



**GCE**

**Applied Business**

Unit **F257**: Managing Risk in the Workplace

Advanced GCE

**Mark Scheme for June 2016**

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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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## Annotations

|   |   |
|---|---|
|    | The response given is 'Unclear' to the marker.  |
| <b>BOD</b>  | 'Benefit of doubt' but credit given.  |
| <b>CONT</b>   | To indicate the response is in 'Context' of the relevant case study.                                    |
|    | Response is incorrect, no credit can be given.  |
| <b>L1</b>   | Use for Level of response answers to indicate Level 1.  |
| <b>L2</b>   | Use for Level of response answers to indicate Level 2.  |
| <b>L3</b>   | Use for Level of response answers to indicate Level 3.  |
| <b>L4</b>   | Use for Level of response answers to indicate Level 4.  |
| <b>NAQ</b>  | The response is not incorrect but has 'Not answered the question'.                                      |
| <b>OFR</b>  | Own figure rule. Use where indicated in the mark scheme.  |
| <b>REP</b>  | 'Repeat' Response repeats the same marking point.   |
| <b>SEEN</b>   | 'Noted but no credit given' or to indicate all or part blank answer pages have been seen by the marker. |
|  | Correct point/answer. Credit can be given.  |
| <b>NUT</b>  | No use of context/Context cannot be awarded   |

**Subject-specific marking instructions****Testing of QWC**

In this external assessment the assessment of QWC will take place in Question 2(d) which is a levels of response question and carries 14 marks.

Marks are embedded within this question for assessing the quality of written communication. The following criteria are embedded within the levels of response for Question 2(d).

**Level 4:**

Ability to present relevant material in a well planned and logical sequence. Material clearly structured using appropriate business terminology confidently and accurately. Sentences, consistently relevant are well structured in a way that directly answers question. There will be few, if any errors of grammar, punctuation and spelling.

[4 marks representing the appropriate level of written communication are embedded in this level of response].

**Level 3:**

Ability to present relevant material in a planned and logical sequence. Appropriate business terminology used. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

[3 marks representing the appropriate level of written communication are embedded in this level of response]

**Level 2:**

Limited ability to organise relevant material. Some appropriate business terminology used. Sentences are not always relevant with material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.

[2 marks representing the appropriate level of written communication are embedded in this level of response]

**Level 1:**

Ability to communicate at least one point using some appropriate business terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[1 mark representing the appropriate level of written communication is embedded in this level of response]

| Question |   | Answer   | Mark | Guidance   |
|----------|---|--|------|--|
| 1        | a | <p>Indicative content:</p> <p>Employers should:</p> <ul style="list-style-type: none"> <li>• provide a safe working environment</li> <li>• adequately maintain machinery and equipment</li> <li>• adequate storage</li> <li>• provision of training</li> <li>• provision of safety guards</li> <li>• provision of safety clothing/equipment</li> <li>• provision of information/guidelines</li> </ul> <p>Exemplar response:</p> <p>E.g. Provision of safety equipment <b>(1)</b> such as gloves, so that employees like Chelsea do not cut themselves <b>(1)</b>.</p> <p>E.g. Provision of safety guards <b>(1)</b> such as screens on moving tractor parts <b>(CONT)</b> so that employees and/or visitors do not get cut by the tractor if it is started <b>(2)</b>.</p> | 6    | <p><b>AO1: 2 AO2: 4</b></p> <p>One mark for each correct identification up to a maximum of two identifications, plus a further two marks for each of two explanations.</p> <p>Do <b>not</b> accept answers which give a consequence as a development point.</p> <p>Candidates <b>must</b> answer in context. Context could include examples of farm equipment and machinery such as tractors, sheep dipping, clippers.</p> <p>Award 1 mark for identification plus:<br/>2 marks for a contextual explanation.<br/>1 mark for a non-contextual explanation.</p> |
| 1        | b | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• EC Directive on Work with Display Screens</li> <li>• Workplace (Health and Safety and Welfare) Regulations</li> <li>• Health and Safety (Display Screen Equipment) Regulations</li> <li>• Manual Handling Operations Regulations</li> <li>• Provision and Use of Workplace Equipment Regulations</li> <li>• Personal Protective Equipment at Work Regulations</li> <li>• Management of Health and Safety at Work Regulations</li> <li>• Working Time Regulations.</li> </ul>   | 3    | <p><b>AO1: 3</b></p> <p>One mark for each correct identification up to a maximum of three identifications.</p>   |

