her role will change significantly. As a leader of a start-up business she created a vision for the company, appointed a team of people and took risks to establish the business. In contrast, as a manager she has to use resources such as money, to fulfil the vision created by someone else. She will be expected to focus on achieving the targets set for her without taking unnecessary risks.</p>
	<p>She would have been a risk-seeker as a leader with Dolwen Ltd. This would have been necessary to help the company to grow, and it nearly caused it to fail twice.</p>	
	<p>As a manager with DBV plc Usha’s role will change as she will focus on transactional matters – such as managing budgets and meeting deadlines for producing programmes.</p>	
	<p>Usha’s role at DBV Ltd will be to minimise risk while pursuing the objectives that have been set by the company’s leader – that of expanding the range of programmes to be made.</p>	

0 9 Use the information to analyse the effects of the change in organisational structure on communication between employees at WI Ltd.

[9 marks]

Level	Descriptor	Marks
3	Uses the information to analyse the effects of the change in organisational structure on communication within the business.	9–7
2	Uses the information to describe features of communication within WI Ltd including positive or negative effects of the change in organisational structure. <i>1 effect = 4/5 marks; 2 effects = 6 marks</i>	6–4
1	Demonstrates relevant generic understanding of organisational structure and/or communication.	3–1

Possible responses include:

Knowledge and Understanding (L1)	Application (L2)	Analysis (L3)
<p>Communication</p> <ul style="list-style-type: none"> the passing of information between two or more people and/or businesses. <p>Organisation</p> <ul style="list-style-type: none"> A tall organisational structure has relatively narrow spans of control and many levels of hierarchy. A flat organisational structure has wider spans of control, but fewer levels of hierarchy. 	<p>Reducing the spans of control for managers such as Dina will make it much easier for them to communicate with their subordinates.</p>	<p>Given that spans of control will narrow and people will be working in smaller groups it could be expected that communication – especially horizontal and with the next level up – could improve. Ewan highlights the improvements to communication from his perspective that may result.</p> <p>However, there will be drawbacks. New and possibly inexperienced employees will enter the business and will take time to get to know people and systems. There will be more levels for communication to pass through and senior people are moving elsewhere. The impact on communication may be mixed.</p>
	<p>Junior employees, such as Ewan the insurance clerk, will have a supervisor and will be able to communicate regularly.</p>	
	<p>Communication may become more difficult as there will be extra levels of hierarchy involved. Messages may not pass easily up and down the structure.</p>	
	<p>The movement of senior managers and directors to a different building may have a bad impact on communication.</p>	

1 0 Use the information to analyse the possible effects of the introduction of empowerment on the levels of motivation amongst employees at Skomer Sounds. **[9 marks]**

Level	Descriptor	Marks
3	Uses the information to analyse whether the use of empowerment will improve motivation at Skomer Sounds.	9–7
2	Uses the information when describing what motivates employees at Skomer Sounds. <i>1 factor = 4/5 marks; 2 factors = 6 marks</i>	6–4
1	Demonstrates relevant generic understanding of empowerment/motivation.	3–1

Possible responses include:

Knowledge and Understanding (L1)	Application (L2)	Analysis (L3)
<ul style="list-style-type: none"> • Empowerment means giving employees greater control over their working lives. • Motivation describes the factors that arouse and maintain employees' behaviour towards a goal. • Employees can be motivated by a range of financial and non-financial factors. 	<p>Employees who work in the design division are skilled and the motivational factors seem to relate mainly to the work that they are doing. Workers such as Sylen seem keen to take on more responsibility and to be able to make decisions about what they do when they are at work.</p>	<p>There are different views on empowerment because the workforce at Skomer Sounds comprises two very different groups. Those working in the factory would not respond well to empowerment as it would not offer what is needed to motivate them. They would be motivated by financial factors. In contrast, the employees who design the company's products are highly skilled and frustrated by the degree of control to which they are subject. They would welcome empowerment as it would meet their motivational needs.</p>
	<p>Those working on the production line in the factory are motivated by the ability to earn as much money as possible and maybe also by the opportunity to work flexibly to meet others commitments. However, pay appears to be the major motivator.</p>	

1 1 Toni Pandey plans a significant organisational change by opening a new factory.

Considering the information in Item A, evaluate the extent to which Toni’s leadership style is guaranteed to overcome all the factors resisting the implementation of this organisational change.

[20 marks]

Level	Descriptor	Marks
5	Uses Item A to develop a balanced analytical response. Analyses factors that may be overcome by Toni’s leadership style as well as those that may not. Evaluation of guarantee to overcome all resisting factors supported by analysis.	20–17
4	Uses Item A to develop an analytical response. Develops argument that links Toni’s leadership style to ability to overcome resistance or develops arguments relating to other resisting factors that may not be affected by Toni’s leadership style. Judgement of effectiveness supported by analysis.	16–13
3	Uses Item A to develop an explanatory response. Explains benefit(s) of Toni’s leadership style and/or explains factors resisting organisational change. Judgement of impact supported by explanation.	12–9
2	Uses Item A to support the response. Describes leadership style and/or factors resisting change in context.	8–5
1	Demonstrates generic understanding of leadership styles and/or factors resisting change.	4–1

Characteristics of different levels of answers

Knowledge (L1):

- Answers at this level will only display correct and relevant understanding and will make no reference to Item A.
- To receive 3–4 marks candidates must display understanding of **both** leadership style and factors resisting change.

Knowledge in Context (L2):

- Level two answers will ‘tell the story’ of what is happening in the case study, such as Toni being thought to be a democratic leader.
- Candidates will not attempt to interpret anything that is happening.
- To receive 7–8 marks candidates must describe **both** leadership style and factors resisting change.

Explanation (L3):

- At this level candidates will attempt to explain the benefits of Toni's leadership style, for example, that her employees trust her as she involves them in decision making.
- They may also explain factors that could generate resistance such as employees 'liking things the way they are' meaning that they may have a low tolerance for change.
- Judgement here will be mainly assertion on whether Toni's leadership style will be effective or not. The final mark at this level is reserved for judgement.

Analysis and Evaluation (L4):

- Answers reaching level 4 will offer analysis of either how Toni's leadership style may overcome resistance **or** analysis of those factors that may not be overcome by her leadership style.
- Analysis will be characterised by arguments linking leadership style to factors that may or may not resist the opening of the new factory.
- Judgement at this level will be supported and based on the effectiveness **or** ineffectiveness of Toni's leadership style in implementing change. The final mark at this level is reserved for judgement.

Analysis and Evaluation (L5):

- To reach this top level requires analysis on both sides of the question – ie balanced analysis. Thus, candidates will analyse ways in which Toni's leadership style will overcome resisting factors as well as ways in which it might not do so.
- Evaluation will address the precise question of whether or not Toni's leadership style can guarantee overcoming all resisting factors.
- Two marks are reserved for evaluation at this level.

ASSESSMENT GRIDS

Coverage of Assessment Outcomes

Question	AO1	AO2	AO3	AO4
1		1		
2		1		
3		1		
4				1
5	3			
6		3		
7		3		
8	9			
9		9		
10			9	
11			9	11
Totals	12	18	18	12

Assessment Objective coverage

Question	Knowledge & understanding	Application	Analysis & evaluation	Total
1	1			1
2	1			1
3	1			1
4			1	1
5	1	2		3
6	1	2		3
7	1	2		3
8	3	3	3	9
9	3	3	3	9
10	3	3	3	9
11	3	5	12	20
Totals	18	20	22	60