



**General Certificate of Education (A-level) Applied  
June 2012**

**Applied Business**

**BS05**

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

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

***Mark Scheme***

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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.

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	<b>Assessment Objectives</b>
	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.
<b>Quality of Written Communication</b>	<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"> <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 <b>Assessment Objective 4</b>.</p>

1

**Total for this question: 20 marks**

**1 (a) (i)** Sort the data table by the **2<sup>nd</sup> Preference** field in **ascending** order. (2 marks)

**2 marks** for sorting in ascending order (1 mark) by the 2<sup>nd</sup> preference field (1 mark). (AO1)

**1 (a) (ii)** Allocate each delegate to a new group by entering A, B, C or E into each delegate's **New Group** field. You must ensure that:

- your new allocation keeps the total number in each group to no more than the maximum number shown in **Figure 1**
- as far as possible, delegates are given their second preference. (5 marks)

**1 mark** for allocating Oliver Gallagher to Group A and **1 mark** Richard Shapley to Group C. 1 (AO1)

**1 mark** for reallocating all delegates and keeping all groups within limits.

**2 marks** for **three** or fewer delegates **not** getting their 2<sup>nd</sup> choice.

**1 mark** for **four** or **five** delegates not getting their 2<sup>nd</sup> preference.

**1 (a) (iii)** Save and print a copy of the amended spreadsheet in landscape. (1 mark)

**1 mark** for printing in landscape. (AO1)

Example printout for 1 a (iii).

Delegate		Preferences			New Group	Group			
First name	Surname	1st	2nd	3rd		Re-allocated	A	B	C
Bethany	Adams	D	A	B	A	7	5	8	6
Aaron	Ecclestone	D	A		A	9	5	11	6
William	Jones	D	A		A				
Lucy	Palmer	D	A	B	A				
Rupert	Wain	D	A		A				
Graham	Williams	D	A	C	A				
Claire	Bloor	D	B	C	B				
Harry	Clarke	D	B		B				
Ajay	Goel	D	B		B				
Viv	Harris	D	B	C	C				
Pauline	Locker	D	B	E	E				
Priti	Mahmood	D	B	C	C				
Peter	Scott	D	B		B				
Di	Thomson	D	B		B				
Ken	Cronin	D	C	E	C				
Ahmed	Maarabouni	D	C		C				
Xavia	Sawyer	D	C	A	C				
Mo	Timmis	D	C	A	C				
Bradley	White	D	C		C				
<b>Oliver</b>	Gallagher	A	D	E	A				
<b>Richard</b>	Shapley	C	D	A	C				
Asad	Ahmad	D	E		E				
Ahmed	Elhadd	D	E	C	E				
Aurainia	Gill	D	E	A	E				
Lucy	Jones	D	E	B	E				
Quentin	O'Brien	D	E	B	E				

**1 (b) (i)** Enter today's date into the footer of the document. (1 mark)

**1 mark** for entering correct date into the footer of the document. (AO1)

**1 (b) (ii)** Enter a suitable title for the document at the top of the page and format it appropriately. (2 marks)

**1 mark** for appropriate formatting, ie centred or larger font size. (AO2)

**1 mark** for a suitable title representing the content of the report, eg Group D re-allocations. (AO2)

**1 (b) (iii)** Create a table in the **DELEGATE LIST** document using the spreadsheet saved in **1(a)(iii)**. You should:

- sort the data table in the spreadsheet so that it is easy for each presenter to see a list of their additional delegates
- copy **only** the **First name, Surname and New Group** fields from the spreadsheet when creating the table in the document
- format the table in the document, considering its ability to communicate clearly the new group allocations. (5 marks)

**1 mark** for pasting all the delegates and showing just the First name, Surname and New Group fields. (AO1)

Up to **2 marks** for suitably sorting the data in the table, ie 1 mark for primary sort by group and 1 mark for secondary sort by surname. (AO2)

Up to **2 marks** for suitably formatting the table, eg 1 mark for appropriate use of borders and 1 mark for appropriate use of shading within cells or formatting headings. (AO2)

Example printout for 1 b (iii)

<b>Group D re-allocations</b>		
<b>Delegate</b>		<b>Group</b>
Bethany	Adams	A
Aaron	Ecclestone	A
Oliver	Gallagher	A
William	Jones	A
Lucy	Palmer	A
Rupert	Wain	A
Graham	Williams	A
Claire	Bloor	B
Harry	Clarke	B
Ajay	Goel	B
Peter	Scott	B
Di	Thomson	B
Ken	Cronin	C
Viv	Harris	C
Ahmed	Maarabouni	C
Priti	Mahmood	C
Xavia	Sawyer	C
Richard	Shapley	C
Mo	Timmis	C
Bradley	White	C
Asad	Ahmad	E
Ahmed	Elhadd	E
Aurainia	Gill	E
Lucy	Jones	E
Pauline	Locker	E
Quentin	O'Brien	E

**1 (c) (i)** Complete the e-mail, identifying the main issue you faced when reallocating the Group D delegates and explaining how this was resolved. (4 marks)

**1 mark** for completing the header of the e-mail, ie To: Jude Duncombe and a suitable Subject descriptor, eg Re-allocated group. (AO1)

Use the following grid for the remaining marks.