| Question |   |  | Answer   | Mark | Guidance   |
|----------|---|--|--|------|--|
| 1        | c |  | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• job shadowing</li> <li>• mentoring</li> <li>• coaching</li> <li>• observation.</li> </ul> <p>Exemplar response:</p> <p>E.g. On-the-job training could be provided in the form of job shadowing <b>(1)</b>. This is where a new employee would follow an experienced employee around the farm and do tasks alongside them such as feeding lambs <b>(1)</b>.</p> <p>E.g. Observation <b>(1)</b> which is where the new employee would walk around the farm and look at and make notes as to how more established employees carry out their duties such as driving tractors <b>(1)</b>.</p> | 4    | <p><b>AO1: 2 AO2: 2</b></p> <p>One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two developments.</p> <p>Candidates <b>must</b> answer in context. Context could include farm equipment, tractor/trailer, sheep, feeding lambs.</p> <p>Do not award 'teach' – it could be off the job.<br/>Do no award 'simulation' – this is off the job.</p> |
| 1        | d |  | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• employer/owners/managers/Frazer/Debi</li> <li>• employees/Chelsea</li> <li>• visitors/customers</li> <li>• contractors</li> <li>• government (central/local)</li> <li>• HSE.</li> </ul> <p>Exemplar response:</p> <p>E.g. Frazer <b>(1)</b> as an employer must ensure a safe working environment for his employees which would mean provision of guards on dangerous equipment such as moving tractor <b>(CONT)</b> parts <b>(2)</b>.</p>   | 9    | <p><b>AO1: 3 AO2: 6</b></p> <p>One mark for each correct identification up to a maximum of three identifications, plus a further two marks for each of three explanations.</p> <p>Award 1 mark for identification plus:<br/>2 marks for a contextual explanation.<br/>1 mark for a non-contextual explanation.</p> <p>Do <b>not</b> award 'suppliers'.</p>   |

| Question |   |  | Answer  | Mark | Guidance  |
|----------|---|--|---|------|---|
|          |   |  | <p>E.g. Chelsea <b>(1)</b> as an employee would have had a responsibility to adhere to health and safety policy on the farm such as wearing protective clothing such as gloves <b>(CONT)</b> when handling dangerous sheep clippers/shearers <b>(2)</b>.</p> <p>E.g. Visitors <b>(1)</b> to the farm have the responsibility to conduct themselves appropriately whilst on the work premises such as staying on the right side of the fence <b>(1)</b>.</p>   |      |   |
| 1        | e |  | <p>Use levels of response criteria.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Chelsea was cutting the wool off a lively sheep</li> <li>Chelsea was doing a job that should have been done by Frazer</li> <li>Chelsea did not feel confident about the job</li> <li>Chelsea was not wearing protective clothing</li> <li>Frazer had told her to wear protective clothing but she had ignored this</li> <li>Frazer had provided training for all his employees</li> <li>Chelsea may have needed extra training to complete this task</li> <li>despite the lack of clothing this accident may not have been preventable</li> </ul> <p>Exemplar response:</p> <p>E.g. When carrying out a dangerous job where the chances of injury are high, the employer should always provide their employees with protective clothing to ensure their safety <b>(L1)</b>. In Chelsea's case, she was asked by Frazer, as her employer to help him carry out the dangerous task of cutting the sheep's <b>(CONT)</b> which</p> | 14   | <p><b>AO1: 2 AO2: 3 AO3: 4 AO4: 5</b></p> <p><b>Levels of response</b></p> <p><b>Level 4 (10-14 marks)</b><br/>Candidate evaluates the extent to which Chelsea's claim against <i>VFF</i> would be successful.</p> <p><b>Level 3 (6-9 marks)</b><br/>Candidate analyses whether or not Chelsea's claim against <i>VFF</i> would be successful.</p> <p><b>Level 2 (3-5 marks)</b><br/>Candidate applies knowledge and understanding of whether Chelsea's claim against <i>VFF</i> would be successful.</p> <p><b>Level 1 (1-2 marks)</b><br/>Candidate identifies factors which would/would not make a claim successful with no use of context.</p> <p>Please indicate each time a candidate achieves a particular level as this will help you allocate marks within that level. Context should be annotated every time L2/L4 is awarded with the 'CONT' annotation.</p> |

