

# GCSE BUSINESS AND COMMUNICATION SYSTEMS

413009 - Unit 9 Using ICT in Business  
Mark Scheme

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4130  
June 2014

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Version/Stage: 0.1 Final

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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 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.

Evidence that students may pick out from the data presented in tasks 1 – 3:

|             | Café   | Karts   | Arts  |
|-------------|--|---|---|
| Information | IT WILL BE SOMEWHERE FOR YOUNG PEOPLE TO GO IN THEIR FREE TIME.<br>CHILDREN WILL BE ABLE TO GO WITHOUT AN ADULT.<br>LOTS OF YOUNG PEOPLE FROM OUTSIDE STOWHAM WILL COME TO VISIT.<br>There will be opportunities for young people to develop leadership skills.<br>Responsible adults will supervise all the activities.<br>YOUNG PEOPLE OF ALL AGES WILL WORK TOGETHER.<br>There will be more young people coming to town to buy things from the shops.<br>Young people will have an interest in keeping the old school building in good condition. |   |   |
|             | TEENAGERS WILL LIKE TO USE THE MODERN COMPUTERS.   | Boys will love the Karting birthday parties.                  | Performing Arts is always popular.  |
|             | Safety rules will be followed to keep children safe in the karts and on the Internet.  |   | We have several talented dancers and singers who are keen to run the Performing Arts. |
|             | The Cyber Café will be a good place to do homework.  | These karts will not use any smelly fuel; they are electric.  |   |
|             | Anyone could visit the cyber café for a drink and a chat. You wouldn't have to use the computers.  |   |   |
|             | The CYBER CAFÉ will make use of the super-fast Internet connection.  |   |   |
| Spreadsheet | <b>Highest sales</b><br>£25066   | Middle sales<br>£1680   | Lowest sales<br>£16505  |
|             | Highest monthly running costs<br>£2300   | Middle monthly running costs<br>£14386                        | Lowest monthly running costs<br>£11790  |
|             | Lowest set-up costs<br>£30990  | Middle set-up costs<br>£56142                                 | Highest set-up costs<br>£65250  |
|             | Lowest monthly profit<br>£1956   | Middle monthly profit<br>£2544                                | <b>Highest monthly profit</b><br>£4715  |
|             | <b>Lowest loss after – set-up costs</b><br>£-6198  | Greatest loss after – set-up costs<br>£-25614                 | Middle loss after – set-up costs<br>£-8670  |
|             | Middle time to repay set-up costs from profits<br>1.32 years   | Longest time to repay set-up costs from profits<br>1.84 years | Shortest time to repay set-up costs from profits<br>1.15 years                        |
| Database    | <b>Least popular - 4</b>   | Middle popular - 12   | <b>Most popular - 24</b>  |
|             | Supporters have 8 children   | Supporters have 25 children                                   | <b>Supporters have 45 children</b>  |
|             |  |   | <b>Most frequent users</b>  |

- 1 (a)** *The spreadsheet requires the following changes:*
- *The monthly Phone and Internet cost for the café is not right. It should be £135. Correct the figure.*
  - *Use **two** formatting tools to make the heading in cell A1 clearer.*

**[3 marks]**

**AO1** B13 (Phone and Internet for Café) = 135 **(1)**

**AO1** Two formatting tools used **(2)**

not bold (already used), shading, borders, other character formatting (italics, colour), centre alignment, merge cells A1:D1.

| <b>Stowham Community Centre Proposal</b> |             |              |             |
|--|-------------|--------------|-------------|
| <b>Monthly income</b>                    | <b>Café</b> | <b>Karts</b> | <b>Arts</b> |
| Sales                                    | 25066       | 16820        | 16505       |
| <b>Monthly running costs</b>             | <b>Café</b> | <b>Karts</b> | <b>Arts</b> |
| Advertising                              | 110         | 110          | 110         |
| Rent                                     | 1305        | 1305         | 1305        |
| Gas & electricity                        | 500         | 576          | 500         |
| Stock                                    | 4550        | 670          | 860         |
| Insurance                                | 410         | 890          | 490         |
| Wages                                    | 16100       | 10700        | 8500        |
| Phone and Internet                       | 135         | 25           | 25          |
| <b>Set-up costs</b>                      | <b>Café</b> | <b>Karts</b> | <b>Arts</b> |
| Equipment                                | 8990        | 10410        | 6550        |
| Stock                                    | 2000        | 1732         | 1200        |
| Building work                            | 20000       | 44000        | 57500       |
| <b>Total Set-up costs</b>                | 30990       | 56142        | 65250       |

