

# **Applied Business**

Advanced Subsidiary GCE

Unit **F243**: The Impact of Customer Service

## **Mark Scheme for June 2012**

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Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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PO Box 5050  
Annesley  
NOTTINGHAM  
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Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

## Annotations

Annotation	Meaning
	The response given is 'Unclear' to the marker
	'Benefit of doubt' – but credit given
	To indicate the response is in 'context' of the relevant case study
	Response is incorrect
	Use for Level of response answers to indicate Level 1
	Use for Level of response answers to indicate Level 2
	Use for Level of response answers to indicate Level 3
	Use for Level of response answers to indicate Level 4
	The response is not incorrect but has 'Not answered question'
	Own figure rule. Use where indicated in mark scheme
	'Repeat' Response repeats the same marking point where credit has already been given
	'Noted but no credit given' or to indicate all of part blank answer pages have been seen by marker
	Correct point/answer. Credit can be given

**Subject-specific Marking Instructions****Testing of QWC**

In this external assessment the assessment of QWC will take place in Question 1e which is a levels of response question and carries 12 marks.

Marks are embedded within this question for assessing the quality of written communication. The following criteria are embedded within the levels of response for Question 1e.

**Level 4:**

Ability to present relevant material in a well planned and logical sequence. Material clearly structured using appropriate business terminology confidently and accurately. Sentences, consistently relevant are well structured in a way that directly answers question. There will be few, if any errors of grammar, punctuation and spelling.

[4 marks representing the appropriate level of written communication are embedded in this level of response].

**Level 3:**

Ability to present relevant material in a planned and logical sequence. Appropriate business terminology used. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

[3 marks representing the appropriate level of written communication are embedded in this level of response]

**Level 2:**

Limited ability to organise relevant material. Some appropriate business terminology used. Sentences are not always relevant with material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.

[2 marks representing the appropriate level of written communication are embedded in this level of response]

**Level 1:**

Ability to communicate at least one point using some appropriate business terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[1 mark representing the appropriate level of written communication is embedded in this level of response]

Question			Answer	Mark	Guidance
1	(a)	(i)	Indicative content: <ul style="list-style-type: none"> <li>an external customer is someone from outside the organisation who intends to or has purchased a product or service (1).</li> </ul>	1	AO1:1 For one mark. Do <b>not</b> award examples of external customers.
		(ii)	Indicative content: <ul style="list-style-type: none"> <li>people from the housing/residential estate (1)</li> <li>families living nearby/locally (1).</li> </ul>	1	AO2:2 For one mark. Do <b>not</b> award families/individuals/members of the public on their own; too vague.
	(b)	(i)	Indicative content: <ul style="list-style-type: none"> <li>internal customer is a worker/an employee/a member of staff working in an organisation (1).</li> </ul>	1	AO1:1 For one mark. Do <b>not</b> award examples of internal customers
		(ii)	Indicative content: <ul style="list-style-type: none"> <li>the store managers/Sanchia/Peter/Chandra/Tracy/Susan (1)</li> <li>the store staff (1)</li> <li>the business owner/Tom (1).</li> </ul>	1	AO2:1 For one mark. Do <b>not</b> award Tom's Dad.
	(c)		Indicative content: <ul style="list-style-type: none"> <li>clean shops (1)</li> <li>tidy shops (1)</li> <li>good health/hygiene (1)</li> <li>involving staff/customers in improving the shops (1)</li> <li>some staff know how to use the till (1)</li> <li>know procedures (1)</li> <li>polite staff (1)</li> <li>some staff are good communicators (1)</li> <li>taking feedback seriously (1)</li> <li>knowledgeable staff (1).</li> </ul>	4	AO2:4 One mark for each correct identification up to a maximum of four identifications.  Do <b>not</b> award product/product range.  Answers <b>must</b> come from the case study and be specific.

Question	Answer	Mark	Guidance
(d)	Indicative content: <ul style="list-style-type: none"> <li>• staff turn up late in some stores(1)</li> <li>• different opening hours (1)</li> <li>• staff recruitment varies between stores (1)</li> <li>• some staff cannot use the till (1)</li> <li>• some staff were not polite (1)</li> <li>• managers have different standards (1)</li> <li>• some stores have health and hygiene problems (1)</li> <li>• poor supervision by some managers (1)</li> <li>• stock transferred without paperwork from some stores (1)</li> <li>• sometimes stores are not clean (1)</li> <li>• sometimes stores not tidy (1).</li> </ul>	3	AO2:3 One mark for each correct identification up to a maximum of three identifications.  Do <b>not</b> award responses which relate to poor/bad customer service. The question relates to inconsistent customer service.  Answers <b>must</b> come from the case study and be specific.

