



**General Certificate of Education (A-level) Applied
June 2013**

Applied Business

BS05

**(Specification
8611/8613/8616/8617/8619)**

**Unit 5: Business Communication and
Information Systems (External Test)**

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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.

Further copies of this Mark Scheme are available from: aqa.org.uk

Copyright © 2013 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

	Assessment Objectives
	The Assessment Objectives represent those qualities which can be demonstrated in students' work and which can be measured for the purposes of assessment.
AO1 Knowledge, skills and understanding	Students demonstrate knowledge and understanding of the specified content and relevant business skills.
AO2 Application of knowledge, skills and understanding	Students apply knowledge and understanding of the specified content and relevant business skills.
AO3 Research and analysis	Students use appropriate methods in order to obtain and select information from a range of sources to analyse business problems.
AO4 Evaluation	Students evaluate evidence to reach reasoned judgements.
Quality of Written Communication	<p>The quality of written communication is assessed in all assessment units where students are required to produce extended written material. Students will be assessed according to their ability to:</p> <ul style="list-style-type: none"> • select and use a form and style of writing appropriate to purpose and complex subject matter • organise relevant information clearly and coherently, using specialist vocabulary when appropriate • ensure that text is legible, and that spelling, grammar and punctuation are accurate, so that meaning is clear. <p>The assessment of the quality of written communication is included in Assessment Objective 4.</p>

1

Total for this question: 20 marks

1 (a) (i) *Enter a suitable title for the data table and today's date into the header of the document. You should left align the title and right align the date. (3 marks)*

3 marks for entering a suitable title (1 mark AO2) and correct date (1 mark AO1) left and right aligned respectively (1 mark AO1).

1 (a) (ii) *Choose a suitable font style and size for the title. (1 mark)*

1 mark for appropriate font style (eg bold or italic) and size (eg 14pt). (AO1)

1 (a) (iii) *Sort the data table by the **Deadline** field in **ascending (oldest to newest)** order. (2 marks)*

2 marks for sorting in ascending order (1 mark) by the **Deadline** field (1 mark). (AO1)

Printout of Question 1(a)(iii)

Region	Development	Job description	Deadline	Completed	Notes
South East	Clivton Rise	Brochure	15/05/2013	20/05/2013	1) Initial meeting delayed by 2 working days 2) Design department took 11 working days to produce the initial version - client not happy!
South East	Clivton Rise	Facebook campaign	15/05/2013	13/05/2013	<i>PH</i> has commented very favourably about this campaign - early days, but looks like a success!
London	Halston Point	Buy-to-let investor leaflet	22/05/2013	20/05/2013	Draft version took less time than planned - 5 working days instead of 7 working days.
East Anglia	Marsh View	Website	24/05/2013	No	1) Initial meeting delayed by 5 working days 2) <i>PH</i> not happy with initial version of website 3) Scheduled for completion on 7 June
North West	Victoria Road	Website	27/05/2013	24/05/2013	
London	Hampsey Hill	Site plan leaflet	28/05/2013	28/05/2013	Problems with initial meeting, delaying the job, but made up time as we rushed the production of the first version. Mistakes were made, but these were spotted at the final version stage.
West Midlands	Tulse Tower	Buy-to-let investor leaflet	30/05/2013	30/05/2013	
London	Halston Point	Brochure	12/06/2013	No	Final version approved by <i>PH</i> and sent to printers on 29 May.
South West	Kirkland Manor	Website	14/06/2013	No	Website almost completed, but <i>PH</i> not happy with some of the graphics. Design department notified.
London	Halston Point	Website	18/06/2013	No	Photo shoot for website images delayed - could mean deadline will not be reached.
North West	Victoria Road	Brochure	26/06/2013	No	Possible delay - final version yet to be received from design department!
South West	Kirkland Manor	Brochure	26/06/2013	No	<i>PH</i> happy with draft. Sent to the design department today (4 June)
London	City Airport	Buy-to-let investor posters	12/07/2013	No	
West Midlands	Dalton Road	Site plan leaflet	23/07/2013	No	
London	Hampsey Hill	Brochure	02/08/2013	No	<i>PH</i> has put back the initial meeting from 17/06/2013 to 21/06/2013. <i>PH</i> has refused to alter the deadline.
London	Prescott Homes staff conference	Presentation for main key speech	02/08/2013	No	

1 (b) (i) Complete the email, responding to Beth's questions. You should use the information in the spreadsheet that you saved in **1(a)(iv)** to provide a sufficiently detailed response. (7 marks)

1 mark for identifying 'East Anglia Marsh View Website' as answer to first question from Beth. (AO1)

3 marks for providing sufficient detail in response to Beth's first question, eg currently overdue by 7 days (1 mark), due to problems at planning stage (1 mark) and might not be finished for another 6 days (1 mark). Max 1 mark only for copy and paste from data table. (AO2)

1 mark for identifying 'Victoria Road Brochure' as answer to second question from Beth. (AO1)

2 marks for providing sufficient detail in response to Beth's second question, eg running behind schedule (1 mark) as we have not got the final proof to show to PH (1 mark). Max 1 mark for copy and paste from data table. (AO2)

1 (c) (i) Complete the document by identifying and providing reasons for your top three priorities. You should use **Item A** and the **STATUS REPORT** to support your answer. (7 marks)

3 marks for completing the priority rows – 1 mark for three identifiable jobs (AO1), 1 mark for all three jobs being uncompleted (see table on next page) (AO1) and 1 mark selecting all three jobs from shaded rows (see table on next page) (AO2).