- 1 (b)** *Hannah needs to calculate the total monthly running costs for each option.*
- *Insert a row below Row 13.*
  - *Add a suitable label for the new row.*
  - *Insert a formula in B14 to show the total running costs for the café for a month.*
  - *Replicate the formula to show the total running costs for the other two options.*
- [4 marks]**

- AO1** Row inserted below Row 13 **(1)**  
**AO2** Appropriate label inserted into B14 **(1)** includes “Total”  
**AO2** Formula calculates Total Monthly Running Costs **(1)** working formula, eg Sum (B7:B13)  
**AO1** Formula is copied to C14 and D14 **(1)**

| Stowham Community Centre Proposal |                      |                      |                      |
|-----------------------------------|----------------------|----------------------|----------------------|
| <b>Monthly income</b>             | <b>Café</b>          | <b>Karts</b>         | <b>Arts</b>          |
| Sales                             | 25066                | 16820                | 16505                |
| <b>Monthly running costs</b>      | <b>Café</b>          | <b>Karts</b>         | <b>Arts</b>          |
| Advertising                       | 110                  | 110                  | 110                  |
| Rent                              | 1305                 | 1305                 | 1305                 |
| Gas & electricity                 | 500                  | 576                  | 500                  |
| Stock                             | 4550                 | 670                  | 860                  |
| Insurance                         | 410                  | 890                  | 490                  |
| Wages                             | 16100                | 10700                | 8500                 |
| Phone and Internet                | 135                  | 25                   | 25                   |
| <b>Total Running Costs</b>        | <b>=SUM(B7:B13)</b>  | <b>=SUM(C7:C13)</b>  | <b>=SUM(D7:D13)</b>  |
| <b>Set-up costs</b>               | <b>Café</b>          | <b>Karts</b>         | <b>Arts</b>          |
| Equipment                         | 8990                 | 10410                | 6550                 |
| Stock                             | 2000                 | 1732                 | 1200                 |
| Building work                     | 20000                | 44000                | 57500                |
| <b>Total Set-up costs</b>         | <b>=SUM(B16:B18)</b> | <b>=SUM(C16:C18)</b> | <b>=SUM(D16:D18)</b> |

- 1 (d) Use the spreadsheet you saved in 1(c) to produce the following **two** charts:
- a chart to show the Set-up costs for the three options
  - a chart to compare the likely success of three options.

[6 marks]

Chart 1 – Set Up Costs

AO1 Chart is produced – showing >1 data item (1)

AO2 Chart uses data from B19:D19 or B16:D18but not both (1) - Café 30990, Karts 56142, Arts 65250

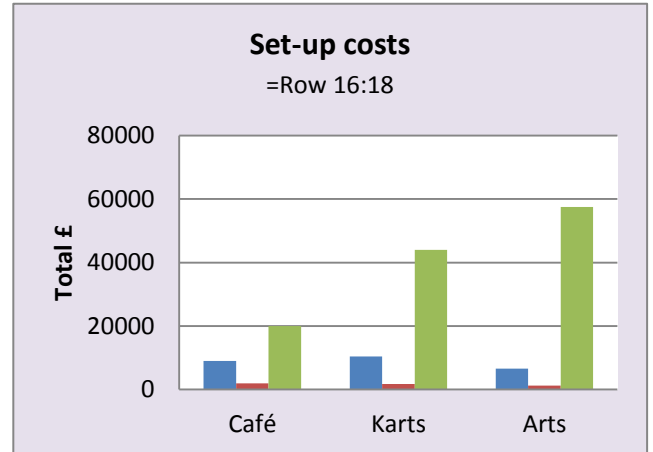
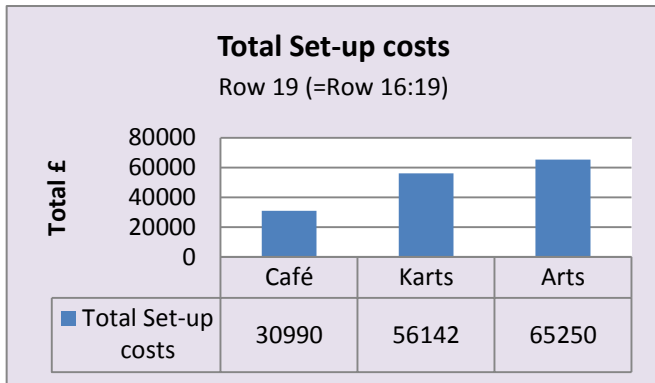


