



**General Certificate of Secondary Education
2013**

Business and Communication Systems

Unit 1: Use of ICT

[GBC11]

MONDAY 20 MAY – FRIDAY 24 MAY

MARK SCHEME

General Marking Instructions

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 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 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.

Task 1

- (a) [1] for each piece of essential information included: Top Notch name, location and logo; sale start date; sale end date; sale details, e.g. 25% off [6]
(AO1 [6])
- (b) Other appropriate information, e.g. opening hours; telephone number; contact name; email address; website [2]
(AO2 [2])
- (c) Effective design features, e.g. wordart; border; alignment; shading; graphic [3]
effective fonts and styles, e.g. bold; italics; capitalisation; underline; size [3]
(AO1 [3])
(AO2 [3])
- (d) A4 printout [1]
(AO3 [1])

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Task 2

- (a) Table showing cells for the 7 days of the week and the Employee name.
 Peter's days : Monday; Tuesday; Wednesday; Thursday; Friday [1]
 Patrick's days : Monday; Tuesday; Wednesday; Thursday; Friday [1]
 Sally's days : Friday; Saturday; Sunday [1]
 Amy's days : Friday; Saturday; Sunday [1]
 Jade's days : Sunday [1]
 Jo's days : Sunday [1]
- Effective design of table [1]
 (AO1 [1])
 (AO2 [6])
- (b) Title included – "Part-Time Staff Rota" in row 1 [1]
 Cells merged [1]
 (AO2 [2])
- (c) Appropriate fonts and heading styles, e.g. bold; font size; font style [1]
 (AO2 [1])
- (d) Table shading [1]
 (AO2 [1])
- (e) Printout [1]
 (AO3 [1])

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Task 3 Part A

- (a) Correct text in cells I1:M1 [1]
(AO2 [1])
- (b) All cells A1 to M1 emboldened [1]
(AO2 [1])
- (c) Correct data in cells I2 – 3; I3 – 3; I4 – 8 [1]
(AO2 [1])
- (d) Correct formula in E2, e.g. =D2-C2 [2]
(AO1 [1])
(AO2 [1])
- (e) Correct formula in J2, e.g. =I2*D2 [2]
(AO1 [1])
(AO2 [1])
- (f) Correct formula in K2, e.g. =H2-I2 [2]
(AO1 [1])
(AO2 [1])
- (g) Correct formula in L2, e.g. =K2*C2 [2]
(AO1 [1])
(AO2 [1])
- (h) Correct formula in M2, e.g. =IF(K2<=F2,“REORDER”,“OK”) [4]
(Use of IF statement [1] IF(K2>F2,“OK”,“REORDER”)
Correct condition [1]
“REORDER” [1]
“OK” [1])
(AO1 [1])
(AO2 [3])
- (i) All Replication correct [2]
(Some Replication correct [1])
(AO2 [2])
- (j) Text entered in cell A8 [1]
Correct text entered – “Total Takings Today” [1]
(AO1 [1])
(AO2 [1])
- (k) Formula in B8 [1]
Correct formula in B8, e.g. =Sum(J2:J4) [1]
(AO1 [1])
(AO2 [1])

		AVAILABLE MARKS
(l) Data printout landscape	[1]	
Row and column headings	[1]	
Gridlines	[1]	
One A4 page	[1]	
(AO2 [3]) (AO3 [1])		
(m) Formula printout on one A4 page. ALL formula visible	[1]	26
(AO3 [1])		
 Task 3 Part B		
(a) Bar chart produced	[1]	
Appropriate title e.g. "Current Stock"	[1]	
Appropriate X label e.g. "Item"	[1]	
Appropriate Y label e.g. "Quantity"	[1]	
Data values shown on each Bar	[1]	
(AO2 [5])		
(b) Bar chart printed full size on one A4 sheet	[1]	6
(AO3 [1])		

Task 4

(a) New Customer added	[1]
Correct spelling, etc.	[1]
(AO2 [2])	
(b) Correct Customer deleted: Mrs Julie Williams	[1]
(AO2 [1])	
(c) Change made correctly: Bronze membership	[1]
(AO2 [1])	
(d) All of Ann Henderson, Fiona Black, Stephen McGowan, Zoe Symes, Alan Simpson and no others	[1]
Field headings	[1]
(AO1 [1])	
(AO3 [1])	
(e) Results of search printed	[1]
(AO3 [1])	
(f) All of Ann Henderson, Molly Duffy, Zoe Symes and no others	[2]
Field headings	[1]
(AO1 [1])	
(AO3 [2])	
(g) Results of search printed	[1]
(AO3 [1])	
(h) Logo	[1]
Date	[1]
Other appropriate information, e.g. date of event; location	[1]
Knowledge of letter design, e.g.	
Layout	
Salutation	
Content	
No spelling errors	
Appropriate font	
Appropriate style	
Any other suitable feature	[2]
Forename field inserted	[1]
Surname field inserted	[1]
Address field inserted	[1]
Town field inserted	[1]
Postcode field inserted	[1]
(AO1 [10])	

(i) Quality of letter [4]

Level 0 ([0])

Answer not worthy of credit.

Level 1 ([1])

The candidate has demonstrated limited knowledge of standard letter layout. The 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 displays 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. The 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 displays 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. The letter must have correct use of salutation and complimentary close. The candidate demonstrates a good level of accuracy in spelling, punctuation and grammar. The meaning of the text is clear some of the time. The candidate displays a good level of writing, form and style appropriate to the purpose of the question. The organisation of the work is good.

(AO3 [4])

Standard letter printed [1]

Merged fields shown [1]

(AO2 [2])

(j) [1] for each of three letters for: [3]

Ann Henderson, Molly Duffy, Zoe Symes

(AO3 [3])

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Task 5

- (a) Slide 1 correct title included – “Subject” [1]
 Appropriate explanation [2]
 (AO3 [3])
- (b) Slide 2 correct title included – “Recipients” [1]
 Appropriate explanation [2]
 (AO3 [3])
- (c) Slide 3 correct title included – “Attachments” [1]
 Appropriate explanation [2]
 (AO3 [3])
- (d) Two slides printed (slides 1 and 2)
 Two slides per page [1]
 Slide 3 printed full size [1]
 (AO2 [1])
 (AO3 [1])

Total

11

100