

## **Business Studies**

General Certificate of Secondary Education **1951/05**

Paper 5: Business Communication and Marketing (Foundation Tier)

### **Mark Scheme for June 2010**

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Question			Spec Ref	Expected Answer	Mark	Additional Guidance
1	(a)	(i)	6.2.2(a)	<p><b>Target: To demonstrate knowledge of internal and external communication.</b></p> <p>External communication is communicating <b>outside</b> (1) of the business eg letters.</p> <p>Internal communication is communicating <b>within</b> (1) the business eg. notice boards.</p>	<p>1+1</p> <p>[2]</p>	<p>No need to provide an example.</p>
1	(a)	(ii)	6.2.2(a)	<p><b>Target: To apply knowledge of ‘barriers of communication’ to stated business</b></p> <p>Many possible answers</p> <p><b>Method used</b> Using e-mail – some employees do not check their e-mail regularly thus messages are delayed.</p> <p><b>Attitude of receiver and sender</b> The sender may ‘talk down’ to the receiver so that he / she does like what they hear. The receiver may not trust or respect the sender and so does not take notice of what is said.</p> <p><b>Appropriateness of feedback</b> Feedback maybe useless / or incorrect.</p> <p><i>Allow only 1 mark for ‘people do not have a computer to access the message’. To get the second mark they must suggest that the employee will not be able to receive (1) or respond to the email.</i></p>	<p>2x2</p> <p>[4]</p>	<p><b>The question is between RBD and its employees.</b></p> <p><u>Allow</u></p> <ul style="list-style-type: none"> <li>• Language used whether technical or country of origin</li> <li>• Employees might not understand the language as there first language is not English.</li> <li>• Internet connection is poor, or system crash.</li> <li>• Poor handwriting</li> <li>• Poor presentation</li> <li>• Not hear the message because of background noise, poor telephone connection.</li> <li>• Different time zones can also effect communication</li> <li>• Long communication chain could distort the message which has been sent.</li> <li>• Communications can break down as the message could be lost in the post (1)</li> <li>• Message could be misunderstood (1)</li> <li>• Information overload</li> </ul> <p>Stated one mark Explanation one mark.</p>

Question			Spec Ref	Expected Answer	Mark	Additional Guidance
1	(b)	(i)	6.2.2(a)	<p><b>Target: To demonstrate knowledge of using text and images to communicate with its customers.</b></p> <p><u>Many possible examples</u>            Pictures, posters, diagrams, charts, TV, leaflets, advertising, logo, signage (e.g. no smoking).</p>	[1]	Don't allow "presentation" or "online"
1	(b)	(ii)	6.2.2(a)	<p><b>Target: To apply knowledge of how using text and images help businesses communicate with its customers.</b></p> <p><u>Many possible benefits</u>            - People often like looking at pictures and thus will look at the detail unlike written text            - Images can have more impact than text – easier to see information            - Images can overcome language barrier.            - Keeps the viewer interested / keep watching the advert / sticks in head            - Easy to understand / see (e.g. billboard)            - Catches the eye            - Makes customer more aware of the brand            - Easier to interpret</p>	[1]	