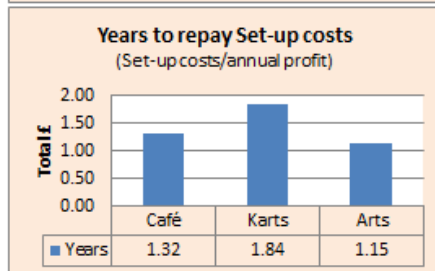
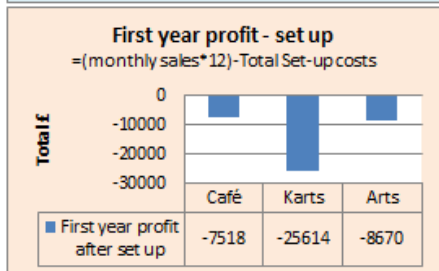
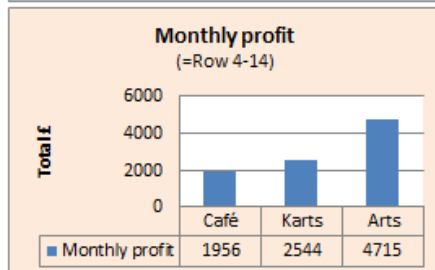
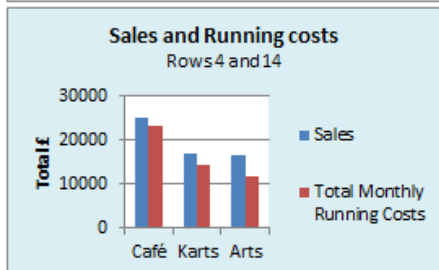
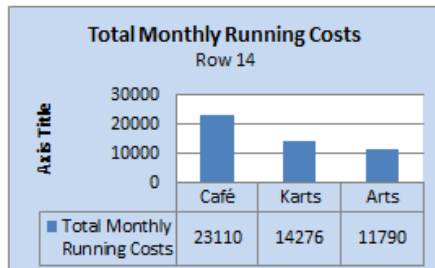
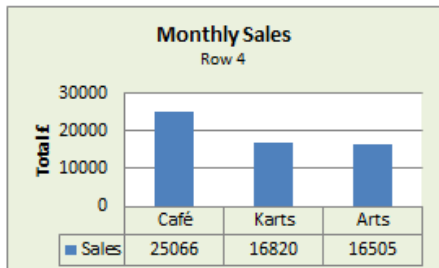
Chart 2 – Income / Costs

AO1 Chart title (1)

AO2 Suitable chart (1) – data is clear (y-axis labels show options)

AO3 Data relates to profit or costs and income (running costs or total costs) (1)

AO3 Text ensures that data is understandable (1) – titles, axes titles and legend clarify content (currency symbol is not essential)



- 1 (g) Using the information from the spreadsheet **FINANCE** and your **two** charts, write a short report recommending which option you think is the best. Give reasons for your recommendations.

[9 marks]

**Content:**

Identifies one piece of numerical or calculated data from the spreadsheet (this may be achieved by pasting chart or spreadsheet row) (1); uses information to compare options (1).

