



**General Certificate of Education**

**Applied Business 8611/8613**

**BS05      Business Communication and  
Information Systems**

**Mark Scheme**

*2009 examination - January series*

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

1

Total for this question: 19 marks

(a) Recall the spreadsheet called **CHA's RAF HOUSING DEVELOPMENT**.

(ii) Update the spreadsheet using the following data.

Date	Actual flats modernised each week	
29/12/2008	0	
05/01/2009	0	
12/01/2009	1	(1 mark)

1 mark for correctly amending the spreadsheet.

(iii) Calculate the **Actual**: Total flats modernised for the following dates, by replicating the formula in cell F19:

29/12/2008, 05/01/2009 and 12/01/2009. (1 mark)

(iv) Save and print a copy of the amended spreadsheet.

1 mark for correctly replicating the formula or 1 mark for correct answer (OFR).

CHA's RAF Housing Development						
		Planned		Actual		
	Date	Flats modernised each week	Total flats modernised	Flats modernised each week	Total flats modernised	Shortfall
	08/09/2008	2	2	2	2	
	15/09/2008	2	4	0	2	
	22/09/2008	2	6	1	3	
	29/09/2008	2	8	3	6	
<b>Phase 1</b>	06/10/2008	2	10	1	7	
	13/10/2008	2	12	2	9	
	20/10/2008	2	14	1	10	
	27/10/2008	2	16	2	12	
	03/11/2008	2	18	1	13	
	10/11/2008	2	20	2	15	
	17/11/2008	2	22	2	17	
	24/11/2008	2	24	1	18	
	01/12/2008	2	26	3	21	
	08/12/2008	2	28	2	23	
<b>Phase 2</b>	15/12/2008	2	30	1	24	
	22/12/2008	2	32	1	25	
	29/12/2008	0	32	0 (ii)	25 (iii)	
	05/01/2009	0	32	0 (ii)	25 (iii)	
	12/01/2009	3	35	1 (ii)	26 (iii)	
	19/01/2009	3	38			
	26/01/2009	3	41			
	02/02/2009	3	44			
	09/02/2009	3	47			
<b>Phase 3</b>	16/02/2009	3	50			

(b) (i) Brian calculates the shortfall in the total number of flats modernised in the following way:

**Shortfall = Planned total flats modernised – Actual total flats modernised**

Insert a formula in cell G4 to calculate the shortfall for 08/09/2008.

Copy this formula into cells G5 to G22. (2 marks)

(ii) Save and print a copy of the amended spreadsheet showing the formulae.

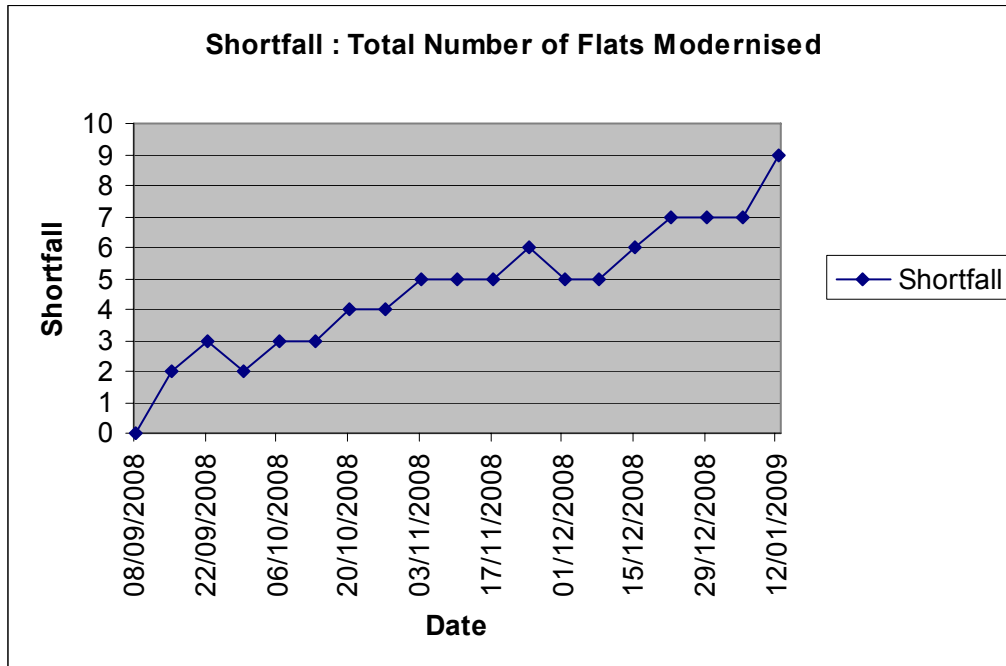
**1 mark** for replicating the formula (OFR), **1 mark** for correct answer.