Question	Spec Ref	Expected Answer	Mark	Additional Guidance
1	*(c)	<p data-bbox="398 236 504 268">6.2.2(a)</p> <p data-bbox="544 236 1205 300"><b>Target: To apply and analyse data on on-line banking thus allowing judgement to take place.</b></p> <p data-bbox="544 331 707 363"><b>Data shows</b></p> <ul data-bbox="544 371 1227 571" style="list-style-type: none"> <li>• Potential market (customers/profits) for on-line banking as both the 'population' number and the 'business' number are relatively low especially noting the high figure in Denmark</li> <li>• A reluctance of people to bank on-line data is decreasing especially Denmark.</li> </ul> <p data-bbox="544 603 1093 635"><b>Many possible other factors – examples</b></p> <ul data-bbox="544 643 1238 986" style="list-style-type: none"> <li>• The high profile loss of savings caused by the collapse of some of the internet banks</li> <li>• Cost savings in terms of building/staff....</li> <li>• Allow 'internet availability'/'personal information factor'.....</li> <li>• Security issues</li> <li>• Validity of the second data</li> <li>• No real population figures given</li> <li>• Customers may be put off RBD if they don't have internet banking</li> </ul> <p data-bbox="544 1010 1272 1233"><u>Level 3</u> From the data it is clear there is a potential market (customers/profits) for on-line banking as both the 'population' number and the 'business' number are relatively low. Considering the high figure in Denmark, albeit decreasing, it does look as if there is room for profit assuming its marketing is of a good standard. However, it should be noted that the high profile loss of savings caused by the collapse of some of the internet banks over the last couple of years may frighten more potential investors thus it may take a while for the on-line banking to pay for its self,</p> <p data-bbox="544 1257 1272 1353"><u>Level 2</u> Both trends are downward BUT 50% of businesses in Denmark still bank on-line therefore opportunities still exist for RBD</p> <p data-bbox="544 1377 768 1425"><u>Level 1</u> Both trends going down</p>	[6+2]	<p data-bbox="1411 236 1989 371"><b>Level 3 – (5 – 6)</b> Reasoned judgement <b>Both population and business trends referenced + one other factor referenced.</b></p> <p data-bbox="1411 403 1865 435">The data reference can be implied.</p> <p data-bbox="1411 475 2067 539"><b>Level 2 – (3-4)</b> Analysis of at least <b>one</b> of the two 'pieces' of data.</p> <p data-bbox="1411 571 2078 667"><i>This may include actions that the company may develop its internet banking in the market.</i> or <b>one other relevant piece of information</b></p> <p data-bbox="1411 738 2045 834"><b>Level 1 – (1-2)</b> Basic reference to the drop in banking on-line No analysis/development, listing the data/trends</p> <p data-bbox="1411 938 2067 1034"><i>Ideas expressed clearly, fluently, legibly and in an appropriate way. There are few errors in spelling, punctuation and grammar.</i> 2</p> <p data-bbox="1411 1074 2067 1241"><i>Straightforward ideas are expressed relatively clearly, legibly and appropriately. There may be some errors of spelling, punctuation and grammar, but these do not obscure the meaning of the answer.</i> 1</p> <p data-bbox="1411 1281 2056 1345"><i>Candidate fails to reach the threshold standard in all respects.</i> 0</p>

Question		Spec Ref	Expected Answer	Mark	Additional Guidance
1	(d)	6.2.2(a)	<p><b>Target: To apply knowledge and analyse methods of attracting customers thus allowing judgement to take place.</b></p> <p><b>GOOD POINTS</b> Advertising on television around the world. Advertise on billboards around the world.</p> <p><b>BAD POINTS</b> Distribute leaflets in London. Give every new customer a £500 voucher.</p> <p><u>Level 2</u> <i>I think that there are 2 good promotional strategies and 2 bad. The 2 good points are “advertise on television around the world” and “advertise on billboards around the world”. I think the other 2 points, “distributing leaflets around London” and “giving every new customer a £500 voucher” is bad because if you put adverts on tvs and billboards you don’t need to spend money on leaflets just for London and by giving customers £500 you might lose money and people might only open a bank account to get the money and then not use it.</i></p> <p><u>Level 1</u> <i>Distributing leaflets in London and also advertising on billboards are both fairly cheap ways to advertise the business, however the other two points of the promotional strategy would cost them a lot of money and also lose them profit.</i></p>	[6]	<p><b>Don’t award marks for general reference to benefits of the entire strategy</b></p> <p><b>Level 2 – (4-6) Analysis and evaluation</b></p> <p><b>6<sup>th</sup> mark</b> Judgement supported by appropriate analysis.</p> <p><b>3 – 5 marks</b> Points given in Level 1 analysed with reference to time/money</p> <p><b>L2 – 3 marks</b> Good/Bad point implied through basic analysis</p> <p>Basic analysis includes comments like “takes time to do” and “costs a lot of money”</p> <p><b>Level 1 – (1-2) Application</b> Two good points (2) Two bad points (2) One good point AND one bad point (2)</p> <p><b>Note: one good point OR one bad point with basic analysis = two marks</b></p>