Identifies one calculated piece of information (total set-up costs, monthly running costs, annual running costs, profit or other suitable) (1); uses information to compare options (1).

| Stowham Community Centre Proposal     |              |              |              |
|---------------------------------------|--------------|--------------|--------------|
|                                       |              |              |              |
| <b>Monthly income</b>                 | <b>Café</b>  | <b>Karts</b> | <b>Arts</b>  |
| Sales                                 | 25066        | 16820        | 16505        |
|                                       |              |              |              |
| <b>Monthly running costs</b>          | <b>Café</b>  | <b>Karts</b> | <b>Arts</b>  |
| Advertising                           | 110          | 110          | 110          |
| Rent                                  | 1305         | 1305         | 1305         |
| Gas & electricity                     | 500          | 576          | 500          |
| Stock                                 | 4550         | 670          | 860          |
| Insurance                             | 410          | 890          | 490          |
| Wages                                 | 16100        | 10700        | 8500         |
| Phone and Internet                    | 135          | 25           | 25           |
| <b>Total Monthly Running Costs</b>    | <b>23110</b> | <b>14276</b> | <b>11790</b> |
| <b>Set-up costs</b>                   | <b>Café</b>  | <b>Karts</b> | <b>Arts</b>  |
| Equipment                             | 8990         | 10410        | 6550         |
| Stock                                 | 2000         | 1732         | 1200         |
| Building work                         | 20000        | 44000        | 57500        |
| <b>Total Set-up costs</b>             | <b>30990</b> | <b>56142</b> | <b>65250</b> |
|                                       |              |              |              |
| <b>Monthly profit</b>                 | <b>Café</b>  | <b>Karts</b> | <b>Arts</b>  |
| Monthly profit                        | 1956         | 2544         | 4715         |
| Annual profit                         | 23472        | 30528        | 56580        |
| <b>First year profit after set up</b> | <b>Café</b>  | <b>Karts</b> | <b>Arts</b>  |
| First year profit after set up        | -7518        | -25614       | -8670        |
|                                       | 23472        | 30528        | 56580        |
|                                       |              |              |              |
| <b>Time to repay Set-up costs</b>     | <b>Café</b>  | <b>Karts</b> | <b>Arts</b>  |
| Years                                 | 1.32         | 1.84         | 1.15         |

In addition, separately award marks for evaluation using the grid below.

**Note: AO3** also assesses students' quality of written communication. When deciding on the **AO3** level to be awarded, consider the degree to which the student orders and communicates their ideas.

| Level | Descriptor  | Marks | Assessment Objective                     |
|-------|---|-------|--|
| 2     | Offers judgement with some justification based on processing of data.<br><br>Ideas are communicated with some structure and use of technical terms. There are occasional errors in accepted convention. | 5–3   | AO3 and Quality of Written Communication |
| 1     | Offers limited judgement.<br><br>Ideas are communicated in a simplistic way with limited use of technical terms. Errors in accepted conventions are noticeable.   | 2–1   |  |
| 0     | No valid response.  | 0     |  |

**Level 2 justification could be demonstrated in responses that:**

- explain why the chosen data item is important
- consider the relative importance of the data items
- consider relative strengths of the three options – based on more than one data item
- consider relative weaknesses of the three options – based on more than one data item
- include the second chart and explains the significance of the information.

**Level 1 responses will focus on the nature of the options rather than on the financial data.**



**2 (a)** *The file needs to be updated.*

- *There is an error in Lucinda Leese’s data. Her oldest child is 13. Correct the error.*
- *Mrs Linda Wood has sent in a completed questionnaire. Enter the following data as a new record at the end of the file. She has 2 children, aged 13 and 14, would be most interested in the performing arts option, but would probably only use it once a month. She would be willing to be interviewed; her phone number is 07032 874388.*
- *Mr Eaton and his family have moved away and he has asked to be removed from the database. Delete his record from the database.*

**[4 marks]**

**AO1** Database entry changed from U18 to 13 as shown below **(1)**

|    |    |       |         |   |              |   |    |  |   |
|----|----|-------|---------|---|--------------|---|----|--|---|
| 33 | Ms | LEESE | LUCINDA | Y | 07272 607051 | 1 | 13 |  | P |
|----|----|-------|---------|---|--------------|---|----|--|---|

**AO2** Data entered as new record **(1)**; completely accurate – including case and telephone number spacing **(1)**

|    |     |      |       |   |              |   |    |    |   |   |
|----|-----|------|-------|---|--------------|---|----|----|---|---|
| 41 | Mrs | WOOD | LINDA | Y | 07032 874388 | 2 | 14 | 13 | P | M |
|----|-----|------|-------|---|--------------|---|----|----|---|---|