Up to **2 marks** for explaining why each job could be considered as a priority, eg South West Kirkland Manor Brochure could be up to 6 days late (1 mark) as it takes 23 days and maybe cannot use weekend dates (1 mark) (AO2).

Up to **2 marks** for demonstrating the urgency of prioritised jobs, eg South West Kirkland Manor Website is most important as 'not happy with some of the graphics' might be a major issue (1 mark), whilst delay of photo shoot could be a technical issue easily resolved (1 mark) (AO3).

Uncompleted jobs.

Shaded rows indicate the jobs that could be considered as being at risk and in need of attention.

Region	Development	Job description	Deadline	Completed	Notes
East Anglia	Marsh View	Website	24/05/2013	No	1) Initial meeting delayed by 5 working days 2) <i>PH</i> not happy with initial version of website 3) Scheduled for completion on 7 June
London	Halston Point	Brochure	12/06/2013	No	Final version approved by <i>PH</i> and sent to printers on 29 May.
South West	Kirkland Manor	Website	14/06/2013	No	Website almost completed, but <i>PH</i> not happy with some of the graphics. Design department notified.
London	Halston Point	Website	18/06/2013	No	Photo shoot for website images delayed - could mean deadline will not be reached.
North West	Victoria Road	Brochure	26/06/2013	No	Possible delay - final version yet to be received from design department!
South West	Kirkland Manor	Brochure	26/06/2013	No	<i>PH</i> happy with draft. Sent to the design department today (4 June).
London	City Airport	Buy-to-let investor posters	12/07/2013	No	
West Midlands	Dalton Road	Site plan leaflet	23/07/2013	No	
London	Hampsey Hill	Brochure	02/08/2013	No	<i>PH</i> has put back the initial meeting from 17/06/2013 to 21/06/2013. <i>PH</i> has refused to alter the deadline.
London	Prescott Homes staff conference	Presentation for main key speech	02/08/2013	No	

2

Total for this question: 20 marks

2 (a)	<p><i>Explain one reason why it is important for Claro to keep its information system up to date.</i></p>	<p><i>(3 marks)</i></p>
--------------	--	-------------------------

Level	Descriptor	Marks	Assessment Objectives
2	Uses Item B when explaining the importance of timeliness.	3	AO2
1	Demonstrates an understanding of timeliness.	2–1	AO1

Knowledge and Application:

- *information systems need to be timely, accurate and secure*
- *timely – ‘up to date’ – to ensure that users are provided with the latest information*
- *employees need to be able to access the latest information if they are to communicate accurately with clients and other staff members due to the number of projects they have to complete by particular deadlines*
- *Beth needs to be sure that documents she views, such as updated presentations, are the latest versions.*

2 (b)	<p><i>Using Item B, explain why Claro uses a secure network to enable managers, who are working from home, to access the information system.</i></p>	<p><i>(5 marks)</i></p>
--------------	---	-------------------------

Level	Descriptor	Marks	Assessment Objectives
2	Uses Item B when explaining the importance of data security.	5–4	AO2
1	Demonstrates an understanding of data security.	3–1	AO1

Knowledge and Application:

- *data security relates to how data on information systems is protected from unauthorised access*
- *data can be kept secure through the use of passwords, virus protection and firewalls. Secure network means that you cannot access the system unless you have a user account and a password*
- *the secure network would seem to be controlled directly by Claro, ie each computer has to have special software installed. This means that Claro has overall control which is essential to safeguard against viruses and malware etc*
- *as it is possible that Claro’s employees are often working away from the office (eg Beth working at home), then each computer is susceptible to being used by people not employed by Claro – essential to have security in this situation*
- *Claro’s information system is likely to hold sensitive information (eg business account details, promotional materials) and these must be secured from unauthorised access.*

2 (c) *Do you think that using time management techniques would significantly improve Beth's experience of working from home? Use **Item B** to justify your answer.* (12 marks)

Level	Descriptor	Marks	Assessment Objectives
3	Analyses Item B to consider the relevance of time management techniques for Beth.	7–5	AO3
2	Uses Item B to describe how Beth could use time management techniques.	4–3	AO2
1	Demonstrates understanding of time management techniques.	2–1	AO1

Knowledge and Application:

- *time management techniques involve a variety of methods designed to record and prioritise tasks so that individuals can deal with multiple requests and deadlines, eg simple 'To-Do' lists which can then be prioritised and checked off*
- Beth could make lists of tasks that need to be completed and put these on a weekly calendar, ensuring that she spreads out the work across her available time, eg taking the half days into account
- making effective use of her time in the office could be a key part of her coping with home working
- making effective use of her assistant – sharing information about tasks and delegating some tasks – could also help.