Question			Spec Ref	Expected Answer	Mark	Additional Guidance
1	(e)	(i)	6.2.2(b)	<b>Target: To analyse and evaluate statements relating to e-commerce.</b>  e-commerce can reach people instantly-Advantage 24 hours and seven day a week opening-Advantage.	2 x 1  [2]	
1	(e)	(ii)	6.2.2(b)	<b>Target: To demonstrate knowledge of the Data Protection Act.</b>  To make sure individuals' rights to privacy of personal details are respected.	[1]	If candidate draws more than one line award no marks
1	(e)	(iii)	6.2.2(b)	<b>Target: To apply knowledge of how businesses may keep customer data safe.</b>  Many possible answers <ul style="list-style-type: none"> <li>• Encryption</li> <li>• Security ID</li> <li>• Allow passwords, questions on personal details...</li> <li>• Firewall</li> <li>• https: / Padlock</li> </ul> <u>Example</u> Using security ID every time (1) you used the banking facility eg, using passwords/mothers maiden name (1)...	[2]	<b>Don't allow:</b> - "don't share data with 3 <sup>rd</sup> parties" - reference to data protection act  <b>Method MUST be identified – an explanation with not method = zero marks</b>  Name a method one mark Explanation one mark.

Question			Spec Ref	Expected Answer	Mark	Additional Guidance
1	(f)		6.2.2(a)	<p><b>Target: To demonstrate knowledge of ‘home-working’.</b></p> <p><b>Advantages of home-working</b></p> <p>I can work when I want (1)</p> <p>I save time travelling to and from work (1)</p> <p><b>Disadvantages of home-working</b></p> <p>I miss working with colleagues (1)</p> <p>Other workers waste time watching TV (1)</p> <p><b>Allow:</b></p> <ul style="list-style-type: none"> <li>- save time OR money for travelling to and from work</li> <li>- prioritise / fit work around schedule for “work when I want”</li> <li>- lonely / no-one to talk to or “miss working with colleagues”</li> </ul>	<p><b>4x1</b></p> <p><b>[4]</b></p>	<p><b>Allow “distractions” ONLY if TV is referred to</b></p> <p><b>Don’t Allow:</b></p> <ul style="list-style-type: none"> <li>- spend time with family</li> <li>- can’t seek help</li> <li>- work from comfort of own home</li> <li>- makes staff lazy</li> <li>- don’t need to travel</li> <li>- reduced quality of work</li> <li>- not motivated</li> </ul> <p>Answer must reflect Fig.3 but may be worded slightly differently</p> <p>One mark per correct advantage/disadvantage.</p>
				<b>Total</b>	<b>[31]</b>	



Question		Spec Ref	Expected Answer	Mark	Additional Guidance
2	(a)	6.2.2(a)	<p><b>Target: To apply knowledge of ICT to highlight its uses to stated business.</b></p> <p>Many possible answers</p> <ul style="list-style-type: none"> <li>• <i>Swipe cards</i></li> <li>• <i>Computers</i></li> <li>• <i>Online banking website</i></li> <li>• <i>Website</i></li> <li>• <i>Taking the registers</i></li> <li>• <i>Fax machine.....</i></li> </ul> <p><b>Explanation of - faster/quicker/easier must be applied to the appropriate method for a mark</b></p> <p><b>Examples:</b> Using ICT will be useful to the school because computers (1) allows many things to be done quickly, especially communication and keeping records (1) thus this increases efficiency and saves time (1).</p> <p>They will probably use e-mail (1) between staff and parents thus this increases efficiency and saves time (1) and money as no need to send letters all the time (1).</p> <p>It will be much easier, quicker and less expensive (1) to advertise using a webpage (1) and they may obtain more students which increases income (1).</p>	[3]	<p>Allow for confusion between database and spreadsheet</p> <p>Type of ICT used one mark Explained advantage of this type of ICT “<b>to a school</b>” two marks.</p> <p><b>Max two marks if type of ICT not mentioned</b></p> <p><b>Only one type of ICT needed – no more marks to be awarded if candidate talks about more than one type – award marks for best type explained</b></p>

