



**General Certificate of Education**

**Applied Business 8611/8613**

**BS05      Business Communication and  
Information Systems**

**Mark Scheme**

*2009 examination - June 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: 21 marks**

1 (a) (ii) Using the **Time and Attendance Sheet**, add the reasons given for absence in the **TA Code** column, for the appropriate day.

1 (a) (iii) Save and print the spreadsheet (6 marks)

| Employee Code | Contracted Hours per week | Hours carried forward | Mon | TA Code | Tues | TA Code | Wed | TA Code | Thurs | TA Code | Fri | TA Code | Total hours for week | Hours carried forward |
|---------------|---------------------------|-----------------------|-----|---------|------|---------|-----|---------|-------|---------|-----|---------|----------------------|-----------------------|
| ED1001        | 35                        | 0                     | 7   |         | 7    |         | 7   |         | 7     |         | 7   |         | 35                   | 0                     |
| ED1002        | 35                        | 5                     | 7.5 |         | 8    |         | 9   |         | 8.5   |         | 0   | FL      | 33                   | 3                     |
| ED1003        | 35                        | 7                     | 7   |         | 7    |         | 7   |         | 0     | AL      | 7   |         | 28                   | 7                     |
| ED1004        | 35                        | -1                    | 8   |         | 8    |         | 9   |         | 8     |         | 4   | FL      | 17                   | 1                     |
| ED1005        | 35                        | 0                     | 6   | B1      | 6    | B1      | 6   | B1      | 6     | B1      | 6   | B1      | 30                   | -5                    |
| ED1006        | 35                        | 0                     | 7   |         | 7    |         | 7   |         | 7     |         | 7   |         | 35                   | 0                     |
| ED1007        | 35                        | 8                     | 7   |         | 0    | FL      | 7   |         | 7     |         | 7   |         | 28                   | 1                     |
| ED1008        | 35                        | 0                     | 7   |         | 7    |         | 7   |         | 7     |         | 7   |         | 35                   | 0                     |
| ED1009        | 35                        | 0                     | 3.5 | AL      | 8    |         | 7   |         | 7     |         | 6   | B1      | 31.5                 | 0                     |
| ED1010        | 35                        | 3                     | 7   |         | 6    | B1      | 6   | B1      | 6     | B1      | 7   |         | 32                   | 0                     |
| ED1011        | 35                        | 0                     | 7   |         | 7    |         | 7   |         | 7     |         | 7   |         | 35                   | 0                     |
| ED1012        | 35                        | 0                     | 7   |         | 7    |         | 7   |         | 7     |         | 7   |         | 35                   | 0                     |
| ED1013        | 35                        | 0                     | 7   |         | 7    |         | 7   |         | 7     |         | 7   |         | 35                   | 0                     |
| ED1014        | 35                        | 0                     | 0   | AL      | 0    | AL      | 0   | AL      | 0     | AL      | 0   | AL      | 0                    | 0                     |
|               |                           |                       |     |         |      |         |     |         |       |         |     |         |                      |                       |

**4 marks – Data Entry**

- All rows correct      4 marks
- 5 to 6 rows correct    3 marks
- 3 to 4 rows correct    2 marks
- 2 rows correct          1 mark

**2 marks – Colour Code**

- Appropriate shading    2 marks
- Demonstrates shading 1 mark

1 (b) (i) Using the information contained in **Item A**, the **Time and Attendance Amendment Sheet** and the data given in the spreadsheet saved in (a)(iii), analyse whether employees:

- are using flexitime
- could have used flexitime
- are just working contracted hours.

| Level | Descriptor                              | Marks | Assessment Objective |
|-------|---|-------|----------------------|
| 3     | Analyses implications of work patterns. | 5–6   | AO3                  |
| 2     | Explains meaning of work patterns.      | 2–4   | AO2                  |
| 1     | Describes work patterns.                | 1     | AO1                  |

- only three employees are using agreed flexitime  
five are working just contracted hours
- three could have used flexitime
- on the whole, only a minority are using flexitime but the real problem is that most employees do not bother to vary hours at all.

1 (b) (iv) Using **Item A** and your answer to **b(i)**, write a brief report summarising your findings. Your conclusion should consider whether the employees in the Editorial Department are making effective use of the new flexitime arrangements.

1 (b) (v) Save and print the report. (3 marks)

Use answers to 1(b)(i).

**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     | Conclusion supported by key findings.<br>Ideas are communicated using a logical structure, with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication. | 2–3   | AO4 and Quality of written communication |
| 1     | Provides an appropriate conclusion.<br>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     |  |

1 (c) (ii) *Format the text to provide a poster that encourages employees to make use of the new flexitime arrangements. You should:*

- *insert an appropriate logo*
- *consider layout, font type and emphasis of the text*
- *insert at **least** one appropriate electronic image.*

1 (c) (iii) Save and print a copy of the **POSTER**

*(6 marks)*

1 mark for appropriate logo.

