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# APPLIED GENERAL L3

# **APPLIED BUSINESS**

ABS4 Managing and Leading People  
Report on the Examination

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1830  
June 2022

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Version: 1.0

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## **General comments**

Students performed well on the 9-mark questions, with most students using the information to apply their knowledge and then to analyse the topic. The 3-mark questions did show some gaps in knowledge. This was particularly the case for the Johnson & Scholes cultural web, which was surprising as when asked in previous series students had performed well on this topic. To a lesser extent there was also a gap in knowledge of incremental change.

There was evidence that perhaps students did not have the same amount of time as pre-covid cohorts to practise exam technique. For example, in this series students tended not to perform so well on the longer 20-mark Question 11 as they did on the 9-mark questions. In these cases, students either did not fully complete Question 11 or they described ADKAR and/or the leadership style but then did not apply the information or analyse these in context. In addition, students did not perform so well on Q2 that was a different style of multiple-choice question. However, it was pleasing to see students performed well on the pairs of statements multiple-choice questions.

## **Multiple choice questions**

### **Question 1**

It was pleasing to see a large number of students understanding a flat organisational structure, layers of hierarchy and span of control.

### **Question 2**

A proportion of students struggled with this question on employee motivation. It is a different style of multiple-choice question with students asked to select 1 and 2, or 2 and 3 etc.

**Questions 3 and 4** were based around pairs of statements Students performed well for both organisational structure and organisational change.

### **Question 5**

Students who answered this question well showed a good understanding of incremental change in context. Some students rewrote the question using the term 'experienced workers' and as such did not obtain the context mark. However, there were a number of students who did not understand incremental change.

### **Question 6**

There appeared to be a gap in the knowledge for this question as a significant number of students did not demonstrate an understanding of the Johnson & Scholes cultural web. Some students showed an understanding of the Johnson & Scholes cultural web and were able to state a reason why managers may use this technique for 2 marks, but then did not put this into the context of buying a competitor to reach 3 marks.

**Question 7**

Students performed better in this 3-mark question. They understood the concept of team performance and the reasons why regular changes may lead to poor team performance for 2 marks. A number of students also put the response in the context of a team with a high turnover of staff to obtain the third mark.

**Question 8**

It was pleasing to see students demonstrating an understanding of the roles of managers and leaders. A number of students applied the information together with their knowledge to describe why Ferdi was successful as a manager and unsuccessful as a leader to obtain a high L2 mark. At L2 there was no comparison between the role of manager and leader. However, most students did compare the roles to achieve a L3 mark for this question, such as using the information to analyse Ferdi's skills. Students analysed how Ferdi was good at transactional matters eg planning, but wasn't able to transform a business as he didn't have a vision to inspire others.

**Question 9**

Most students were able to use a motivational theory to support their analysis with Maslow and Locke being the most popular. Students who performed well provided evidence of analysis at a higher level eg not just analysed one group's motivational level, but why there is a difference between the two groups of workers. Students who achieved L2 described a relevant theory of motivation but did not then use this together with the information to analyse motivational levels. For example, students described goals as motivation for production workers, but did not link this with a relevant theory of motivation.

**Question 10**

Most students were able to describe the effects of empowerment or the reasons why it wasn't implemented effectively for L2. Students who obtained a L3 made the link between empowerment and lack of training, analysing how as employees were not trained, they didn't have the skills to be effective, so the number of boxes packed declined on average. Some students did confuse zero-hour contracts with flexible working.

**Question 11**

ADKAR is a popular topic for students and most demonstrated a good understanding it. While the majority were able to apply ADKAR to the proposed changes to Thornes Restaurants Ltd (TRL), there were a number who wrote more generic responses taking each of the ADKAR letters in turn with limited reference to the information provided.

For L3 most students explained either the benefits of using ADKAR, such as understanding the need for change as profits were low; or to communicate the technological improvements to the business; or explained how Ayala's autocratic leadership style caused opposition from the employees. For a top L3 students needed to do both of these.

Fewer students reached L4 in this series. For L4 students needed to analyse how ADKAR or Ayala's leadership style will affect her ability to implement organisational change successfully, with 'how' being the key word linking ADKAR or the leadership style to the organisational change. Students gaining L4 analysed how ADKAR could be used to increase the support for using

technology, to develop skills, to communicate the need for change given the lack of information to employees and potential threat to jobs and then to reinforce this need for change. Alternatively, students analysed how Ayala's autocratic leadership style may not be helpful to implement the change as employees are used to freedom and making their own decisions within the restaurants. Some students also gave a simple judgement for L4.

A small number of students used their analysis to evaluate the extent to which ADKAR could be used to support organisational change, but how it was not likely to be sufficient due to Ayala's autocratic leadership style causing too much opposition, plus given lack of funds for training ADKAR would be unlikely to lead to successfully implementing the organisational change.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.