Question			Spec Ref	Expected Answer	Mark	Additional Guidance
2	(b)		6.2.2(c)	<p><b>Target: To apply knowledge of market segments.</b></p> <p>Only two right answers - Many possible explanations</p> <p><b><u>High wage (1)</u></b> The product is 'expensive fee paying schools' therefore it is likely the parents are wealthy/have a high wage as they are able to afford £10 000 a year (1).</p> <p><b><u>Professional people (1)</u></b> The product is 'expensive fee paying schools' therefore it is likely the parents have well paid jobs thus they are likely to be well educated/professional background themselves thus know how important a good education is (1).</p>	<p><b>2x2</b></p> <p><b>[4]</b></p>	<p><b>Explanation must make reference to “high fees”</b></p> <p><b>Explanation must make reference to professional people being able to afford a high paid product</b></p> <p>One mark for correct selection One mark for explanation.</p>
2	(c)		6.2.2(c)	<p><b>Target: To apply knowledge of the marketing mix.</b></p> <p>Many possible answers</p> <p>Yes we see that there is no way the school could charge £10 000 per year if the school did not achieve high A*- C pass rates (1). Likewise there is no point in charging £10 000 if the facilities are poor (1) and you should advertise in press where there is more chance educated people will read (1) as they are likely to have more money hence demand fee paying student places (1).</p> <p><i>Allow three marks for 'private sector school will be aiming at socio -grouping A and B therefore Times paper is appropriate as high earners read it and they can afford the high price'.</i></p>	<p><b>4x1</b></p> <p><b>[4]</b></p>	<p>The judgement is implicit <b>Answer must be in the context of the school</b> The mark for the times must be linked to high income readership.</p> <p><b>Each of the 4P'S TO BE REFERENCED for full mark allocation.</b></p>

