General Certificate of Education
June 2010

GCE Applied Business   BS05

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 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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 to download from the AQA Website: www.aqa.org.uk

	Assessment Objectives
	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.
Quality of Written Communication	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: • 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. The assessment of the quality of written communication is included in Assessment Objective 4.

1 **Total for this question: 20 marks**

NB: For Questions 1(a)(ii) to 1(a)(vi), refer to spreadsheet views on the next page.

> *1(a)* *(ii)* *Calculate **Total estimated children** for each of the inner London areas by copying the formula from the **Eastern** area.* *(1 mark)*

1 mark for replicating formula in all remaining cells.

> *1(a)* *(iii)* *Calculate the **Estimated franchise revenue** that Jenny could receive from **each** inner London area, using the following formula:*
>
> **Estimated franchise revenue = Total estimated children** *x £0.80*
>
> *Format the data to display as £ to two decimal places.* *(3 marks)*

1 mark for correct figures
1 mark for formatting the data to display with two decimal places
1 mark for formatting the data to display as £.

> *1(a)* *(iv)* *Calculate the **Estimated number of franchisees** Jenny will need to license in each of the inner London areas, using the following formula:*
>
> **Estimated number of franchisees = Total estimated children** */ 250*
>
> *Format the display to display with one decimal place.* *(3 marks)*

1 mark for entering the correct formula for estimated number of franchisees
1 mark for replicating the formula
1 mark for formatting the data to display with one decimal place.

> *1(a)* *(v)* *Save and print a copy of the amended spreadsheet, in landscape orientation.* *(1 mark)*

1 mark for printing in landscape orientation.

> *1(a)* *(vi)* *Print a copy of the spreadsheet you saved in **1(a)(v)**, in landscape orientation, showing formulae.* *(1 mark)*

1 mark for printing in landscape orientation showing formulae.

SURVEY RESULTS

	Estimated number of children to be taught each week - Inner London area					
	Eastern	Northern	North Western	South Eastern	South Western	Western
3 to 5 year olds	150	160	230	350	420	410
5 to 7 year olds	190	290	240	320	530	460
7 to 9 year olds	250	270	290	480	520	550
9 to 11 year olds	300	420	550	600	720	810
Total estimated children	890	1140	1310	1750	2190	2230
Estimated franchise revenue	£712.00	£912.00	£1,048.00	£1,400.00	£1,752.00	£1,784.00
Estimated number of franchisees	3.6	4.6	5.2	7.0	8.8	8.9

SURVEY RESULTS

	Estimated number of children to be taught each week - Inner London area					
	Eastern	Northern	North Western	South Eastern	South Western	Western
3 to 5 year olds	150	160	230	350	420	410
5 to 7 year olds	190	290	240	320	530	460
7 to 9 year olds	250	270	290	480	520	550
9 to 11 year olds	300	420	550	600	720	810
Total estimated children	=SUM(C19:C22)	=SUM(D19:D22)	=SUM(E19:E22)	=SUM(F19:F22)	=SUM(G19:G22)	=SUM(H19:H22)
Estimated franchise revenue	=SUM(C24*0.8)	=SUM(D24*0.8)	=SUM(E24*0.8)	=SUM(F24*0.8)	=SUM(G24*0.8)	=SUM(H24*0.8)
Estimated number of franchisees	=SUM(C24/250)	=SUM(D24/250)	=SUM(E24/250)	=SUM(F24/250)	=SUM(G24/250)	=SUM(H24/250)

1(b)(iii)	*Write a brief report on the number of franchisees that might be required if Jenny decided to franchise the business. Use the information contained in the spreadsheet you saved in 1(a (v).* *Your report should take into account:*	
	• *the areas of inner London*	
	• *the age groups of children.*	*(4 marks)*

Appropriately completing the To, From and Date sections **1 mark**
Estimating total number of franchisees required - **38 to 40** **1 mark**
Explanation of data in terms of:
    area (eg seems more demand in southern and western areas) **1 mark**
    age group (eg demand highest for oldest age group 9 to 11 year olds) **1 mark**