Question	Answer	Mark	Guidance
(e)	<p><b>Use levels of response criteria.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• mixed messages</li> <li>• customer confusion</li> <li>• customer disappointment</li> <li>• loss of customers, sales and profit</li> <li>• loss of competitive advantage</li> <li>• customers moving to competitors</li> <li>• bad reputation.</li> </ul> <p>Exemplar response: eg If a firm has inconsistent customer service then it can cause a reduction in sales <b>(L1)</b>. In some of the five shops <b>(CONT)</b> some of the staff are not polite. Customers would not know if they are going to be treated with respect or not <b>(L2)</b>. This could lead to <i>Shopper's Local</i> getting a bad reputation <b>(L3)</b>. Realistically, if customers feel the level of service provided is inconsistent, they are likely to stay away from all five <b>(CONT)</b> of the shops, which may threaten the survival of the business <b>(L4)</b>.</p>	12	<p>AO1:3 AO2:3 AO3:3 AO4:3</p> <p>QWC is assessed with this question</p> <p><b>Level 4:</b> [10-12 marks] candidate discusses the implications to <i>Shopper's Local</i> of having inconsistent customer service. <b>Level 3:</b> [7-9 marks] candidate analyses the implications to <i>Shopper's Local</i> of having inconsistent customer service. <b>Level 2:</b> [4-6 marks] candidate applies knowledge and understanding of the implications to <i>Shopper's Local</i> of having inconsistent customer service. <b>Level 1:</b> [1-3 marks] candidate identifies the implications of having inconsistent customer service with no use of context.</p> <p>The implication <b>must</b> be to the business.</p> <p>Candidates may identify one or more implications and develop that through Levels 2, 3 and 4.</p> <p>However: Answers must relate to the implications of <b>inconsistent</b> customer service.</p> <p>Be aware of discussions on bad/poor customer service. It is acceptable to award nil marks if the discussion is not on inconsistency.</p> <p>Level 4 – a judgement must be reached relating to the implications for <i>Shopper's Local</i> of inconsistent customer service.</p> <p>Level 3 – analysis of one or more implication(s).</p> <p>Level 2 – the implication must be relevant to <i>Shopper's Local</i>.</p>

Question			Answer	Mark	Guidance
					<p>An overall judgement of the implications is awarded 10 marks.</p> <p>Making a judgement on the biggest/longest term implication is awarded 11/12 marks.</p> <p>The judgement cannot be an action point (i.e. what <i>Shopper's Local</i> should do).</p> <p>Please indicate each time a candidate achieves a particular level as this will help you allocate marks at that level.</p> <p>Context should be annotated every time L2/L4 is awarded with the 'CONT' annotation.</p> <p>Non-contextual answer <b>max</b> level 1.</p>

Question		Answer	Mark	Guidance
2	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• price (1)</li> <li>• value for money (1)</li> <li>• reliability (1)</li> <li>• staffing levels (1)</li> <li>• cleanliness (1)</li> <li>• hygiene (1)</li> <li>• provision for individual needs (1)</li> <li>• provision for special needs (1)</li> <li>• customer retention/repeat business (1)</li> <li>• complaints (1)</li> <li>• sales (1).</li> </ul>	4	<p>AO1:4 One mark for each correct identification up to a maximum of four identifications.</p> <p>Do <b>not</b> award for methods.</p>
	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• suggestion box</li> <li>• written questionnaire</li> <li>• face to face questionnaires/interview</li> <li>• focus groups</li> <li>• webpage feedback area</li> <li>• informal discussion.</li> </ul> <p>Exemplar responses: eg Suggestion box (1) could be left on the counter (1) so customers can write down their views and leave them in the box (1). eg Interviews could be done face to face (1) between the staff and customers when they leave the shop (1) where the customers are asked questions (1). eg Face to face questionnaires (1) which the store managers could do when the customers are shopping (1) and ask customers questions (1) . eg Focus group (1) could be set up by Tom where customers can meet (1) to discuss <i>Shopper's Local</i> (1).</p>	6	<p>AO1:2 AO2:4 One mark for each correct identification up to a maximum of two identifications, plus up to a further two marks for each of two descriptions.</p> <p>Do <b>not</b> award survey or email as these are not customer feedback methods.</p> <p>Do <b>not</b> award unspecified questionnaire or free phone as these are inappropriate for this small business.</p> <p>This question is about how the method works <b>not</b> why the method would be appropriate.</p>

