

# **Cambridge Technicals Business**

## **Unit 9: Human Resources**

Level 3 Cambridge Technical in Business  
**05878**

## **Mark Scheme for June 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

#### 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)	(i)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• compensation/pay and benefits e.g. paid holidays, pension, company cars, etc</li> <li>• employee engagement or employee motivation</li> <li>• employee relations e.g. resolving conflict, disciplinary action, grievance procedures, etc.</li> <li>• ensuring compliance with HR legislation/compliance with a type of HR legislation e.g. data protection</li> <li>• exit process</li> <li>• health and safety</li> <li>• working with other functions of the business</li> <li>• recruitment/selection</li> <li>• skills audits</li> <li>• training/development</li> </ul> <p>Exemplar response: HR are responsible for the exit process (1). This could include an exit interview (+1).</p>	3 x 2 marks	<p>In each instance award:</p> <p><b>One</b> mark for a responsibility</p> <p>PLUS</p> <p><b>One</b> mark for description</p> <p>NB. Description required i.e. what is it? Can be a task within the identified responsibility.</p> <p>Do <b>not</b> award description mark where the responsibility identified is then repeated as the description e.g. recruitment (1) which involves recruiting new staff. Annotate TV.</p>

Question		Answer	Marks	Guidance
	(a) (ii)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>recruitment/selection process</li> <li>skills audits</li> <li>team-building activities</li> <li>training (for new/existing staff)</li> <li><u>more</u> risk assessments/health and safety checks</li> </ul> <p>Exemplar response: HR will need to recruit more people (1) because more staff will be needed before a new store (CONT) is opened (+2).</p> <p>HR will need to carry out a skills audit (1) to know how many new staff are needed (+1).</p>	3	<p>Award:</p> <p><b>One</b> mark for a task/process that will need to be carried out</p> <p>PLUS</p> <p><b>Two</b> marks for contextual explanation. Annotate CONT.</p> <p>OR</p> <p><b>One</b> mark for non-contextual explanation</p> <p>Explanation is the <u>reason why</u> the task/process needs to be carried out.</p> <p>Context includes: sales assistant, store, shop, health, beauty, medicines, 168, Shenbrook, 57, Bristol.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• bonus</li> <li>• <u>fringe</u> benefits (1) e.g. gift card/voucher/free lunch/work phone/health insurance/gym membership/<u>staff</u> discount</li> <li>• maternity/paternity schemes/benefits/pay/leave/time off</li> <li>• performance-related pay/commission</li> <li>• profit-sharing</li> <li>• workplace crèche</li> <li>• workplace pension schemes</li> </ul> <p>Exemplar response: A crèche could be offered (1) because this would save working parents time dropping off and picking up their children elsewhere (+1). This means they are likely to be more productive (+1).</p>	3	<p>Award:</p> <p><b>One</b> mark for a monetary reward</p> <p>PLUS</p> <p><b>One</b> mark for development</p> <p><b>One</b> mark for a business-facing impact</p> <p>Do <b>not</b> award <b>increased motivation</b> as an impact.</p> <p>Development can be description of the method, a stakeholder facing impact (could be a feeling) or a 2<sup>nd</sup> business-facing impact.</p> <p>‘Employees work harder’ can be awarded for development but not as a business-facing impact.</p> <p>Do <b>not</b> award ‘benefits’. Annotate TV.</p> <p>Do <b>not</b> award overtime, rewards, paid time off, pay rise, car parking or promotion.</p>



Question		Answer	Marks	Guidance
	(b) (i)	<p>Motivational theories include:</p> <ul style="list-style-type: none"> <li>• Maslow's Hierarchy of Needs</li> <li>• McClelland's Theory of Needs</li> <li>• McGregor's Theory X/Theory Y</li> <li>• Herzberg's Two-factor Theory</li> <li>• Mayo Human Relations School/Hawthorne Effect</li> </ul> <p>Exemplar response: McGregor's Theory Y (1) suggests that employees are motivated by achievement. Job rotation allows the sales assistants (CONT) to do this by learning new skills (+2).</p> <p>McGregor's Theory Y (1) suggests that employees are motivated by achievement. Job rotation allows employees to do this by learning new skills (+1).</p>	3	<p>Award:</p> <p><b>One</b> mark for a motivational theory</p> <p>PLUS</p> <p><b>Two</b> marks for a contextual link between theory and job rotation. Annotate CONT.</p> <p>OR</p> <p><b>One</b> mark for a non-contextual link between theory and job rotation</p> <p>Context includes: sales assistant, store, shop, health, beauty, medicines, 168, Shenbrook, Bristol.</p>