| Question |   |   | Answer   | Mark | Guidance  |
|----------|---|---|--|------|---|
|          |   |   | means she would have a reason to claim against <i>VFF</i> ( <b>L2</b> ). Furthermore, Chelsea did not feel confident in undertaking this task and to make her cut the wool off a sheep meant that she was therefore likely to make a mistake ( <b>L3</b> ). However, she had chosen to ignore the instructions by Frazer to wear the protective gloves which could have saved her from the injury ( <b>L3</b> ). Therefore, although she has got a reason to claim against <i>VFF</i> because the injury happened as a result of being asked to complete a task she did not feel confident with ( <b>CONT</b> ), it could be argued her claim may only be marginally successful given that the injury could have been avoided if she had followed the specific instructions to wear the protective gloves by Frazer ( <b>L4</b> ). |      | Non-contextual answer <b>max</b> Level 1.<br><br>Please consider including the following where context is required:<br><br>L2: Must contain more context than name-dropping e.g. Farm, sheep, clippers. |
| 2        | a |   | Indicative content:<br><br><ul style="list-style-type: none"> <li>a management function (<b>1</b>) to minimise negative consequences of an action (<b>1</b>).</li> </ul> Exemplar response:<br><br>E.g. the distinct management function ( <b>1</b> ) which needs to be integrated into a business, to minimise exposure to possible negative consequences of a particular course of action ( <b>1</b> ).<br><br>E.g. the management function ( <b>1</b> ) in a business to minimise any negative consequences of an action ( <b>1</b> ).  | 2    | <b>AO1: 2</b><br><br>Up to two marks<br><br>No context required.<br><br>Do <b>not</b> accept answers which only give an example.  |
| 2        | b | i | Indicative content:<br><br><ul style="list-style-type: none"> <li>look for/identify hazards/risks</li> <li>decide who might be harmed and how</li> <li>evaluate the risks</li> </ul>   | 6    | <b>AO1: 3 AO2: 3</b><br><br>One mark for each identification to a maximum of three, plus one mark for each of three developments.   |



| Question |   |    | Answer   | Mark | Guidance   |
|----------|---|----|--|------|--|
|          |   |    | <ul style="list-style-type: none"> <li>record the findings/make recommendations</li> <li>review the assessment procedures</li> </ul> <p>Exemplar response:</p> <p>E.g. Look for/ identify hazards/risks <b>(1)</b> which means carrying out a thorough inspection of the farm <b>(1)</b>.</p> <p>E.g. Decide who might be harmed and how <b>(1)</b> such as a visitor being hurt by the moving tractor parts <b>(1)</b>.</p> <p>E.g. Record the findings/make recommendations <b>(1)</b> such as suggesting that visitors wear protective clothing <b>(1)</b>.</p>   |      | <p>'Stage' required to award marks.</p> <p>Do <b>not</b> award consequences.</p> <p>No context required.</p>   |
| 2        | b | ii | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>the hazards/risks are graded to help prioritise the most dangerous</li> <li>manage/reduce/prevent risk</li> <li>procedures could be put in place in order to avoid the likelihood of risks occurring</li> <li>accidents could decrease</li> <li>avoidance of future fines/legal action</li> <li>long term costs may decrease</li> <li>profits may increase</li> <li>reduction in absence/sickness rates</li> <li>increased motivation of employees</li> <li>increased reputation</li> <li>to meet legal requirements.</li> </ul> <p>Exemplar response:</p> <p>E.g. Increased motivation <b>(1)</b> as employees feel safer <b>(1)</b>.</p> | 4    | <p><b>AO1: 2 AO2: 2</b></p> <p>One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations.</p> <p>Do <b>not</b> award repetition of the stages of the risk assessment e.g. hazards/risks are actively sought.</p> |