1(c)	*Select a suitable software application to design an A4 **data capture form**.* *You should:*	
	• *include fields which would provide appropriate information about each person, including teaching experience*	
	• *consider the layout and order of the fields*	
	• *use boxes to indicate the size of fields.*	*(7 marks)*

Basic contact details, eg name and address   up to **2 marks**
Additional fields or breaking fields into sub parts,
eg teaching experience and post code   up to **2 marks**
Design/layout of the data-capture form   **1 mark**
Logical order for data capture   **1 mark**
Suitable sized **boxes**   **1 mark**

2   **Total for this question: 20 marks**

2(a)	*Explain the measures Jenny could take to ensure that:*	
	• *personal information is kept secure*	
	• *the teaching resources of Un Deux Trois are legally reproduced and used.*	
		(8 marks)

Level	Descriptor	Marks	Assessment Objective
3	Identifies legislative or security issues relevant to Jenny and explains their impact on the business.	6–8	AO3
2	Describes ICT legislative or security issues in context.	3–5	AO2
1	Demonstrates understanding of ICT legislative or security issues in general.	1–2	AO1

Relevant answers might include the following:

- data protection act – how Jenny keeps and uses the personal information collected by the web form
- copyright laws – how the franchisees are restricted in their use of Jenny's copyrighted language resources
- security of data – the access Jenny's staff have to franchisee personal information.

2(b)	Which of the two methods of communication Jenny identified would be most suitable to communicate the nature and demands of her language courses to potential franchisees? Use **Item B** to justify your answer.	(12 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses the effectiveness of the methods for communicating the nature and/or demands of the language courses.	6–7	AO3
2	Explains the positive or negative aspect(s) of the communication methods.	3–5	AO2
1	Demonstrates understanding of effective communication.	1–2	AO1

Relevant answers may include the following:

- meetings – face-to-face communication, possibly very important given the nature of the business, and would allow for some individual questioning; however, takes some arranging – are people available, where would the meeting take place etc?
- telephone – would ensure that Jenny knew that potential franchisees were contacted and would allow for individual questioning. However, time consuming and, given the nature of the message, not the best way of communicating the nature and demands of the courses.

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

Level	Descriptor	Marks	Assessment Objective
E2	Justifies, using **Item B**, the choice of communication method. 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
E1	Demonstrates some judgement when considering the advantages and disadvantages of communication method. 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: 20 marks**

3(a)	*Using **Item C**, what do the administration team need to organise in advance, to ensure that the training day runs smoothly? Justify your recommendations.*
	(12 marks)

Relevant answers might include the following:

- suitable break-out room – size/layout
- reception desk – location, staffing
- delegate list for use on reception desk
- name badges and delegate packs
- laptops – functioning and suitable software/data
- book refreshments and lunch – dietary requirements
- set up presentation software/hardware
- provide other materials for the day – flip chart, paper etc.

Level	Descriptor	Marks	Assessment Objective
3	Analyses **Figure 1** to identify requirements of selected training day.	6–7	AO3
2	Describes requirement(s) of the training day.	3–5	AO2
1	Demonstrates understanding of planning.	1–2	AO1

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

Level	Descriptor	Marks	Assessment Objective
E2	Justifies the organisation of the training day, taking into account the time available and the purposes of the day. 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
E1	Demonstrates some judgement when considering organisation of the training day. 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	

Level	Descriptor	Marks	Assessment Objective
3(b)	*Using **Item C**, explain how ICT could help to support the training day.*		*(8 marks)*

Level	Descriptor	Marks	Assessment Objective
3	Explains why the particular software/hardware is appropriate by considering the purpose/nature of the activity.	6–8	AO3
2	Explains how the software/hardware could be used within an activity.	3–5	AO2
1	Demonstrates understanding of general purposes of software/hardware.	1–2	AO1

Relevant answers might include the following:

- spreadsheets – could help in the 'planning a lesson activities', with examples already saved and would make the process easier
- word processors – possibly least useful but could help to record ideas during group discussions or using the table feature, help in the 'planning a lesson activities'
- presentation software – useful for Jenny for the entire day and when giving her presentation(s); would help to make any presentations more engaging and, possibly, interactive
- internet/intranet – access to videos of actual lessons; could assist in small group discussions, providing something to discuss!
- database – delegate lists and details.