Question		Answer	Marks	Guidance
	(b) (ii)	<p>Use level of response criteria.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>absenteeism changed from 18% to 7% (fell by 11%)</li> <li>labour turnover changed from 15% to 9% (fell by 6%)</li> <li>number of customer complaints changed from 12460 to 12500 (increased by 40)</li> <li>positive reviews on social media changed from 93600 to 98125 (increased by 4525)</li> </ul> <p>Exemplar response:</p> <p>The information shows that labour turnover decreased (L2) from 15% to 9% (L1). In addition, absenteeism fell (L2) from 18% to 7% (L1). This means that productivity is likely to have increased in the Follie plc stores (L3).</p> <p>The number of positive reviews on social media increased (L2) from 93600 to 98125 (L1). This means that sales revenue may also have increased (L3).</p> <p>Overall the introduction of flexible working was successful. There was such a fall in labour turnover and absenteeism that sales assistants (CONT) must have been more motivated to come to work (L4).</p>	8	<p><b>Levels of response</b></p> <p><b>Level 4 (7 – 8)</b> Candidate makes a justified decision as to whether the introduction of flexible working at <i>Follie plc</i> was successful.</p> <p><b>Level 3 (5 – 6)</b> Candidate analyses factor(s) relating to Follie plc's sales assistants since the introduction of flexible working.</p> <p><b>Level 2 (3 – 4 marks)</b> Candidate explains factor(s) concerning Follie plc's sales assistants since the introduction of flexible working.</p> <p><b>Level 1 (1 – 2 marks)</b> Candidate identifies factor(s) concerning Follie plc's sales assistants since the introduction of flexible working.</p> <p><b>L1</b> – identifies information from Table 2 i.e. figures. <b>L2</b> – development of L1 e.g. figures increased/decreased, gives a reason for the change, stakeholder facing impact. <b>L3</b> – business facing consequence/impact. <b>L4</b> – a reasoned judgement as to whether the introduction of flexible working was successful. Candidates can choose yes, no, can't make a judgement, or for the most part, as long as a valid reason is given. Award 7 marks for a non-contextual reasoned judgement. Award 8 marks for a contextual reasoned judgement.</p> <p>Context includes: sales assistant, store, shop, health, beauty, medicines, 168, Shenbrook, Bristol.</p>

Question	Answer	Marks	Guidance
(c)	<p>Responses include:</p> <p>Impacts on:</p> <ul style="list-style-type: none"> <li>• conflict/arguments</li> <li>• employee engagement</li> <li>• employee loyalty</li> <li>• employee satisfaction/complaints made by employees</li> <li>• level of team work/employees supporting each other</li> <li>• level of trust</li> <li>• quality of communication</li> </ul> <p>Exemplar responses:</p> <p>There will be greater trust between employees and the company (1). This means that the sales assistants will be more engaged (+2).</p> <p>Employees will be more satisfied at work (1) so they are more likely to stay working for the business (+1).</p>	2 x 3 marks	<p>In each instance award:</p> <p><b>One</b> mark for an impact</p> <p>PLUS</p> <p><b>Two</b> marks for contextual explanation. Annotate CONT.</p> <p>OR</p> <p><b>One</b> mark for non-contextual explanation.</p> <p>Explanation is the <u>cause</u> of the impact or the <u>consequence</u>. <b>Must</b> be a direct link between the impact and the explanation.</p> <p>Cause can be a feeling e.g. employees feel valued.</p> <p>Impacts can be positive or negative. <b>Direction required to award.</b></p> <p>Effective communication – annotate TV.</p> <p>For context look for store, health, beauty, sales assistants, medicines etc.</p>

Question			Answer	Marks	Guidance
3	(a)	(i)	<p><u>Total output (number of sales transactions)</u> Number of sales assistants</p> $\frac{840\,000}{30}$ <p>Answer = 28 000 (sales transactions)</p>	2	<p>Up to two marks.</p> <p>Award full marks for the correct answer.</p> <p>Else:</p> <p>Award maximum 1 mark for correct formula (in words or figures).</p>
	(a)	(ii)	<p><u>No. of sales assistants remaining for the time period</u> x 100 <u>No. of sales assistants employed at the start of 2022</u></p> $\frac{25}{30} \times 100$ <p>Answer = 83.3%</p>	2	<p>Up to two marks.</p> <p>Award full marks for '83.3%, 83%, 0.833 or 0.83' irrespective of workings.</p> <p><u>Else:</u></p> <p>Award maximum 1 mark for:</p> <p>correct formula (in words or figures)</p> <p>OR</p> <p>83.3 or 83' (without percentage symbol)</p> <p>OR</p> <p>25</p>

