

Centre Number						Candidate Number				
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For Examiner's Use	
Examiner's Initials	
Question	Mark
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2	
3	
TOTAL	



General Certificate of Education
Advanced Subsidiary Examination
June 2010

Applied Business

BS05

Unit 5 Business Communication and Information Systems

Tuesday 25 May 2010 9.00 am to 10.30 am

For this paper you must have:

- appropriate computer hardware and software
- a stationery folder (enclosed)
- 8 sheets of A4 plain paper.

You may use a calculator.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You should put your Centre Number and Candidate Number (preferably as a Header or Footer) on each practical task that you are requested to print.
- Answer **all** questions.
- You must answer the questions in the spaces provided or on the plain A4 paper as appropriate. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You will be told the arrangements for printing at your Centre.
- No alterations to the text or layout may be made after the 1 hour 30 minutes has expired.
- You may ask for more A4 plain paper if you require it.
- Questions 2(b) and 3(a) should be answered in continuous prose. In these questions you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.



J U N 1 0 B S 0 5 0 1

Answer **all** questions in the spaces provided or on the plain A4 paper as appropriate.

Read the **Background Information**.

Un Deux Trois

In 2006, Jenny Borwick founded *Un Deux Trois* in response to parents expressing an interest in foreign language courses for their primary school aged children. Based in London, the business provides French language teaching resources for primary school teachers. Currently, *Un Deux Trois* provides resources for four age groups:

- 3 to 5 year olds
- 5 to 7 year olds
- 7 to 9 year olds
- 9 to 11 year olds.

Un Deux Trois provides lesson plans and activities that primary school teachers can use within their classes. As many primary schools do not have specially trained language teachers, the resources offered by *Un Deux Trois* have proved to be popular. Many teachers and parents comment on how their children find the lessons to be fun, engaging and accessible.

Jenny currently employs three administrative staff who are responsible for:

- liaising with the primary schools to ensure that their needs are being met
- ensuring orders for books, CDs and activities are fulfilled
- organising training days for new and existing teachers
- communicating with the publishers who print the resources
- maintaining the business's website.



- 1 Read **Item A** and then answer the questions that follow.

Item A
Franchising Un Deux Trois

At the end of 2009, Jenny reviewed the financial performance of her business. She was disappointed with the slow growth in sales during 2009. Jenny knew that this was not due to the quality of her language resources but with the difficulties schools faced in finding teachers skilled enough to use them.

In January 2010, Jenny took the decision to franchise her business. She could license individuals, with the required language skills, to deliver *Un Deux Trois* language clubs. These language clubs would run before and after normal primary school hours. After carrying out market research, Jenny asked one of her administrative assistants to produce a report on the number of franchisees she might need to license.

Jenny understood that some franchisees might be reluctant to offer classes to every age group, eg some might prefer to start with the youngest age group. In addition, travelling across London is difficult and franchisees would probably want to be based within a single area of inner London.

Jenny estimated that each franchisee could teach approximately 250 children each week. This would allow for ideal class sizes of no more than 10 children, ie five 20-minute lessons a day, five days a week. Jenny would charge each franchisee a fee of £0.80 per child, per lesson.

- 1 (a) Open the spreadsheet called **SURVEY RESULTS**.
- 1 (a) (i) Enter your name and candidate number into the header of the document.
- 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 (a) (iii) Calculate the **Estimated franchise revenue** that Jenny could receive from **each** inner London area, using the following formula:
- $$\text{Estimated franchise revenue} = \text{Total estimated children} \times \text{£}0.80$$
- Format the data to display as £ to two decimal places. (3 marks)
- 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:
- $$\text{Estimated number of franchisees} = \text{Total estimated children} / 250$$
- Format the data to display with one decimal place. (3 marks)
- 1 (a) (v) Save and print a copy of the amended spreadsheet, in landscape orientation. (1 mark)
- 1 (a) (vi) Print a copy of the spreadsheet you saved in 1(a)(v), in landscape orientation, showing formulae. (1 mark)

Turn over ►



1 (b) Jenny has asked one of her administrative assistants to produce a brief report on the potential size of the franchise market.

1 (b) (i) Open the word document called **ESTIMATED NUMBER OF FRANCHISEES**.

1 (b) (ii) Enter your name and candidate number into the header of the document.

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)

1 (b) (iv) Save and print a copy of **ESTIMATED NUMBER OF FRANCHISEES**.

1 (c) Jenny plans to use the business's website to collect details of people interested in becoming franchisees. She has asked an administrative assistant to produce a **data capture form**.

1 (c) (i) 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)

1 (c) (ii) Save and print a copy of your **data capture form**.



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2 Read **Item B** and then answer the questions that follow.

Item B
Recruiting the franchisees

In March 2010, Jenny updated *Un Deux Trois*'s website to include the data capture form. By the end of April 2010, 100 people had completed the form. After reviewing the collected data, Jenny found that only 15 people had both teaching experience and French language skills, and would be able to use her resources effectively.

Jenny wanted to sign up 40 franchisees. She knew that she would have to think of ways to communicate the content of her teaching resources and the demands of running a franchise. Jenny decided to communicate the nature and demands of her language courses to the potential franchisees by emailing the people who had responded with a web-link to downloadable resources and videos of lessons delivered by teachers. After viewing these resources, the people would need to click on a 'Still interested' button to confirm their commitment.

After this, Jenny still had 60 people interested, which was well over the 40 that she required. She did not want to spend too much time or money in communicating with the potential franchisees as she realised that many would still not be suitable or have the required commitment. However, she realised that it was important to get the right people as franchisees as they would be representing her business and they could easily harm her reputation.

She decided that she needed to use one of the following two methods of communication to determine their commitment and suitability.

- Telephone each potential franchisee to discuss any individual issues they might have.
- Hold meetings with groups of potential franchisees to cover key points and allow them to ask questions.



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3 Read **Item C** and then answer the questions that follow.

Item C
Training the franchisees

In May 2010, Jenny signed up 40 people as *Un Deux Trois* franchisees. This included the 15 potential franchisees who had both the language skills and teaching experience to operate a franchise and 25 people who had good language skills but no teaching experience.

On reflection, Jenny thought that she should hold a training day to ensure that all 40 franchisees would be ready to operate a franchise. Jenny made a list of the various activities that could take place during the training day, including the time allocated to them. This list is shown in **Figure 1**.

A break-out room should be available on the day, ie separate area that could be used for different groups or activities. She realised there would be a great deal of planning and organising of resources and materials needed for the different sessions, including 10 lap-tops and a reception desk for signing-in and handing out packs to the delegates.

Figure 1: Possible franchisee training day activities

Time	Activity	Description
10.00–10.30	Presentation to the whole group	Jenny will use a PowerPoint presentation to introduce the day's events and communicate key information about <i>Un Deux Trois</i> .
10.30–11.15	Small group discussion	Opportunity for franchisees to discuss issues.
11.15–11.30	Coffee break	Coffee, tea and biscuits.
11.30–12.30	Individual review of teaching materials	Opportunity for franchisees to view the teaching materials.
12.30–13.30	Lunch	Buffet lunch.
13.30–15.00	Planning a lesson, either individually or in a small group	Opportunity for franchisees, individually or in small groups, to plan one or two lessons.
15.00–15.30	Whole group 'Question and Answer' session	Opportunity for franchisees to ask any remaining questions.



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