| Question |          |            | Answer   | Mark     | Guidance  |
|----------|----------|------------|--|----------|---|
|          |          |            | E.g. Reduction in the likelihood of accidents <b>(1)</b> as procedures could be put in place to avoid them <b>(1)</b> .  |          |   |
| <b>2</b> | <b>b</b> | <b>iii</b> | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• takes time to do effectively</li> <li>• costs money to do effectively</li> <li>• not all the hazards/risks may be identified</li> <li>• effectiveness is dependent upon the level of human error/the employer</li> <li>• accidents may still happen</li> <li>• employees could still ignore the procedures in place to protect them.</li> </ul> <p>Exemplar response:</p> <p>E.g. Costs money to do in the short term <b>(1)</b> as Frazer would have to go all round the farm looking for every possible hazard/risk <b>(1)</b>.</p> <p>E.g. Accidents may still happen <b>(1)</b> as Frazer may not have been effective in identifying all the risks/putting appropriate procedures in place <b>(1)</b>.</p> | <b>4</b> | <p><b>AO1: 2 AO2: 2</b></p> <p>One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations.</p> |
| <b>2</b> | <b>c</b> |            | <p>Indicative content:</p> <p>Type of risk:</p> <p>Tractor and trailer tour:</p> <ul style="list-style-type: none"> <li>• injury/broken bones/cuts/grazes from falling off the trailer</li> <li>• injury/broken bones/cuts/grazes from rolling around on the trailer</li> <li>• injury from moving tractor parts.</li> </ul>   | <b>4</b> | <p><b>AO1: 4</b></p> <p>Up to four marks.</p>   |

| Question |   |   | Answer  | Mark | Guidance   |
|----------|---|---|---|------|--|
|          |   |   | <p>Watching sheep dipping:</p> <ul style="list-style-type: none"> <li>sickness/skin injury/poisoning/illness</li> <li>drowning.</li> </ul> <p>Who is at risk?</p> <p>Tractor and trailer tour:</p> <ul style="list-style-type: none"> <li>visitors/customers</li> <li>Debi</li> <li>Employees.</li> </ul> <p>Watching sheep dipping:</p> <ul style="list-style-type: none"> <li>Employees</li> <li>Visitors/customers.</li> </ul>   |      |  |
| 2        | d | * | <p>Indicative content:</p> <p>A health and safety adviser could:</p> <ul style="list-style-type: none"> <li>offer specialist knowledge and advice</li> <li>give an assessment of the levels of risk</li> <li>give advice on the appropriate measures/equipment to put in place</li> <li>give advice on appropriate training requirements.</li> </ul> <p>Possible drawbacks:</p> <ul style="list-style-type: none"> <li>it costs money to consult a health and safety advisor</li> <li>it takes time to find and consult a health and safety advisor</li> <li>a health and safety advisor cannot foresee the behaviours of employees or customers</li> <li>accidents can still happen despite putting measures in place</li> <li>even after advice is given, it does not have to be implemented</li> </ul> | 14   | <p><b>AO1: 2 AO2: 3 AO3: 4 AO4: 5</b></p> <p><b>Levels of response</b></p> <p><b>Level 4 (10-14 marks)</b><br/>Candidate recommends and justifies whether or not Frazer should appoint a health and safety adviser.</p> <p><b>Level 3 (6-9 marks)</b><br/>Candidate analyses the implications of Frazer hiring a health and safety adviser.</p> <p><b>Level 2 (3-5 marks)</b><br/>Candidate applies knowledge and understanding of the implications of Frazer hiring a health and safety adviser.</p> <p><b>Level 1 (1-2 marks)</b><br/>Candidate identifies the implications of hiring a health and safety adviser with no use of context.</p> <p>Please indicate each time a candidate achieves a particular level as this will help you allocate marks within that level.<br/>Context should be annotated every time L2/L4 is awarded</p> |