Question	Answer	Marks	Guidance
(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• benefits</li> <li>• cultural shift</li> <li>• effective <u>conflict</u> management</li> <li>• effective/good/improved <u>two-way communication</u> <b>or</b> effective/good/improved communication <u>between management and employees/business and employees</u></li> <li>• employee representation (1) i.e. works council</li> <li>• empowerment of <u>employees/involving employees</u> in decision-making/delegation</li> <li>• <u>regular/frequent/weekly</u> meetings</li> <li>• team working</li> <li>• training/development/coaching</li> </ul> <p>Exemplar response: Team working (1) because it will help staff to get to know each other (+1). This should then help to improve employee motivation (+1).</p>	2 x 3 marks	<p>In each instance award:</p> <p><b>One</b> mark for a method of improving employee engagement</p> <p>PLUS</p> <p><b>One</b> mark for explanation i.e. the reason why it will improve engagement.</p> <p><b>One</b> mark for a business-facing impact of introducing the method (do <b>not</b> award improving employee engagement).</p> <p>Do <b>not</b> award team building/activities. Annotate TV.</p>

Question	Answer	Marks	Guidance
(c)	<p>Use level of response criteria.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• <u>360°</u> feedback/appraisal</li> <li>• grading based on attendance/absenteeism</li> <li>• (individual) performance management by <u>objectives</u></li> <li>• on-going monitoring of business performance/business performance based appraisal</li> <li>• peer appraisal</li> <li>• results-based appraisals</li> <li>• self-appraisal</li> <li>• upward appraisal</li> <li>• top down/downward appraisal</li> </ul> <p>Exemplar response:</p> <p>Results based appraisals (L1) could be used as the Store Managers could be set targets (L2). Targets to do with sales would not be time consuming to monitor (L3).</p> <p>Upward appraisal could be used (L1) where the sales assistants provide feedback on each manager's performance (L2). This means that Follie plc gain the views of employees who work with the manager on a daily basis (L3).</p> <p>Result-based appraisal is the most appropriate for Store Managers. This technique will give all 168 (CONT) Store Managers targets to focus on which if they all achieve should result in Follie plc being profitable (L4). Upward appraisal would take sales assistants a lot of time to complete which is time they won't be serving customers.</p>	16	<p><b>Levels of response:</b></p> <p><b>Level 4 (13 - 16 marks)</b> Candidate evaluates formal appraisal techniques that Follie plc could use for <b>Store Managers</b>.</p> <p><b>Level 3 (9 – 12 marks)</b> Candidate analyses one or more formal appraisal technique(s).</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains one or more formal appraisal technique(s).</p> <p><b>Level 1 (1 – 4 marks)</b> Candidate identifies one or more formal appraisal technique(s).</p> <p><b>L1</b> – identifies technique(s). L1 must be awarded to access L2.</p> <p><b>L2</b> – accurate description of the L1 technique(s). L2 must be awarded to access L3.</p> <p><b>L3</b> – benefit/drawback/impact to Follie plc of <u>identified technique(s)</u> i.e. not appraisal in general.</p> <p><b>L4</b> – an overall reasoned judgement of the most appropriate technique. Reason <b>must</b> relate to the chosen method <b>not</b> appraisals in general. 'Pick' must be <b>one</b> of the bullets in the Answer column.</p>

Question	Answer	Marks	Guidance
			<p>Award 13 marks for a non-contextual judgement of the most appropriate technique.</p> <p>Award 14 marks for non-contextual judgement of the most appropriate technique that also gives the rationale for rejecting an alternative.</p> <p>Award 15 marks for contextual judgment of the most appropriate technique.</p> <p>Award 16 marks for contextual judgement of the most appropriate technique that also gives the rationale for rejecting an alternative.</p> <p>Accept appraisal or feedback or evaluation in the L1 term.</p> <p>Context includes: sales assistant, shop, health, beauty, medicines, 168, Shenbrook, Bristol.</p> <p>Do <b>not</b> award store as context.</p>