Question			Spec Ref	Expected Answer	Mark	Additional Guidance												
2	(d)		6.2.2(c)	<p><b>Target: To apply knowledge of SWOT analysis to highlight the possible benefits to stated company.</b></p> <p>Many possible answers</p> <p>This will help it to make decisions as it will be able to decide on future strategies (1) for the business that will enable it to remain competitive (1) / survive.</p> <p><i>Allow 'weakness is lack of sporting facilities therefore put money into this area (1) thus remain competitive (1)</i></p> <p><b>Allow one mark for 'to improve'.</b></p>	<p><b>2 x 1</b> <b>1 x 2</b></p> <p><b>[2]</b></p>	<p><i>Candidates may use fig.5 therefore award any implicit reference to future strategies / remaining competitive / survival</i></p>												
2	(e)	(i)	6.2.2(c)	<p><b>Target: Demonstrate K/U of factors influencing price thus allowing evaluation.</b></p> <table border="1"><thead><tr><th>Event</th><th><u>Likely</u> to cause an increase in school fees.</th><th><u>Unlikely</u> to cause an increase in school fees.</th></tr></thead><tbody><tr><td>Building new sporting facilities</td><td></td><td></td></tr><tr><td>Share ICT facilities with another school nearby</td><td></td><td></td></tr><tr><td>Reducing the number of students in each class</td><td></td><td></td></tr></tbody></table>	Event	<u>Likely</u> to cause an increase in school fees.	<u>Unlikely</u> to cause an increase in school fees.	Building new sporting facilities			Share ICT facilities with another school nearby			Reducing the number of students in each class			<p><b>3 x 1</b></p> <p><b>[3]</b></p>	
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Question			Spec Ref	Expected Answer	Mark	Additional Guidance
2	(e)	(ii)	6.2.2(c)	<p><b>Target: To select appropriate data thus allowing the calculation of 'total income'.</b></p> <p>£11 000 x 700 (1) £7 700 000 or £7.7 million (1).</p>	[2]	<p>Student can still obtain both marks if he/she has not shown workings.</p> <p>Award two marks if right answer and £ missing</p>
2	(e)	(iii)	6.2.2(c)	<p><b>Target: To make an appropriate judgement based on data.</b></p> <p>Many possible answers.</p> <p><i>St William's School should not increase its fees (1) as there total income is likely to go down (1) as will the number of students going to the school (1).</i></p> <p><i>Allow 'if decrease in students then decrease the number of teachers hence costs may go down thus no need to increase fees'.</i></p>	[3]	<p>Award BOD if student confuses total income with profit in reasoning e.g. <i>They should not increase their fees because if they increase the price, there will be less students and therefore there will be a decrease in profit</i></p> <p>One mark for judgement Two marks for reasoning</p> <p><b>Judgement mark can only be awarded if logical reasoning exists.</b></p>
2	(f)		6.2.2(d)	<p><b>Target: To analyse methods of payments thus allowing judgement to take place.</b></p> <p>Many possible answers</p> <ul style="list-style-type: none"> <li>• <i>Belt tightening</i></li> <li>• <i>Security of payment increased</i></li> <li>• <i>Free credit</i></li> <li>• <i>Easier and quicker to use / more convenient</i></li> <li>• <i>Ability to pay later</i></li> <li>• <i>Pay over the internet / online banking</i></li> <li>• <i>Safer method of payment for the payee</i></li> <li>• <i>School will not accept cheques anymore</i></li> <li>• <i>People prefer to use cash instead of cheques</i></li> </ul>	2x2 1x4	<p>The trend can be implied through the use of the reasons for change.</p> <p>Students are not expected to know the difference between credit and debt cards</p> <p><b>one mark for identifying more people using credit cards</b> <b>Max three for reasons why this may be the case</b></p>

Question			Spec Ref	Expected Answer	Mark	Additional Guidance
				<p><b>Example</b>  <i>As with the current change in paying fees from cash to credit cards (1), if I was a parent I would use a credit card as you do not have to carry that amount of cash (1) to the school and you will have a about a month to pay (1) with no interest added (1). Indeed you would actually lose interest on savings if you paid using cash (1). More secure (1) therefore less chance of fraud (1)</i></p> <p><i>Allow 'increase use of credit card (1) because more secure (1) therefore less chance of fraud (1)</i></p>	[4]	
2	(g)		6.2.2(d)	<p><b>Target: To analyse sales data thus allowing judgement to take place.</b></p> <p>The school should not be able to place this advert unless it can prove it is the best school in the country. If it does place the advert it is breach of the ASA guidelines.</p> <p><u>Example</u></p> <p><i>No it is not (1) as it is misleading (1) and is breaking the ASA guidelines (1). Unless they can prove it is the best school in the country (1) then parents would be misled.</i></p> <p><i>The advertisement may not be within the standard authority (1) because it may be misleading (1) as it says "it is the best school in the country"(1), when this may not be the best school in the country so it is not true (1)</i></p>	[4]	<p>Allow if statement is implicit of "no"  <i>It will not be within the ASA guidelines (2) because there is no evidence that it is the best school in the country (1) which is misleading (1)</i></p> <p>Judgement = one mark</p> <p>Other three marks can be made up as follows:            Breaking ASA Guidelines (1)            Misleading (1)            Offensive to other schools (1)            No proof (1)            Not the "best school" (1)</p> <p><b>Two marks max if Yes judgment – must be supported</b></p> <p><i>Yes this advert is within guidelines (1) as it is not harmful to anyone or offending anyone (1).</i></p>
				<b>Total</b>	[29]	
				<b>Total</b>	[60]	

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