| Question | Answer   | Mark | Guidance  |
|----------|--|------|---|
|          | <ul style="list-style-type: none"> <li>Frazer has been running the farm for a while, so he should be able to identify risks/hazards and know how to deal with them.</li> </ul> <p>Exemplar response:</p> <p>A health and safety adviser can give appropriate guidance to businesses on any necessary health and safety changes which may need to be implemented <b>(L1)</b>. In this instance, Frazer needs to make immediate health and safety changes in the light of the HSE Inspector's report <b>(CONT)</b>. Although Frazer has some knowledge of the health and safety issues concerning the farm, a health and safety adviser would be able to assess the risks for both employees and visitors more accurately than him and suggest more appropriate measures to avoid them such as advising appropriate screens and clothing for visitors if they are watching the sheep dip <b>(L2)</b>. Therefore, it is more likely that Frazer would meet the recommendations put forward by the HSE Inspector and less likely that accidents would happen on the premises <b>(L3)</b>. However, affordability seems to be an issue given the threat of legal action by Chelsea and the declining sales in lamb, the appointment of a health and safety adviser may not be a good idea at this time <b>(L3)</b>. However, it is a question of whether Frazer wishes to undertake the necessary immediate changes by himself to save on cost and risk facing having accidents later because he has not done it properly which could lead to the failure of the business <b>(L3)</b>. Overall, although the farm is struggling financially at the moment <b>(CONT)</b> it would be worthwhile for Frazer to appoint a health and safety adviser during this time, as they could help him save any unwelcome additional costs and avoid possible closure later on by giving him the best possible health and safety advice. Furthermore, the farm could be a much</p> |      | <p>with the 'CONT' annotation.</p> <p>Non-contextual answer <b>max</b> Level 1.</p> <p>Please consider including the following where context is required:</p> <p>L2: Must contain more context than name-dropping e.g. Farm, sheep dip chemicals, tractor, fork lift truck, bales of hay, financial difficulty, decreased demand, declining lamb sales.</p> |

| Question |          |  | Answer  | Mark      | Guidance   |
|----------|----------|--|---|-----------|--|
|          |          |  | safer and therefore enticing place to visit, which in turn would improve the business' reputation with visitors and hence make it more successful in the long term <b>(L4)</b> .  |           |  |
| <b>3</b> | <b>a</b> |  | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>everything that is reasonably practical is done to maintain standards of health and safety in the workplace</li> <li>responsibility of all stakeholders in the business.</li> </ul> <p>Exemplar response:</p> <p>E.g. Everything practical must be done to maintain a safe workplace <b>(1)</b> and it is the responsibility of all the stakeholders <b>(1)</b>.</p> <p>E.g. Everything must be done to maintain a safe working environment <b>(1)</b> such as the employers adhering to all the health and safety laws <b>(1)</b>.</p> | <b>2</b>  | <p><b>AO1: 2</b></p> <p>Up to two marks.</p> <p>Award examples as additional mark only.</p>  |
| <b>3</b> | <b>b</b> |  | <p>Use levels of response criteria.</p> <p>Indicative content:</p> <p>Benefits:</p> <ul style="list-style-type: none"> <li>problems/risks are actively sought</li> <li>fall-back position is established</li> <li>likely problem(s)/risk(s) can be identified and dealt with</li> <li>aids the business in being able to continue in the event of a problem</li> <li>saves the business unnecessary costs like shutting the business down in the event of a problem.</li> </ul>   | <b>14</b> | <p><b>AO1: 2 AO2: 3 AO3: 4 AO4: 5</b></p> <p><b>Levels of response</b></p> <p><b>Level 4 (10-14 marks)</b><br/>Candidate assesses the extent to which the adoption of contingency planning might help Frazer to avoid any future problems in both the setting up and running of VCW.</p> <p><b>Level 3 (6-9 marks)</b><br/>Candidate analyses how the adoption of contingency planning might help Frazer to avoid any future problems in both the setting up and running of VCW.</p> |

| Question | Answer   | Mark | Guidance   |
|----------|--|------|--|
|          | <p>Problems:</p> <ul style="list-style-type: none"> <li>• unforeseen events can still occur</li> <li>• additional costs in time and resources</li> <li>• identified problem(s)/risk(s) may be outside the business' control</li> <li>• can be expensive to establish</li> <li>• the owners have limited knowledge of the tourism market.</li> </ul> <p>Exemplar response:</p> <p>Contingency planning offers a fall-back alternative in the event of changes affecting the achievement of the strategic plan <b>(L1)</b>. Contingency planning will offer benefits to Frazer as the formal planning process will aid in identifying potential problems likely to occur in the new venture such as replacing a worker if they injure themselves whilst overseeing an activity such as sheep racing <b>(CONT)(L2)</b>. As risks are actively sought these areas can be highlighted, increasing awareness and therefore avoidance <b>(L3)</b>. However, although there are clear benefits from the prediction of foreseeable events like potential accidents with the new activities such as handling lamas, unexpected circumstances may still not be dealt with by a contingency planning process <b>(L3)</b>. Overall, although the adoption of a contingency plan may show potential lenders to VCW that Frazer and Debi have actively sought to identify potential problems in the setting up and running of the new venture and how to deal with them if they do occur, the extent to which it would be successful may be minimal given that both Frazer and Debi have a limited knowledge of the tourism market and therefore may not accurately identify the potential problems <b>(CONT) (L4)</b>.</p> |      | <p><b>Level 2 (3-5 marks)</b><br/>Candidate applies knowledge and understanding of how the adoption of contingency planning might help Frazer to avoid any future problems in both the setting up and running of VCW.</p> <p><b>Level 1 (1-2 marks)</b><br/>Candidate identifies features of contingency planning with no use of context.</p> <p>Please indicate each time a candidate achieves a particular level as this will help you allocate marks within that level. Context should be annotated every time L2/L4 is awarded with the 'CONT' annotation.</p> <p>Non-contextual answer <b>max</b> Level 1.</p> <p>Please consider including the following where context is required:</p> <p>L2: Must contain more context than name-dropping e.g. Farm, country park, farm attractions, financial difficulty, decreased demand.</p> |