Question		Answer	Mark	Guidance
	(c)	Indicative content: <ul style="list-style-type: none"><li>• accuracy of the data (1)</li><li>• age of data (1)</li><li>• safety/storage of the data (1)</li><li>• quality of the data (1)</li><li>• reliability of the data (1)</li><li>• the validity/relevance of the data/bias (1)</li><li>• cost of collecting and storing (1)</li><li>• time to collect (1)</li><li>• legal restrictions (1)</li><li>• other factors affecting a business (1).</li></ul>	3	AO1:3 One mark for each correct identification up to a maximum of three identifications.  Do <b>not</b> award explanations or examples of the factor.

Question	Answer	Mark	Guidance
(d)	<p><b>Use levels of response criteria</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• shows the business where it is succeeding/failing</li> <li>• find out what is being done well/poorly</li> <li>• customers are reminded of the business name</li> <li>• act on the feedback to make improvements and increase customer loyalty/numbers</li> <li>• highlight inconsistent service</li> <li>• the staff will work harder as they know they are being monitored</li> <li>• make sure that it stocks items which its customers want</li> <li>• the reputation of the business could improve</li> <li>• assess customer needs</li> <li>• increase sales</li> <li>• increase profit.</li> </ul> <p>Exemplar response: eg Customer feedback is good for any business because it will show the business where it is succeeding (<b>L1</b>) and where it needs to improve (<b>L1</b>). Tom will be able to find out which of the convenience stores (<b>CONT</b>) are doing well and which one of the five need improving according to the customers of <i>Shopper's Local</i> (<b>L2</b>). He will then be able to take action to improve the levels of customer service in each of the shops particularly the ones where customer service is poor (<b>L3</b>). This will help to make <i>Shopper's Local</i> have more consistent customer service (<b>L3</b>) and meet customer needs which will increase customer loyalty (<b>L3</b>).</p>	9	<p>AO1:3 AO2:3 AO3:3</p> <p><b>Level 3:</b> [7-9 marks] candidate analyses the benefits of customer feedback for <i>Shopper's Local</i>.</p> <p><b>Level 2:</b> [4-6 marks] candidate applies knowledge and understanding of the benefits of customer feedback for <i>Shopper's Local</i>.</p> <p><b>Level 1:</b> [1-3 marks] candidate identifies the benefits of customer feedback, with no use of context.</p> <p>Benefits <b>must</b> be from the business' perspective.</p> <p>Candidates may identify one or more benefits and develop them through Levels 2 and 3.</p> <p>However:</p> <p>Please indicate each time a candidate achieves a particular level as this will help you allocate marks within that level</p> <p>Context should be annotated every time L2 is awarded with the 'CONT' annotation</p> <p>Non-contextual answer <b>max</b> Level 1.</p> <p>Level 3 – analysis of one or more benefits.</p> <p>Level 2 – the benefit(s) must be relevant to <i>Shopper's Local</i>.</p>

Question		Answer	Mark	Guidance
3	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• set of standards/rules/procedures/guidelines</li> <li>• voluntary/not a legal requirement.</li> </ul> <p>Exemplar responses: eg A code of practice is a set of rules (1) but it is not a legal requirement (1). eg A code of practice is a voluntary (1) list of rules (1).</p>	2	<p>AO1:2 Up to two marks.</p> <p>This question is about what a code of practice is, <b>not</b> why or how it would be used.</p>
	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• to decide if a customer wants to buy the product/service (1).</li> <li>• to check guidelines/procedures/checklists (1)</li> <li>• to check if staff are meeting standards (1)</li> <li>• to see if there are grounds to complain (1)</li> <li>• to know how to complain (1).</li> </ul>	2	<p>AO1:2 One mark for each correct identification up to a maximum of two identifications.</p> <p>The responses <b>must</b> be from the customer's perspective.</p>
	(c)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• to know what the procedures/rules/guidelines are (1)</li> <li>• to follow the correct procedures/rules/guidelines (1)</li> <li>• to check that they are fulfilling their duties (1)</li> <li>• to know what customers expect (1)</li> <li>• to know you are doing your job correctly (1).</li> </ul>	2	<p>AO1:2 One mark for each correct identification up to a maximum of two identifications.</p>