Up to **2 marks** for use of appropriate image(s)

- 1 mark for appropriateness of image
- 1 mark for placement/flow of text

Up to **3 marks** for layout font type and emphasis:

- 1 mark layout
- 1 mark font
- 1 mark emphasis

2

**Total for this question: 20 marks**

|  |
|--|
| <p>2 (a) Analyse the suitability of Richard Laye’s draft presentation slides shown in <b>Figure 1</b>, in terms of:</p> <ul style="list-style-type: none"> <li>• design of the slides</li> <li>• clarity of information.</li> </ul> <p style="text-align: right;"><i>(8 marks)</i></p> |
|--|

| Level | Descriptor  | Marks | Assessment Objective |
|-------|---|-------|----------------------|
| 3     | Analyses the suitability of slide design and/or clarity of information.             | 6–8   | AO3                  |
| 2     | Explains advantage or disadvantage of slide design and/or clarity of information.   | 4–5   | AO2                  |
| 1     | Describes slide features <b>or</b> identifies generic features of effective slides. | 1–3   | AO1                  |

**Design:**

- inconsistent use of font style/emphasis
- no use of images/graphics
- no use of bullet points
- slide template **not** engaging
- letter spacing on second side uneven!

**Clarity:**

- text meaning **is** clear
- but too much text on each slide
- need more slides to space out text/information.

- 2 (b) *Richard has chosen to use notices in all employee work areas to inform the staff of the new employee benefits.*
- To what extent do you agree that this is the most appropriate method from the options available to him? Use **Item B**, to justify your answer. (12 marks)*

**Possible answers might include the following:**

- the magazine is already read by and familiar to employees
- the company wants to increase use of the intranet system, and this would support this company policy
- a letter would ensure that all employees received the required information
- notices might cause misunderstanding and stop employees working.

| Level | Descriptor   | Marks | Assessment Objective |
|-------|--|-------|----------------------|
| 3     | Uses <b>Item B</b> to analyse the advantages <b>or</b> disadvantages of notices for communicating employee benefits. | 7–9   | AO3                  |
| 2     | Uses <b>Item B</b> to explain the benefits of using notices for communicating to employees.                          | 4–6   | AO2                  |
| 1     | Identifies benefits of using notices to communicate.   | 1–3   | AO1                  |

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 merits of chosen method of communicating benefits to employees.<br>Ideas are communicated using a logical structure, with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.                                     | 2–3   | AO4 and Quality of written communication |
| 1     | Demonstrates some judgement when discussing the possible advantages of methods of communicating benefits to employees.<br>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     |  |



3

**Total for this question: 19 marks**

3 (a) Using **Item C**, explain how the amended website could help to support PBL's book launch. (6 marks)

**Possible answers might include the following:**

- help to increase publicity
- target audience likely to use internet
- booking form should increase attendance
- visual benefits, eg photos of celebrities
- effective way of displaying catalogue
- supports customer service.

| Level | Descriptor  | Marks | Assessment Objective |
|-------|---|-------|----------------------|
| 2     | Uses <b>Item C</b> to explain benefits of using a website to disseminate information. | 4–6   | AO2                  |
| 1     | Describes general benefits of using a website to communicate information.             | 1–3   | AO1                  |

3 (b) (i) Using the planning list below, put the tasks into an order of priority for completion  
(1 = completed first, 2 = completed second etc).

| Tasks  | Priority |
|--|----------|
| 1 Proof read sample publicity materials returned from printer                    |          |
| 2 Agree dates with celebrity   |          |
| 3 Tell website team of book signing dates  |          |
| 4 Plan itinerary for celebrity, including travel arrangements and hotel bookings |          |
| 5 Select dates for book signings   |          |
| 6 Prepare press release for each book signing across the UK                      |          |
| 7 Confirm dates for book signing with the selected mega book stores              |          |
| 8 Collect sample publicity materials   |          |
| 9 Despatch publicity material to the mega book stores if perfect                 |          |

(3 marks)

First group = tasks 2, 5, 8  
 Second group = tasks 1, 6, 7  
 Third group = tasks 4, 3, 9

7 – 9 tasks in correct group – 3 marks  
 4 – 6 tasks in correct group – 2 marks  
 2 – 3 tasks in correct group – 1 mark  
 0 – 1 tasks in correct group – 0 marks

3 (b) (ii) *Justify your order of priority.*

(10 marks)

Assess the quality of the candidate's justification using the following schemes.

| Level | Descriptor                                     | Marks | Assessment Objective |
|-------|--|-------|----------------------|
| 3     | Analyses the relative importance of the tasks. | 5–6   | AO3                  |
| 2     | Explains the importance of the tasks.          | 2–4   | AO2                  |
| 1     | States a valid reason for chosen priority.     | 1     | AO1                  |

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.<br>Ideas are communicated using a logical structure, with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.                         | 3–4   | AO4 and Quality of written communication |
| 1     | Demonstrates some judgement when discussing the order of the tasks.<br>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   |  |