**Published Mark Scheme for
GCSE Business and Communications Systems
Summer 2010**

NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE) AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)

MARK SCHEMES (2010)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

CONTENTS

Rewarding Learning

**General Certificate of Secondary Education
2010**

Business and Communications Systems

Unit 1: Use of ICT

[GBC11]

MONDAY 24 MAY – FRIDAY 28 MAY

MARK
SCHEME

Task 1

(a) [1] for each piece of information included, e.g. Leisure Plus, Swimming Pool,
Free kit bag [3]
[1] for design choice of each piece of information, e.g. Wordart, Table,
Textbox, Font size and style, Border, Background, Watermark, Autoshape [3]
(AO1 [6])

(b) Source 1 image [1]
Effectively inserted [1]
Source 2 image [1]
Effectively inserted [1]
(AO1 [4])

(c) Appropriate wording, e.g. location, opening hours, telephone number,
contact name [2]
(AO1 [2])

(d) Effective Poster Heading [1]
Effective fonts [1]
(AO1 [2])

(e) A4 printout [1]   15
(AO1 [1])

Task 2

(a) Table showing cells for the 7 days of the week and the Instructor name

John's days [1]

Natasha's days [1]

Shane's days [1]

Maria's days [1]

Chris's day [1]

Effective design of table, e.g. text alignment, fit for purpose, e.g. one A4 page [1]

(AO2 [6])

(b) Title in header – 'Part Time Staff Rota' [1]

(AO2 [1])

(c) Different fonts and heading styles [2]

(AO2 [2])

(d) Appropriate Table shading [1]

(AO2 [1])

(e) Printout [1]   11

(AO2 [1])

Task 3 Part A

(a) Cell A1 [1]
Correct words 'Attendance Figures' [1]
(AO2 [2])

(b) Merge [1]
Centred words across cells A1–M1 [1]
(AO2 [2])

(c) Formula in cell N5 [1]
Correct formula, e.g. =sum(B5:M5) [1]
(AO2 [2])

(d) Replicate [1]
(AO2 [1])

(e) Appropriate title in cell N4, e.g. 'Yearly', 'Total' [1]
(AO2 [1])

(f) Formula in cell O5 [1]
Correct formula, e.g. =average(B5:M5) [1]
(AO2 [2])

(g) Replicate [1]
(AO2 [1])

(h) Appropriate title in cell O4, e.g. 'Monthly Average', 'Average' [1]
(AO2 [1])

(i) Formula in B8 [1]
Correct formula, e.g. =sum(B5:B7) [1]
(AO2 [2])

(j) Replicate [1]
(AO2 [1])

(k) Appropriate title in cell A8, e.g. 'Total Monthly Attendance' [1]
(AO2 [1])

(l) Format all text entries in bold
([1] for some entries bold) [2]
(AO1 [2])

(m) Data printout [1]
One A4 page [1]
(AO2 [2])

(n) Formulae printout
One A4 page [2]   22
(AO2 [2])

Task 3 Part B

(a) Bar chart produced [1]
Appropriate title, e.g. 'Adult Member Attendance' [1]
Appropriate *x* and *y* labels, e.g. 'Month', 'Attendance' [1]
Data Value shown on each bar [1]
(AO2 [4])

(b) Bar chart printed on A4 sheet [1]   5
(AO2 [1])

Task 4

(a) [1] for each female off peak member: Clare Wilson, Suzanne Taggart,
Jean Best [3]
Correct field headings, First Name, Surname, Address, Town, Postcode [1]
(AO2 [4])

(b) Results of search printed [1]
(AO2 [1])

(c) Knowledge of letter design, e.g.
Date [1]
Any other suitable feature [1] × 2, e.g. Appropriate font/style,
layout, e.g. salutation [3]

First name field inserted [1]
Surname field inserted [1]
Address field inserted [1]
Town field inserted [1]
Postcode field inserted [1]
(AO1 [8])

(d) Standard Letter printed [1]
Merged fields shown [1]
Quality of letter [4]
(AO2 [2]) (AO3 [4])

Level 0 ([0])
Answer not worthy of credit

Level 1 ([1])
The Candidate has demonstrated limited knowledge of standard letter layout.
Candidate makes limited use of specialist terms. Candidate demonstrates a
limited level of accuracy in spelling, punctuation and grammar. The meaning of
the text is clear some of the time. The candidate demonstrates a limited level of
writing, form and style appropriate to the purpose of the question. The
organisation of the work is limited.

Level 2 ([2]–[3])
The Candidate has demonstrated satisfactory knowledge of standard letter layout.
Candidate makes satisfactory use of specialist terms. Candidate demonstrates a
satisfactory level of accuracy in spelling, punctuation and grammar. The meaning
of the text is clear most of the time. The candidate demonstrates a satisfactory
level of writing, form and style appropriate to the purpose of the question. The
organisation of the work is satisfactory.

Level 3 ([4])
The Candidate has demonstrated good knowledge of standard letter layout.
Letter must have correct use of salutation and complimentary close. Candidate
makes good use of specialist terms. Candidate demonstrates a good level of
accuracy in spelling, punctuation and grammar. The meaning of the text is clear
most of the time. The candidate demonstrates a good level of writing, form and
style appropriate to the purpose of the question. The organisation of the work is
good.

(e) [1] for each of 3 letters: Clare Wilson, Suzanne Taggart, Jean Best [3]   22
(AO2 [3])

Task 5

(a) Improvement example, bullet points, background, correct spelling, resizing title, correct use of capitals, use of table, images, speaker notes, deletion of irrelevant text, graph

Level 0 ([0])
Answer not worthy of credit.

Level 1 ([1]–[2])
The candidate has made limited improvements for at least one of the slides.

Level 2 ([3]–[4])
The candidate has made satisfactory improvements for at least one of the slides.

Level 3 ([5]–[6])
The candidate has made good improvements for both of the slides.
(AO3 [6])   [6]

(b) Slides printed [1]
Two slides per page [1]   [2]
(AO2 [2])

(c) Slide 1 Title included   [1]
Correct title – 'Attendance Figures 2008'   [1]
Action button 1   [1]
Correct wording on or beside Action button – 'Adult Attendance Figures'   [1]
Action button 2   [1]
Correct wording on or beside Action button – 'Child Attendance Figures'   [1]
(AO2 [6])

(d) Slide 2 Title included   [1]
Correct title – 'Adult Member Attendance'   [1]
Adult Member chart/graph   [1]
Appropriate positioning of chart/graph   [1]
(AO2 [4])

(e) Slide 3 Title included   [1]
Correct title – 'Child Member Attendance'   [1]
Child Member chart/graph   [1]
Appropriate positioning of chart/graph   [1]
(AO2 [4])

(f) Printout of 3 slides in full size   [3]   25
(AO2 [3])

	Total	**100**