Question	Answer	Mark	Guidance
(d)	<p><b>Use levels of response criteria.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• gives employees a guide with respect to the service levels they are expected to provide</li> <li>• sets the standard of service which customers expect to receive</li> <li>• provides consistency of service</li> <li>• highlights training needs</li> <li>• will encourage best practice</li> <li>• it is a statement of intent which may not be adhered to</li> <li>• there are other aspects of customer service which need attention</li> <li>• a code of practice on its own may not overcome all the customer service issues of the business.</li> </ul> <p>Exemplar response:</p> <p>eg A code of practice shows the customer that an organisation is keen to follow guidelines <b>(L1)</b> and that it is serious about keeping its customers satisfied <b>(L1)</b>. If Tom creates a code of practice, the guidelines for what the customer is expecting from <i>Shopper's Local</i> will be set down for all the convenience stores not just the individual shops <b>(CONT) (L2)</b> so the staff should now have something to follow and their customer service should, in theory, be more consistent <b>(L3)</b> as they should all be doing exactly the same thing. However, just because a code of practice has been created, does not mean that the staff will follow it <b>(L3)</b> and there is a danger that the customers will have more grounds for complaint if they see a certain element such as an untidy shop <b>(L3)</b>. Realistically, a code of practice for <i>Shopper's Local</i> is a step towards improving the inconsistent customer service across the five stores <b>(CONT) (L4)</b> but means nothing in the long term if none or just some of the store managers implements it <b>(L4)</b>.</p>	12	<p>AO1:3 AO2:3 AO3:3 AO4:3</p> <p><b>Level 4:</b> [10-12 marks] candidate discusses how a code of practice is likely to improve customer service at <i>Shopper's Local</i>.</p> <p><b>Level 3:</b> [7-9 marks] candidate analyses how a code of practice is likely to improve customer service at <i>Shopper's Local</i>.</p> <p><b>Level 2:</b> [4-6 marks] candidate applies knowledge and understanding of advantages/disadvantages of a code of practice at <i>Shopper's Local</i>.</p> <p><b>Level 1:</b> [1-3 marks] candidate identifies advantages/disadvantages of a code of practice with no use of context.</p> <p>Responses <b>must</b> be from the business' perspective. Candidates may identify one or more aspects and develop them through Levels 2, 3 and 4.</p> <p>However: To achieve level 3 answers must relate to having a code of practice rather than a list of advantages and disadvantages.</p> <p>Level 4 – a judgement must be reached relating to the likely success of a code of practice at <i>Shopper's Local</i>.</p> <p>Level 3 – analysis of one or more aspects.</p> <p>An overall judgement of the likelihood of success is awarded 10 marks.</p>

Question	Answer	Mark	Guidance
			<p>Making a judgement on the extent of the success is awarded 11/12 marks.</p> <p>The judgement cannot be an action point (i.e. what <i>Shopper's Local</i> should do).</p> <p>This question has nothing to do with how important the code of practice is but rather how <b>effective</b> it will be at improving customer service.</p> <p>Please indicate each time a candidate achieves a particular level as this will help you allocate marks within that level.</p> <p>Context should be annotated every time L2/L4 is awarded with the CONT annotation.</p> <p>Non-contextual answer <b>max</b> Level 1</p>

Question	Answer	Mark	Guidance
4	<p>(a)</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Sale of Goods Act/Sale and Supply of Goods Act</li> <li>• Supply of Goods and Services Act</li> <li>• Trades Descriptions Act</li> <li>• Weights and Measures Act</li> <li>• Food Safety Act</li> <li>• Health and Safety at Work Act</li> <li>• Consumer Protection Act</li> <li>• Equality Act</li> <li>• Consumer Credit Act</li> <li>• Data Protection Act</li> </ul> <p>Exemplar responses:</p> <p>eg Sale of Goods Act/Sale and Supply of Goods Act (1) which states that products must be of satisfactory quality (1)</p> <p>eg Supply of Goods and Services Act (1) which relates to reasonable time, skill and care (1)</p> <p>eg Trades Description Act (1) which relates to false advertising claims (1)</p> <p>eg Weights and Measures Act (1) which relates to accuracy of quantities (1)</p> <p>eg Food Safety Act (1) relates to food handling (1)</p> <p>eg Health and Safety at Work Act (1) which relates to duty of care (1)</p> <p>eg Consumer Protection Act (1) which relates to product safety (1)</p> <p>eg Equality Act (1) which prohibits discrimination (1)</p> <p>eg Consumer Credit Act (1) which relates to protection re finance and credit agreements (1)</p> <p>eg Data Protection Act (1) as this relates to the security of personal information (1).</p>	8	<p>AO1:4 AO2:4</p> <p>One mark for each correct identification up to a maximum of four identifications, plus a further mark for each of four descriptions.</p> <p>Do <b>not</b> award any act or regulation which is not related to customers.</p> <p>The name of the act/regulation must be correct.</p> <p>No marks awarded for a description, if the act/regulation is wrong.</p> <p>No context required.</p> <p>Accept:</p> <p>Disability Discrimination Act (1) which relates to equal rights for all (1)</p>