	A	B	C	D	E	F	G
<b>1</b>	<b>CHA's RAF Housing Development</b>						
<b>2</b>			<b>Planned</b>		<b>Actual</b>		
<b>3</b>		Date	Flats modernised each week	Total flats modernised	Flats modernised each week	Total flats modernised	Shortfall
<b>4</b>		08/09/2008	2	=C4	2	=E4	=D4 – F4
<b>5</b>		15/09/2008	2	=D4+C5	0	=F4+E5	=D5 – F5
<b>6</b>		22/09/2008	2	=D5+C6	1	=F5+E6	=D6 – F6
<b>7</b>		29/09/2008	2	=D6+C7	3	=F6+E7	=D7 – F7
<b>8</b>	<b>Phase 1</b>	06/10/2008	2	=D7+C8	1	=F7+E8	=D8 – F8
<b>9</b>		13/10/2008	2	=D8+C9	2	=F8+E9	=D9 – F9
<b>10</b>		20/10/2008	2	=D9+C10	1	=F9+E10	=D10 – F10
<b>11</b>		27/10/2008	2	=D10+C11	2	=F10+E11	=D11 – F11
<b>12</b>		03/11/2008	2	=D11+C12	1	=F11+E12	=D12 – F12
<b>13</b>		10/11/2008	2	=D12+C13	2	=F12+E13	=D13 – F13
<b>14</b>		17/11/2008	2	=D13+C14	2	=F13+E14	=D14 – F14
<b>15</b>		24/11/2008	2	=D14+C15	1	=F14+E15	=D15 – F15
<b>16</b>		01/12/2008	2	=D15+C16	3	=F15+E16	=D16 – F16
<b>17</b>		08/12/2008	2	=D16+C17	2	=F16+E17	=D17 – F17
<b>18</b>	<b>Phase 2</b>	15/12/2008	2	=D17+C18	1	=F17+E18	=D18 – F18
<b>19</b>		22/12/2008	2	=D18+C19	1	=F18+E19	=D19 – F19
<b>20</b>		29/12/2008	0	=D19+C20	0	=F19+E20	=D20 – F20
<b>21</b>		05/01/2009	0	=D20+C21	0	=F20+E21	=D21 – F21
<b>22</b>		12/01/2009	3	=D21+C22	1	=F21+E22	=D22 – F22
<b>23</b>		19/01/2009	3	=D22+C23			
<b>24</b>		26/01/2009	3	=D23+C24			
<b>25</b>		02/02/2009	3	=D24+C25			
<b>26</b>		09/02/2009	3	=D25+C26			
<b>27</b>	<b>Phase 3</b>	16/02/2009	3	=D26+C27			

(iii) Produce a line graph showing the shortfall in the total number of flats modernised between 08/09/2008 and 12/01/2009.

The line graph should have a suitable **title** and **axis labels**. (3 marks)

(iv) Save the spreadsheet and graph. Print a copy of the line graph.



1 mark for an accurate line graph (OFR).

1 mark for an appropriate title.

1 mark for appropriate axis labels (both labels must be present).

(c) *Brian has been requested by CHA to report on the progress of the RAF housing development.*

*Open the word processing file called **PROGRESS REPORT**.*

(ii) *Write a brief report on the progress of the RAF housing development using the information contained in **Item A** and the spreadsheet you saved in **(b)(iv)**.*

*Your report should include:*

- *the graph you created in **(b)(iv)** to support the issues identified*
- *a recommended plan of action for completing Phase 3 by the original deadline of 16/02/2009.* (6 marks)

(iii) *Save and print the report.*

**1 mark** for entering appropriate To, From, ie To CHA, From Brian or To Brian, From Candidate, Signature and Date details (all must be present) (AO1).

Apply the following grid for remaining five marks.

Level	Descriptor	Marks	Assessment Objective
3	Analyses data to reach a conclusion.	4–5	AO3
2	Explains progress of the housing development referring to data.	2–3	AO2
1	Inserts data (eg table / graph) <b>or</b> identifies relevant point.	1	AO1

(d) *Brian wants to survey customer opinion on the quality of the flats modernised by the building contractor. He has decided to construct a questionnaire which could be completed quickly by the residents of the RAF housing development.*

*Open the word processing file called **CUSTOMER OPINION QUESTIONNAIRE**.*

(ii) *Change the wording and the layout of the questionnaire to ensure that:*

- *the layout makes it easy for the residents to complete*
- *the instructions are clear*
- *the wording of the opening and closing paragraphs is appropriate.*

(iii) *Save and print the questionnaire.* (6 marks)

Level	Descriptor	Marks	Assessment Objective
3	Successfully improves <b>two</b> of: ease of response, clarity appropriate wording.	5–6	AO2
2	Successfully improves ease of response <b>or</b> clarity <b>or</b> appropriate wording.	3–4	
1	Attempts to improve ease of response <b>or</b> clarity <b>or</b> appropriate wording.	1–2	AO1

**2****Total for this question: 19 marks**

<p>(a) Analyse the ways in which the residents' newsletter might be delivered to <i>CHA's</i> customers. <span style="float: right;">(8 marks)</span></p>
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Level	Descriptor	Marks	Assessment Objective
3	Analyses factors affecting the choice of delivery method(s).	7–8	AO3
2	Explains benefits of delivery method(s).	4–6	AO2
1	Describes how the newsletter might be delivered to <i>CHA's</i> customers.	1–3	AO1

**Relevant answers might include the following:**

**Delivery methods include:**

Printed medium

- by mail to each resident's address
- hand delivered to each resident using *CHA* staff
- copies placed in a convenient public location within each development, eg foyer.