**AO1** Mr Eaton’s record has been deleted **(1)**  
Data deleted – leaving an empty row – 0 mark

- 2 (c)** *Hannah would like to find out about why the cyber café is not popular with the parents of the oldest children.*
- *Add a field to the database to record whether a parent has or has not been interviewed. Give the field an appropriate fieldname.*
  - *Search the database to create a single list of parents who are willing to be interviewed and who have at least one child over the age of 12. Present the list in a suitable order so that Hannah has the information she needs by showing:*
    - *surname*
    - *first name*
    - *preferred use*
    - *the field you have added and*
    - **two** *other fields required to carry out interviews.*

**[6 marks]**

- AO1** Field is added **(1)**  
**AO2** Additional fieldname appropriate **(1)**  
 examples could include “Interviewed”, “Called” or similar.

| Title | Surname | First Name | Telephone | Preferred Use | Interviewed |
|-------|---------|------------|-----------|---------------|-------------|
|       |         |            |           |               | Interviewed |

- AO1** Further Contact search correct – includes only Y values **(1)**  
**AO2** Oldest child >12 **(1)**  
 Query may include Preferred Use = C (7 records), or Preferred Use Not= C (5 records)  
**AO3** Records (>2) are sorted by Surname, Number of Children, Preferred Use or Frequency of Use **(1)**  
**AO3** Add 2 appropriate fields to printout **(1)** Telephone and Title  
 Shows the 4 required fields (Surname, First Name, Preferred Use, the additional field + Telephone and Title

Correct search reveals 5 records as shown below

| Title | Surname | First Name | Telephone    | Preferred Use | Interviewed |
|-------|---------|------------|--------------|---------------|-------------|
| Ms    | CARR    | EMILY      | 07364 212462 | P             |             |
| Mrs   | LEECH   | OLIVIA     | 01783 580171 | P             |             |
| Ms    | LEESE   | LUCINDA    | 07272 607051 | P             |             |
| Mrs   | THOMAS  | HANNAH     | 07228 505758 | K             |             |
| Mrs   | WOOD    | LINDA      | 07032 874388 | P             |             |

| Further Contact =N |
|--------------------|
| RUSSELL            |
| CHAN               |
| BRADBURY           |
| STUBBS             |
| MASSEY             |
| LOVE               |
| HANSEN             |
| KHAN               |
| COSGROVE           |

|    |      |        |              |   |  |
|----|------|--------|--------------|---|--|
| Mr | PETE | DIMOND | 07278 610334 | C |  |
| Mr | SAM  | MOULD  | 07335 739344 | C |  |

|          |            |  |                  |
|----------|------------|--|------------------|
| <b>2</b> | <b>(f)</b> | <p><i>Prepare an email to Hannah explaining which option Young Stowham should choose as the best one for the old primary school. Use the information about the views of parents in the database <b>RESULTS</b> to help you make your recommendation.</i></p> | <b>[9 marks]</b> |
|----------|------------|--|------------------|

**Content:**

- AO1** Use of email – subject added to email **(1)**
- AO2** Identifies accurate data from database **(1)**  
Interrogates or interprets data **(1)**  
Uses data as evidence to support chosen option **(1)**

Possible search results on following page

In addition, separately award marks for evaluation using the grid below.

**Note:** **AO3** also assesses students' quality of written communication. When deciding on the **AO3** level to be awarded, consider the degree to which the student orders and communicates their ideas.

| Level | Descriptor   | Marks | Assessment Objective                     |
|-------|--|-------|--|
| 2     | <p>Offers judgement for one option based on interpreting the database.</p> <p>Ideas are communicated with some structure and use of technical terms. There are occasional errors in accepted convention.</p> | 5–3   | AO3 and Quality of Written Communication |
| 1     | <p>Offers limited judgement for one option based on scenario.</p> <p>Ideas are communicated in a simplistic way with limited use of technical terms. Errors in accepted conventions are noticeable.</p>      | 2–1   |  |
| 0     | No valid response.   | 0     |  |