Question		Answer	Marks	Guidance
4	(a)	<p>Responses include:</p> <p>Recruiting someone who:</p> <ul style="list-style-type: none"> <li>cannot provide good customer service/is rude to customers/unhelpful</li> <li>does not fit with the business' culture</li> <li>does not follow company rules/procedures</li> <li>does not get on with the other employees</li> <li>does not have the required skills/attributes e.g. communication skills</li> <li>does not work well in a team environment/does not want to join in/get to know other employees</li> <li>is not capable of fulfilling the role</li> <li>wants to be in control/does not like to follow orders/wants to take the lead</li> </ul> <p>Exemplar response: If a sales assistant (CONT) is selected who doesn't like to follow company rules (1) other staff might not be happy (+2).</p> <p>If an applicant is selected who doesn't like to follow orders, (1) there might be lots of conflict (1).</p>	3	<p>Award:</p> <p><b>One</b> mark for how recruitment choice may be a barrier</p> <p>PLUS</p> <p><b>Two</b> marks for how this might impact employee relations/how it might make other employees feel, with context. Annotate CONT.</p> <p>OR</p> <p><b>One</b> mark for how this might impact employee relations/how it might make other employees feel, with no context.</p> <p>1<sup>st</sup> mark <b>must</b> relate to the person who has been chosen/recruited.</p> <p>Context includes: sales assistant, store, shop, health, beauty, medicines, 168, Shenbrook, 57, Bristol.</p>



Question	Answer	Marks	Guidance
(b)	<p>Responses include:</p> <p>Advantages:</p> <ul style="list-style-type: none"> <li>• provides information about the applicant (1) e.g. qualifications, work experience</li> <li>• provides a basis for asking questions at interview</li> <li>• provides applicants with the opportunity to 'sell themselves'</li> <li>• spelling/grammar/presentation/design skills can be assessed</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>• information provided may be generic</li> <li>• may not be up-to-date information</li> <li>• not every applicant will provide the same (comparable) information</li> <li>• some necessary information may not be provided e.g. referees</li> <li>• might not be accurate/truthful/could be biased</li> </ul> <p>Exemplar response:</p> <p>Advantage: Applicants spelling can be assessed (1). This will help to know how they might perform in the workplace (+1).</p> <p>Disadvantage: Applicants may all provide different information (1). This will make shortlisting more time-consuming (+1).</p>	2 x 2	<p>In each instance award:</p> <p><b>One</b> mark for an advantage/disadvantage</p> <p>PLUS</p> <p><b>One</b> mark for explanation.</p> <p>Explanation is the consequence to the business.</p> <p>Advantage/disadvantage <b>must</b> be to the business not the applicant.</p> <p>Advantage/disadvantage <b>must</b> be of a CV as a method of application. Do <b>not</b> award marks for benefits of sending it by email vs post etc.</p>

Question	Answer	Marks	Guidance
(c)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• applicants need to know about the role</li> <li>• applicants will decide whether to apply based on it/whether they would like the job/whether the role is suitable for them</li> <li>• it represents the business</li> <li>• people might apply who are not interested in the role</li> <li>• to maintain/gain a good reputation/image</li> </ul> <p>Exemplar response: It represents the business (1) so the reputation of all of the stores (CONT) could be negatively impacted if it is incorrect (+2).</p> <p>It represents the business (1) so they might end up with a bad reputation if it is incorrect (+1).</p>	3	<p>Award:</p> <p><b>One</b> mark for a reason why it is important</p> <p>PLUS</p> <p><b>Two</b> marks for a contextual business-facing consequence/impact. Annotate CONT</p> <p>OR</p> <p><b>One</b> mark for a non-contextual business-facing consequence/impact</p> <p>Do <b>not</b> award negative <u>reasons</u> i.e. if it is not fit for purpose.</p> <p>Context includes: sales assistant, store, shop, health, beauty, medicines, 168, Shenbrook, 57, Bristol.</p>

Question	Answer	Marks	Guidance
(d)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>to check that they are telling the truth/not lying/the authenticity of their grades/qualifications</li> <li>to check that they have the knowledge/skills/qualifications needed for the role</li> </ul> <p>Exemplar response: To check that they are telling the truth (1) otherwise they might underperform in the role (+1).</p> <p>To check that they have the skills (1) to be a sales assistant (CONT) otherwise they might not know how to deal with customers (+2).</p>	3	<p>Award:</p> <p><b>One</b> mark for a reason</p> <p>PLUS</p> <p><b>Two</b> marks for a contextual impact or consequence to Follie plc. Annotate CONT.</p> <p>OR</p> <p><b>One</b> mark for a non-contextual impact or consequence to Follie plc.</p> <p>Context includes: sales assistant, store, shop, health, beauty, medicines, 168, Shenbrook, 57, Bristol.</p>