Electronic medium

- by email to each resident
- available for download on the *CHA* website.

Factors affecting the choice of delivery method include:

- cost of method, eg cheaper to use electronic medium
- accessibility, eg how many residents have access to computers and / or an email address
- resident preferences, eg preference for printed format.



(b) Discuss the suitability of the newsletter's front page in terms of:

- layout of information
- use of font types, including emphasis
- possible use of colour and shading.

(11 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses how the format of the newsletter could affect its suitability.	5–6	AO3
2	Explains positive <b>or</b> negative feature(s) of the newsletter.	2–4	AO2
1	Identifies the feature(s) of the newsletter.	1	AO1

**Relevant answers might include the following:**

Layout of information:

- follows standard layout features of a newsletter, perhaps making it easier for residents to access information and / or encourage them to read the newsletter
- content banner provides information on what is inside the newsletter, while left hand column contains all key contact information
- however, the overall layout is a little cluttered / busy and could discourage residents from accessing information
- use of images to break up text, but do these have any real purpose?

Font types and emphasis:

- font is easy to read – suitable for headlines. However, variety of font sizes used and the overall effect is a little confusing.

Possible use of colour and shading:

- is the shading / patterning used at the top of the page appropriate?
- use of white text on black / coloured backgrounds helps to provide contrast and draw attention to key information.

In addition (and separately) award marks for evaluation using the grid below.

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

Level	Descriptor	Marks	Assessment Objective
2	Judges the factors influencing the appropriateness for the readership. Ideas are communicated using a logical structure, with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.	3–5	AO4 and Quality of written communication
1	Demonstrates some judgement when discussing the suitability of the newsletter. Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.	1–2	

3

**Total for this question: 22 marks**

(a) Using **Item C**, identify an electronic information system to replace the current manual system and analyse why it might be easier to manage the waiting list data. (8 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses how the features of the electronic system might make it easier to manage.	7–8	AO3
2	Explains advantages of the electronic system in context.	4–6	AO2
1	Describes a suitable electronic system <b>or</b> demonstrates a generic understanding of information systems.	1–3	AO1

**Relevant electronic systems might include the following:**

- database would be a clear choice
- spreadsheet is possible, if less suited.

**Relevant benefits might include the following:**

- ease of retrieving information – identifying potential residents, ie replacing the ‘yellow dot’ system
- data validation – ensuring that postcodes, for example, are entered correctly, although a spreadsheet would be harder to set up for this purpose
- data security – given the nature of the data held, security is important and it would be easy to set up secure access to a database (but less so for a spreadsheet system)
- ease of backing up data – given the importance of the data, this would be vital
- ability to process information – ability to mail merge (eg sending out the invitation letters), ability to allocate points etc.

(b) (i) Using **Item C**, list up to **seven** tasks which you think Rebecca should carry out in preparation for the meeting with the 50 potential residents, moving into the modernised RAF properties.

Use the **Priority** section of the table below to put the tasks into an order of priority for completion (1 = completed first, 2 = completed second etc). (4 marks)

Level	Descriptor	Marks	Assessment Objective
2	Identifies valid tasks sufficient for planning purposes.	3–4	AO2
1	Identifies some valid tasks.	1–2	AO1

Assess the validity and sufficiency of identified tasks, not prioritisation.

Possible tasks include:

1. set date for meeting
2. arrange refreshments
3. identify families/send out invitation letters
4. determine numbers attending
5. select/book venue
6. prepare venue eg seating, tables, displays etc
7. prepare audio-visual equipment
8. promote the meeting – place, date and time.

(b) (ii) *Justify your choice of tasks and their order of priority.* (10 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses the sequence of the tasks.	4–5	AO3
2	Explains the purpose(s) of the tasks.	2–3	AO2
1	States a valid reason for task.	1	AO1

Possible prioritisation:

Tasks	Priority
Set date of meeting	1
Determine likely numbers attending	2
Select / book venue	3
Identify families / send out invitation letters	4
Arrange refreshments	5
Prepare venue, eg seating, tables, displays etc.	6
Prepare audio-visual equipment	7

In addition (and separately) award marks for evaluation using the grid below.

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

Level	Descriptor	Marks	Assessment Objective
2	Judges the relative importance of the tasks. Ideas are communicated using a logical structure, with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.	3–5	AO4 and Quality of written communication
1	Demonstrates some judgement when discussing the order of the tasks. Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.	1–2	