**Possible indicators for E2**

- Clear chain of argument
- Links between fields

## Preferred Choice

| Preferred Use | Frequency of Use | Title | Surname     | First Name | Number of Children |
|---------------|------------------|-------|-------------|------------|--------------------|
| C             | D                | Mr    | MOULD       | SAM        | 2                  |
|               |                  | Mrs   | COSGROVE    | ELIZABETH  | 1                  |
| C             | W                | Mr    | DIMOND      | PETE       | 3                  |
|               |                  | Mrs   | KHAN        | AKILA      | 2                  |
| K             | D                | Mrs   | YATES       | RACHEL     | 3                  |
|               |                  | Mr    | LLEWELLYN   | JOSH       | 1                  |
| K             | M                | Miss  | WHITTINGHAM | LUCY       | 3                  |
|               |                  | Mr    | YATES       | JACK       | 2                  |
| K             | W                | Mr    | HOLFORD     | MIKE       | 2                  |
|               |                  | Mr    | WHITE       | JACK       | 2                  |
|               |                  | Mrs   | THOMAS      | HANNAH     | 3                  |
|               |                  | Miss  | HAYES       | KAREN      | 1                  |
|               |                  | Miss  | HOLDCROFT   | LYDIA      | 2                  |
|               |                  | Mrs   | TURNER      | CHARLOTTE  | 2                  |
|               |                  | Mr    | STANWAY     | JACK       | 2                  |
| P             | D                | Mr    | GREATBATCH  | MATT       | 2                  |
|               |                  | Mr    | STUBBS      | DOMINIC    | 2                  |
|               |                  | Ms    | MASSEY      | JESSICA    | 2                  |
|               |                  | Mr    | LOVE        | MATTHEW    | 1                  |
|               |                  | Mr    | PODMORE     | MATTHEW    | 1                  |
|               |                  | Mrs   | HEATH       | BETH       | 2                  |
|               |                  | Miss  | RUSHTON     | FRANCES    | 1                  |
|               |                  | Mrs   | HUNT        | CHLOE      | 2                  |
|               |                  | Mrs   | MONKS       | BETHAN     | 2                  |
|               |                  | Mr    | HANSEN      | RICHARD    | 3                  |
|               |                  | Ms    | LEESE       | LUCINDA    | 1                  |
|               |                  | Mr    | RUSSELL     | BEN        | 2                  |
|               |                  | P     | M           | Mr         | DUROSE             |
| Mr            | HANLEY           |       |             | LUKE       | 3                  |
| Mr            | WILLIAMS         |       |             | GRANT      | 2                  |
| Mrs           | TAYLOR           |       |             | SARAH      | 1                  |
| Mrs           | WOOD             |       |             | LINDA      | 2                  |
| Mrs           | LEES             |       |             | LAURA      | 2                  |
| Ms            | MANSELL          |       |             | EMMA       | 2                  |
| P             | W                | Mr    | BRADBURY    | OLIVER     | 2                  |
|               |                  | Mr    | BAGGULEY    | KYLE       | 2                  |
|               |                  | Mrs   | LEECH       | OLIVIA     | 1                  |
|               |                  | Ms    | CARR        | EMILY      | 1                  |
|               |                  | Mr    | MASON       | RYAN       | 2                  |