Analysis:

- Beth has a job that requires a variety of communication methods and a mix of work – some which have to be completed at the time and some which can be planned – allocating more routine tasks to her assistant or for homeworking could help with time management
- learning to focus on what is important – being able to say no – would help her to stick to any plans she makes, yet this is sometimes unavoidable and perhaps her friend does not understand her job
- perhaps her mother can help, eg she works one of the home days at her mother's and this would allow her to use both AM and PM sessions.

See next page for Evaluation.

For AO4, you should award marks using the scheme below.

Note: AO4 also assesses students' quality of written communication. When deciding on the AO4 level to be awarded, consider the degree to which the student orders and communicates his/her ideas.

Level	Descriptor	Marks	Assessment Objective
E2	Justifies how time management would or would not help Beth to work efficiently from home. Ideas are communicated using a logical structure, with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.	5–3	AO4 and Quality of written communication
E1	Demonstrates some judgement when identifying why Beth should or should not use time management. Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.	2–1	

Evaluation:

- overall, time management could help, but likely to be less significant than finding a better home-working pattern or delegating certain tasks to her assistant
- time management techniques could help her to allocate tasks appropriately across her working week, but not likely to help when none-routine tasks occur.

3

Total for this question: 20 marks

3 (a) *Beth and Sandeep have different opinions about the best way to promote the Halston Point development.*

*Using **Item C**, analyse why a **telephone call** between Beth and Sandeep was **not likely** to resolve these differences. (8 marks)*

Level	Descriptor	Marks	Assessment Objectives
3	Use Item C to analyse the factor(s) that caused problems communicating over the telephone.	8–7	AO3
2	Uses Item C when describing the problems of communicating over the telephone.	6–4	AO2
1	Demonstrates a generic understanding of the disadvantages of communicating over the telephone.	3–1	AO1

Knowledge and Application:

- *telephone communication, whilst immediate, presents barriers for non-verbal, written and graphic information*
- *difficult to convey complex information, visual information and non-verbal information*
- disagreement based on a visual approach to communication which a telephone call might struggle to deal with
- telecommunication can lack interactivity, eg not possible to illustrate exactly how the facebook campaign was used from a simple email.

Analysis:

- difficult to persuade a person with a contrary opinion during a telephone conversation – visual aspects, such as facial expression, are missing and it is easy to misinterpret
- Sandeep has not taken on board the problem with the development, – he has entrenched views and these are difficult to modify, certainly by a phone call
- Sandeep called Beth with the express intention of complaining – he was not aware that she was targeting a different group of customers – and a telephone call would struggle to deal with this problem.

<p>3 (b) <i>Recommend to Beth how she could use the proposed meeting to persuade Sandeep to adopt her ideas for promoting the Halston Point development. Use Item C to justify your answer.</i> (12 marks)</p>
--

Level	Descriptor	Marks	Assessment Objectives
3	Analyses Item C factors that might contribute to effective communication.	7–5	AO3
2	Uses Item C when describing how Beth might communicate effectively.	4–3	AO2
1	Demonstrates generic understanding of effective communication.	2–1	AO1

Knowledge and Application:

- *success of a communication depends on the audience being able to understand it and provide feedback*
- PowerPoint/onscreen demonstration of examples of the facebook campaign used by Beth
- structure the meeting so that it contains both persuasive visual information and opportunities for discussion
- have hand-outs containing summaries of target market’s preferences, information on the effectiveness of similar campaigns.

Analysis:

- the meeting has to be interactive if it is to persuade Sandeep
- hard facts (ie information) are also important – perhaps Beth could invite someone from *PH* involved in the South East development
- as the target market seems to be changing, Sandeep needs to be informed about the relative benefits of this market – presentation could help here to provide key information
- Sandeep might simply be unaware of what facebook campaigns are/can do – a few examples could be shown and these could be discussed
- perhaps Beth could find someone within *Claro* who fits the target market profile and they could be at the meeting to explain why he/she prefers the different style of promotion.

See next page for Evaluation.

For AO4, you should award marks using the scheme below.

Note: AO4 also assesses students' quality of written communication. When deciding on the AO4 level to be awarded, consider the degree to which the student orders and communicates his/her ideas.

Level	Descriptor	Marks	Assessment Objective
E2	Justifies how the recommendations could contribute to effective communication. Ideas are communicated using a logical structure, with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.	5–3	AO4 and Quality of written communication
E1	Demonstrates some judgement when making recommendation(s). Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.	2–1	

Evaluation:

- justification of how Beth should use the meeting should show awareness of some of the following issues:
 - need for a balance of persuasive and informative communication
 - remove Sandeep's concerns, ie why Sandeep objected in the first place
 - offer reasons as to why Beth's campaign would be appropriate.