Question	Answer	Marks	Guidance
5	<p>Use level of response criteria.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• coaching</li> <li>• job rotation</li> <li>• mentoring</li> <li>• observation</li> <li>• shadowing</li> </ul> <p>Exemplar response: New sales assistants could observe sales assistants in one of the existing stores (L1). This will allow them to see how they should interact with customers (L2) This is likely to maintain the company's reputation (L3).</p> <p>Coaching (L1) could be used to help the new staff to work out for themselves how they should tackle any problem customers (L2). This gives them more confidence which should increase their motivation (L3).</p> <p>Observation will be the best form of training because it will allow them to see how employees in other stores. This will help to ensure a consistent approach no matter which store a customer visits (L4). Coaching wouldn't be as good because it might not result in the same consistency across their 168 (CONT).</p>	16	<p><b>Levels of response:</b></p> <p><b>Level 4 (13 - 16 marks)</b> Candidate evaluates methods of on-the-job training for Sales Assistants in the new store.</p> <p><b>Level 3 (9 – 12 marks)</b> Candidate analyses method(s) of on-the-job training.</p> <p><b>Level 2 (5 – 8 marks)</b> Candidate explains method(s) of on-the-job training.</p> <p><b>Level 1 (1 – 4 marks)</b> Candidate identifies method(s) of on-the-job training.</p> <p><b>L1</b> – identifies method(s).</p> <p><b>L2</b> – description of the L1 method. L2 required.</p> <p><b>L3</b> – benefit/drawback/impact on the business based on the L2 or based on a reason for using the method.</p> <p><b>L4</b> – an overall reasoned judgement of the most appropriate method of training.</p> <p>Award 13 marks for a 'pick' with non-contextual reasoning. Award 14 marks for a 'pick' with non-contextual reasoning that also gives the rationale for rejecting an alternative. Award 15 marks for a 'pick' with contextual reasoning. Annotate CONT. Award 16 marks for a 'pick' with contextual reasoning that also gives the rationale for rejecting an alternative. Annotate CONT.</p>

Question			Answer	Marks	Guidance
					Context includes: shop, health, beauty, medicines, 168, Shenbrook, 57, Bristol.  Do <b>not</b> award sales assistant or store as context.
6	(a)		<p>Responses include:</p> <p>Impacts on:</p> <ul style="list-style-type: none"> <li>• employee morale</li> <li>• employee motivation/engagement/morale</li> <li>• employee relations</li> <li>• productivity</li> <li>• business' reputation/image</li> <li>• absenteeism</li> <li>• labour turnover/employee retention</li> <li>• level of teamwork</li> </ul> <p>Exemplar response: It will reduce absenteeism (1) because the sales assistants will be happier (+1).</p>	2 x 2 marks	<p>In each instance award:</p> <p><b>One</b> mark for a reason</p> <p>PLUS</p> <p><b>One</b> mark for explanation</p> <p>Reason <b>must</b> have direction to award.</p> <p>Accept explanation of cause or consequence.</p> <p>Do <b>not</b> award impact on costs or recruitment as the reason.</p> <p>Reverse argument can be awarded i.e. if they don't avoid conflict.....</p>

Question	Answer	Marks	Guidance
(b)	<p>Responses include:</p> <ul style="list-style-type: none"> <li>• clear business policies/procedures</li> <li>• methods of resolution (1) i.e. <ul style="list-style-type: none"> <li>○ grievance procedure</li> <li>○ mediation</li> <li>○ negotiation</li> <li>○ disciplinary action</li> <li>○ involve ACAS</li> <li>○ involve a trade union</li> </ul> </li> <li>• effective/improved/two-way/better communication</li> <li>• providing training for <u>managers</u> (to better deal with conflict)</li> </ul> <p>Exemplar response: Disciplinary action (1) could be used. This is a process that sets out how to deal with an employee causing conflict (+1).</p>	2	<p>Award:</p> <p><b>One</b> mark for a method</p> <p>PLUS</p> <p><b>One</b> mark for description.</p> <p>NB Description (rather than explanation) required for second mark.</p> <p>Do <b>not</b> award meeting. Annotate TV.</p>

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