## Frequency of Use

| Frequency of Use | Preferred Use | Title | Surname     | First Name | Number of Children |
|------------------|---------------|-------|-------------|------------|--------------------|
| D                | C             | Mrs   | COSGROVE    | ELIZABETH  | 1                  |
| D                | C             | Mr    | MOULD       | SAM        | 2                  |
| D                | K             | Mr    | LLEWELLYN   | JOSH       | 1                  |
| D                | K             | Mrs   | YATES       | RACHEL     | 3                  |
| D                | P             | Mr    | LOVE        | MATTHEW    | 1                  |
| D                | P             | Mr    | STUBBS      | DOMINIC    | 2                  |
| D                | P             | Ms    | MASSEY      | JESSICA    | 2                  |
| D                | P             | Mr    | PODMORE     | MATTHEW    | 1                  |
| D                | P             | Mr    | GREATBATCH  | MATT       | 2                  |
| D                | P             | Mr    | RUSSELL     | BEN        | 2                  |
| D                | P             | Mrs   | HUNT        | CHLOE      | 2                  |
| D                | P             | Mr    | HANSEN      | RICHARD    | 3                  |
| D                | P             | Miss  | RUSHTON     | FRANCES    | 1                  |
| D                | P             | Mrs   | MONKS       | BETHAN     | 2                  |
| D                | P             | Mrs   | HEATH       | BETH       | 2                  |
| D                | P             | Ms    | LEESE       | LUCINDA    | 1                  |
| M                | K             | Mr    | YATES       | JACK       | 2                  |
| M                | K             | Miss  | WHITTINGHAM | LUCY       | 3                  |
| M                | P             | Mr    | WILLIAMS    | GRANT      | 2                  |
| M                | P             | Mrs   | TAYLOR      | SARAH      | 1                  |
| M                | P             | Mr    | DUROSE      | WILL       | 2                  |
| M                | P             | Mrs   | WOOD        | LINDA      | 2                  |
| M                | P             | Mrs   | LEES        | LAURA      | 2                  |
| M                | P             | Mr    | HANLEY      | LUKE       | 3                  |
| M                | P             | Ms    | MANSELL     | EMMA       | 2                  |
| W                | C             | Mr    | DIMOND      | PETE       | 3                  |
| W                | C             | Mrs   | KHAN        | AKILA      | 2                  |
| W                | K             | Mrs   | TURNER      | CHARLOTTE  | 2                  |
| W                | K             | Mr    | WHITE       | JACK       | 2                  |
| W                | K             | Mr    | STANWAY     | JACK       | 2                  |
| W                | K             | Miss  | HAYES       | KAREN      | 1                  |
| W                | K             | Mrs   | THOMAS      | HANNAH     | 3                  |
| W                | K             | Mr    | HOLFORD     | MIKE       | 2                  |
| W                | K             | Mr    | CHAN        | ADAM       | 2                  |
| W                | K             | Miss  | HOLDCROFT   | LYDIA      | 2                  |
| W                | P             | Ms    | CARR        | EMILY      | 1                  |
| W                | P             | Mrs   | LEECH       | OLIVIA     | 1                  |
| W                | P             | Mr    | BRADBURY    | OLIVER     | 2                  |
| W                | P             | Mr    | BAGGULEY    | KYLE       | 2                  |
| W                | P             | Mr    | MASON       | RYAN       | 2                  |

|          |            |   |                  |
|----------|------------|---|------------------|
| <b>3</b> | <b>(a)</b> | <p><i>Make changes to the <b>style</b> of the slides so that they:</i></p> <ul style="list-style-type: none"> <li>• <i>represent Young Stowham more effectively</i></li> <li>• <i>present a professional impression</i></li> <li>• <i>communicate the information clearly.</i></li> </ul> | <b>[4 marks]</b> |
|----------|------------|---|------------------|

| Level | Descriptor   | Marks | Assessment Objective |
|-------|--|-------|----------------------|
| 3     | Appropriate changes made to text and object formatting show an awareness of audience and/or purpose. | 4–3   | AO2                  |
| 2     | Changes made to text and object formatting.  | 2     | AO1                  |
| 1     | Change(s) made to text or object formatting.   | 1     | AO1                  |
| 0     | No valid response.   | 0     |                      |

**Possible indicators would include:**

- AO1**
- Text formatting
    - Character – font, font style, font size, case
    - Paragraph – alignment, indentation, bullet
  - Object formatting
    - Background, borders, shading, layout
- AO2**
- Consistent styling – across all slides
  - Logo to slides and/or Young Stowham added to slides following title slide.
  - Fonts improve clarity of communication and are professional.
  - Formatting reflects “Young” while retaining professional styling.
  - Image no longer obscures text.

