



**General Certificate of Secondary Education
January 2012**

Business and Communication Systems **413008**

(Specification 4134)

Unit 8: ICT Systems in Business

Report on the Examination

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General

Responses were in line with expectations and questions enabled access to students across the ability range.

It would appear that some students do not fully understand the term 'explain'. They simply gave a suitable point with no expansion or gave additional points which fails to gain further marks.

More successful students used the information in the Item well; however the majority were unable to apply their answer in context. Many students had excellent points but they could have been related to any business. Information is given in the Items preceding the questions and needs to be used to gain development marks.

Some students did not read the rubric carefully and consequently did not answer the question that was set but wrote on the topic generally.

Question 1

- (a)** Many students scored full marks on the opening question. A few did not follow the instructions and ticked more than one box for each task.
- (b)** More successful students were able to comment on the different uses of the two types of graphs, although the line chart scored higher marks as the students were able to identify the trend and how this could be represented through the slope of the line. The majority of students were able to mention the different segments of a pie chart but had difficulty in explaining how this type of chart was different to a line chart.
- (c) (i)** Many students scored full marks on the question. A few did not read the question and identified routine tasks Ranjan would carry out when the question asked for a routine task that the sales office assistant would carry out.
- (c) (ii)** Few students scored full marks on the question. Many were able to identify a non-routine task but found it difficult to develop their answer and explain why it was non-routine. A few students did not read the question and identified non-routine tasks other employees would carry out.
- (d)** Many students scored highly on this question, they were able to identify the first and last task correctly but sometimes they were unable to fully support their recommendation. They showed good sequencing of events that, on the whole, were logical. Many answers incorrectly identified training as the first task and seemed unaware that the equipment was needed for this task to be completed. The best answers supported their judgement with consideration of the time needed to order the equipment and that training would be completed last as all other tasks were needed for employees to be fully trained and the system to be functioning smoothly.

Question 2

- (a)** The majority of students scored full marks on this question.
- (b)** Many students were unable to name the Act but demonstrated knowledge of equal opportunity law. Few students were then able to develop their answers and explain the principles the business needed to be aware of. The majority of answers considered sex and race discrimination. There were a significant number of students who talked about Health & Safety and other Acts unrelated to employment law when recruiting.
- (c)** Very few students scored all six marks for this question as they were unable to fully develop their answer and explain the benefits of in-house training for the theme park. The best answers focused on the experience of Sophie's team and how this would allow the development of skills needed in the park.
- (d)** Very few students scored all four marks for analysis on this question as they were unable to answer in the context of shortlisting and recruitment at Westbury Point. Whilst many were able to state and describe a method of selection, few were able to develop their answer given the number of park attendants needed. Stronger students were able to consider that interviewing over 150 applicants may not be possible for a small team and that other selection methods were needed. A minority of students identified that previous employees who had applied probably did not need be interviewed. Few students were able to fully support their decision by explaining how their chosen method(s) would help in the selection process.

Question 3

- (a)** Many students were able to score two marks on this question by identifying a suitable method of communication. However, few students went on to explain the methods suitability in the context of the theme park. Most students tended to describe the content of the communication rather than why the method was suitable. A small minority misread the question and identified methods of communication to customers before they are at the park.
- (b)** Very few students scored all six marks for this question as they were unable to apply their answer to communications at Westbury Point. A sustained line of argument is needed and students need to develop one point fully for this question. However, many students simply listed several points. The best answers focused on information needed for the health and safety risks at a theme park. They developed their answers by focusing on the barriers to communication given the noise and excitement of customers at the park.
- (c)** The majority of students were able to explain a reason for or against using the Internet or a newspaper. Some were then able to explain a reason in context of a ride being promoted. The best answers supported their judgement with consideration of the different audience a newspaper would reach and linked this to reaching parents and persuading them to visit the park with their children. Few students referred to information given in the Item, for example that there was a video of the ride available and this could be placed on the website to communicate the excitement of the ride.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

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