<b>Level</b>	<b>Descriptor</b>	<b>Marks</b>	<b>Assessment Objectives</b>
2	Identifies a valid issue faced in completing the task and explains how the solution resolved this issue.	3–2	AO3
1	Identifies a valid issue faced in completing the task.	1	AO2



2

**Total for this question: 21 marks**

**2 (a)** Using **Item B**, explain **one** reason why data security is an issue for *JD Events* when using its laptops at conferences. (3 marks)

Level	Descriptor	Marks	Assessment Objectives
2	Uses <b>Item B</b> when explaining the importance of data security.	3–2	AO2
1	Identifies an aspect of data security.	1	AO1

**Possible answers might include the following:**

- confidential information might be left on one of *JD Events* laptops which could breach data protection legislation, eg recovering data left on by a previous user making it necessary to delete data from the user area at the end of each conference
- delegates could use *JD Events* laptops for illegal purposes which could breach the computer misuse act, eg accessing another computer making it necessary to restrict access to the Internet.

**2 (b)** Using **Item B**, explain why face-to-face communication with the presenters is an important part of Jenny's job role on the day of the *Fashion Trends* conference. (6 marks)

Level	Descriptor	Marks	Assessment Objectives
2	Uses <b>Item B</b> when explaining how face-to-face communication would help Jenny to carry out her duties.	6–4	AO2
1	Demonstrates an understanding of the benefits of face-to-face communication.	3–1	AO1

**Possible answers might include the following:**

- face-to-face communication is appropriate when complex discussions need to take place, when it is important to observe body language and/or when it is important to develop a rapport
- in this case, Jenny has been put in an awkward position through the cancellation of the Group D session – the other presenters may be upset by the reallocation of this group and face-to-face communication would be essential
- given the nature of Jenny's work, it is important that she makes the presenters feel supported and at ease – face-to-face communication is likely to be the one key way she can achieve this
- the concerns raised by the presenters of Groups B and E would certainly seem to require face-to-face communication – they both appear to be quite distressed!

<b>2 (c)</b>	<p><i>Jenny and her assistant will need to complete a number of tasks if they are to deal with the concerns raised by the presenters of the afternoon group sessions.</i></p> <p><i>Recommend, with reasons, how Jenny and her assistant can complete these tasks in the time available.</i></p> <p style="text-align: right;"><i>(12 marks)</i></p>
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Level	Descriptor	Marks	Assessment Objectives
3	Analyses <b>Item B</b> to establish priorities.	7–5	AO3
2	Uses <b>Item B</b> when describing priorities.	4–3	AO2
1	Demonstrates understanding of the need to prioritise.	2–1	AO1

**Possible answers might include the following:**

- important to get the additional materials printed asap – could be a disaster without these – however, possibly something for the assistant to do once materials collected (contact Jude Duncombe for the updated numbers)
- of the two presenters, Group E seems to require more thought – she is worried about the size of the group and needs some practical solutions – something that Jenny should deal with (maybe the Group D room could be used as a break-out?)
- the Group B presenter could be dealt with by the assistant – seems mainly technical issues which could be resolved relatively quickly – possibly attempt to deal with these before taking materials to the printer, but could be pushed for time! However, Jenny might also need to speak with this presenter to recognise his concerns about the increased group size.

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

Level	Descriptor	Marks	Assessment Objective
E2	Justifies how Jenny and her assistant should successfully address the concerns in the time given. 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 considering actions that Jenny and her assistant should take. 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	

3

**Total for this question: 19 marks**

<b>3 (a)</b>	<i>Using <b>Item C</b>, analyse why internal communication within JD Events is not effective.</i>	<i>(7 marks)</i>
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Level	Descriptor	Marks	Assessment Objectives
3	Uses <b>Item C</b> to analyse the factor(s) reducing the effectiveness of internal communication.	7–6	AO3
2	Uses <b>Item C</b> when describing the effectiveness of internal communication.	5–4	AO2
1	Demonstrates understanding of factors affecting communication.	3–1	AO1

**Possible answers might include the following:**

- effective communication possibly not evidenced when Jude took two hours to inform Jenny about the cancellation of the Group D session – earlier communication might have allowed Jenny to anticipate the needs of the presenters and she could have been more efficient
- the office staff also require communication that is complete and timely if they are to do their jobs – late and incomplete information will not support effective communication and hinders their ability to act on messages received from Jude.
- Judes inability to respond to his emails is a fundamental problem and different methods of communication eg telephone or face to face are required.

<b>3 (b)</b>	<p><i>Recommend how JD Events could improve its information system. Use <b>Item C</b> to justify your answer.</i></p>	<p><i>(12 marks)</i></p>
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Level	Descriptor	Marks	Assessment Objectives
3	Analyses <b>Item C</b> to identify the need for an improved information system.	7–5	AO3
2	Uses <b>Item C</b> to describe aspects of <i>JD Events'</i> information system.	4–3	AO2
1	Demonstrates understanding of information systems.	2–1	AO1

**Possible answers might include the following:**

- information, according to the item, is often incomplete and late – administrative staff getting frustrated, ie not timely and possibly not accurate
- information systems consist of routines and processes – the information system could be improved by considering either of these aspects, eg routines in terms of regularly checking email inboxes, processes in terms of developing data capture forms that collect key information
- could also consider improvements by considering key steps, ie storing, processing, retrieving and disseminating information, eg improvements to data capture systems, meeting schedules, reporting systems through setting up a database which all staff can access
- however, perhaps the systems are sufficient and it is simply a 'people' problem with staff not using the system correctly?

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

Level	Descriptor	Marks	Assessment Objective
E2	Justifies how the information system could be improved. 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 identifying improvements to the information system. 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	