|          |            |  |
|----------|------------|--|
| <b>3</b> | <b>(d)</b> | <p>Using the file <b>INFORMATION</b> complete the presentation by adding <b>two</b> slides. You may also use information from <b>Task One</b> and <b>Task Two</b>. The final presentation should:</p> <ul style="list-style-type: none"> <li>• <i>give information about the proposal</i></li> <li>• <i>persuade the people of Stowham to support the combined proposal.</i></li> </ul> <p style="text-align: right;"><b>[6 marks]</b></p> |
|----------|------------|--|

| Level | Descriptor   | Marks | Assessment Objective |
|-------|--|-------|----------------------|
| 3     | Slide content communicates effectively with adult audience; fit for purpose – persuasive and informative.        | 6–5   | AO3                  |
| 2     | Information added is used to support the proposal  | 4–3   | AO2                  |
| 1     | Slide(s) added; some information about the proposal is included.<br>Slides are printed as a handout on one page. | 2–1   | AO1                  |
| 0     | No valid response.   | 0     |                      |

**Possible indicators could include:**

- Level 1**      At least one slide added; information is added, but it may not support the combined proposal.  
Whole statements may have been taken from the **INFORMATION** file.
- Level 2**      Relevant information has been included – text, may include appropriate images.  
Information supports elements of the proposal.  
Statements in support of the Performing Arts group have not been included.  
Support for part of the combined proposal – max 3 marks.  
Sentences are not used in full  
Slides are printed as a handout on one page.
- Level 3**      Purpose of slides is clear – to inform and to persuade adults to support proposal.  
Slides contain separate “ideas”.  
Text and image(s) are appropriate in size and quantity – statements have been amended so that they are suitable for inclusion on the slides.  
Additional information may be included – suitable for audience and purpose.  
Slides are suitable for the adult audience – language, layout etc.

**3 (f)** Add speaker notes to **two** of the slides. You may choose which **two** slides, but at least **one** must be one of the new slides that you added in **3(d)**.

**[9 marks]**

**Notes:**

- the speaker notes may be produced as a verbatim script, or as a series of prompts that contain additional detail
- information from elsewhere in the paper may be included (background, tasks 1 and 2)
- students may add appropriate information to support the proposals.

| Level | Descriptor  | Marks | Assessment Objective |
|-------|---|-------|----------------------|
| 3     | Speaker notes develop reasoning in support of the points on the slides. | 4–3   | AO2                  |
| 2     | Speaker notes provide additional detail for at least one slide.         | 2     | AO2                  |
| 1     | Student has added speaker notes to at least one slide.                  | 1     | AO1                  |
| 0     | No valid response.  | 0     |                      |

**Possible indicators would include:**

- Level 1** Relevant information is added to the notes section on at least one slide.
- Level 2** Speaker notes contain some additional detail – text that does not appear on the slide.  
Sentences may be from the **INFORMATION** file.
- Level 3** Each item of the information on the slide(s) is developed in the speaker notes.  
The additional text explains the points on the slide.  
The notes develop logical reasoning.



In addition, separately award marks for evaluation using the grid below.

**Note: AO3** also assesses students' quality of written communication. When deciding on the **AO3** level to be awarded, consider the degree to which the student orders and communicates their ideas.

| Level | Descriptor   | Marks | Assessment Objective                     |
|-------|--|-------|--|
| 2     | <p>Student offers judgement by developing speaker notes that provide logical reasoning that would persuade local people to support the proposal.</p> <p>Ideas are communicated with some structure and use of technical terms. There are occasional errors in accepted convention.</p> | 5–3   | AO3 and Quality of Written Communication |
| 1     | <p>Student produces speaker notes that describe the proposal.</p> <p>Ideas are communicated in a simplistic way with limited use of technical terms. Errors in accepted conventions are noticeable.</p>  | 2–1   |  |
| 0     | No valid response.   | 0     |  |

**413009 2014 Assessment Grid**

|    | AO1 | AO2 | AO3 | Part total | Question Total |
|----|-----|-----|-----|------------|----------------|
| 1a | 3   |     |     | 3          | 22             |
| 1b | 2   | 2   |     | 4          |                |
| 1d | 2   | 2   | 2   | 6          |                |
| 1g | 1   | 3   | 5   | 9          |                |
| 2a | 2   | 2   |     | 4          | 19             |
| 2c | 2   | 2   | 2   | 6          |                |
| 2f | 1   | 3   | 5   | 9          |                |
| 3a | 2   | 2   |     | 4          | 19             |
| 3d | 2   | 2   | 2   | 6          |                |
| 3f | 1   | 3   | 5   | 9          |                |
|    | 18  | 21  | 21  | 60         | 60             |