| Question |   | Answer  | Mark | Guidance   |
|----------|---|---|------|--|
| 4        | a | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>employees only carry out activities in their contract</li> <li>employees do not carry out additional tasks</li> <li>employees follow rules to the letter</li> <li>employees follow the contract to the extreme</li> <li>employees do the minimum required</li> <li>employees withdraw goodwill</li> <li>employees not flexible.</li> </ul> <p>Exemplar response:</p> <p>E.g. A form of industrial action in which employees will only carry out the work which is outlined in their contract, <b>(1)</b> they will not undertake any extra tasks <b>(1)</b>.</p> <p>E.g. This is where employees only do exactly what is required of them by their contract <b>(1)</b> and withdraw any additional goodwill <b>(1)</b>.</p> | 2    | <p><b>AO1: 2</b></p> <p>Up to two marks.</p> <p>No context required.</p> <p>Do <b>not</b> accept answers which only give an example.</p>   |
| 4        | b | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>employees are inflexible</li> <li>staffing levels decline</li> <li>lower motivation</li> <li>damage industrial relationships</li> <li>quality of service is reduced</li> <li>productivity is reduced</li> <li>decline in demand</li> <li>difficulty in meeting increases in demand</li> <li>bad reputation</li> <li>decline in customer satisfaction</li> <li>difficulty in recruiting new employees</li> <li>increased costs</li> <li>decreased profits.</li> </ul>  | 6    | <p><b>AO1: 2 AO2: 4</b></p> <p>One mark for each identification to a maximum of two, plus up to two marks for each of two explanations.</p> <p>Do <b>not</b> award for repetition.</p> <p>Award 1 mark for identification plus:<br/>2 marks for a contextual explanation.<br/>1 mark for a non-contextual explanation.</p> <p>Do <b>not</b> award:<br/>quicker/slower (as this relates to a go slow)<br/>extra hours/contracted hours (as this relates to an overtime ban)<br/>fewer/no employees (as this relates to a strike).</p> |

| Question |          |  | Answer   | Mark     | Guidance   |
|----------|----------|--|--|----------|--|
|          |          |  | <p>Exemplar responses:</p> <p>E.g. VCW may find that they have a decrease in customer satisfaction <b>(1)</b>. This is because in the event of unexpected increases in demand the quality of service on the farm <b>(CONT)</b> may go down <b>(2)</b>.</p> <p>E.g. VCW may find that its profit decreases <b>(1)</b> as productivity has fallen <b>(1)</b>.</p>  |          |  |
| <b>4</b> | <b>c</b> |  | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• strike/picketing</li> <li>• sit-in</li> <li>• go-slow</li> <li>• overtime ban.</li> </ul> <p>Exemplar response:</p> <p>E.g. Strike <b>(1)</b> this is where the employees of VCW would refuse to turn up to work <b>(1)</b>.</p> <p>E.g. Go-slow <b>(1)</b> this is where the employees of VCW would carry out their duties but at a much slower rate <b>(1)</b>.</p> <p>E.g. Overtime ban <b>(1)</b> this is where the employees of VCW would turn up to work and fulfil their duties but outside of their contract they would refuse to work any extra hours <b>(1)</b>.</p> | <b>6</b> | <p><b>AO1: 3 AO2: 3</b></p> <p>One mark for each correct identification up to a maximum of three identifications, plus a further one mark for each of three explanations.</p> <p>Do <b>not</b> award for repetition.</p> |



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