Question	Answer	Mark	Guidance
(b)	<p>Indicative content</p> <ul style="list-style-type: none"> <li>• anonymous to staff</li> <li>• they purchase products</li> <li>• they ask questions</li> <li>• they provide feedback</li> <li>• they assess customer service levels/standards</li> <li>• pretend to be a normal customer</li> <li>• employed/paid to carry out the role</li> </ul> <p>Exemplar responses: eg A mystery shopper is someone who the staff think is a normal customer (1) who would assess the standard of customer service (1).</p>	2	<p>AO1:2 Up to two marks for a correct definition of a mystery shopper.</p> <p>To gained full marks the response must include reference to anonymity.</p>
(c)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• independent</li> <li>• unbiased</li> <li>• neutral feedback</li> <li>• accurate feedback</li> <li>• feedback from the customer perspective</li> <li>• objective perspective</li> <li>• make a surprise visit.</li> </ul> <p>Exemplar response: e.g. Advantage; They are independent (1). This would provide a wider and unbiased view of how the business performs (1).</p>	4	<p>AO1:2 AO2:2 One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations.</p> <p>Do <b>not</b> award a mark for the explanation if the advantage is incorrect.</p> <p>The question relates to the advantage of using a mystery shopper <b>not</b> the outcome of using a mystery shopper.</p> <p>The response must relate specifically to a mystery shopper.</p>

Question			Answer	Mark	Guidance
5	(a)	(i)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>attract different customer types</li> <li>improve reputation</li> <li>increase income</li> <li>improve competitive position</li> <li>helps meets a growing demand for organic food.</li> </ul> <p>Exemplar response: e.g. Benefit; This helps meets a growing demand for organic food (1). This means there is a new market to which <i>Shopper's Local</i> can get access (1).</p>	4	<p>AO 1:2 AO 2:2 One mark for each correct identification up to a maximum of two identifications plus a further one mark for each of two explanations.</p> <p>The question relates to the benefit to the business <b>not</b> customers.</p> <p>Award generic context.</p> <p>Do <b>not</b> award a mark for the explanation if the benefit is incorrect.</p>
		(ii)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>price might put off customers</li> <li>more expensive</li> <li>organic food has a shorter shelf life</li> <li>might not appeal to customers in the area</li> <li>might not be enough customers in the area.</li> </ul> <p>Exemplar response: eg Disadvantage; Organic food has a shorter shelf life (1) <i>Shopper's Local</i> may waste money throwing stock away (1).</p>	2	<p>AO1:1 AO2:1 One mark for each correct identification plus a further one mark for a correct explanation.</p> <p>The question relates to the disadvantage to the business <b>not</b> customers.</p> <p>Do <b>not</b> award a mark for the explanation if the disadvantage is incorrect.</p>
	(b)		<p>Indicative content:</p> <ul style="list-style-type: none"> <li>promote the business/image (1)</li> <li>encourage repeat business (1)</li> <li>use it to gather data on customers (1)</li> <li>build better relationships (1)</li> <li>more customer contact (1)</li> </ul>	2	<p>AO1:2 One mark for each correct identification up to a maximum of two identifications.</p> <p>The question relates to benefits to the business <b>not</b> customers.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• increase income/sales (1)</li> <li>• cross marketing activities (1)</li> <li>• edge over competitors (1)</li> <li>• attract new customers (1)</li> <li>• increase customer loyalty (1)</li> <li>• monitor what customers buy (1)</li> <li>• encourage customers to spend more (1).</li> </ul>		
	(c) (i)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• shows that the business cares for the environment</li> <li>• improves reputation (1)</li> <li>• people visiting the recycling facilities may become customers (1)</li> <li>• the business might get an income from the recycling company (1)</li> <li>• appear more ethical (1).</li> </ul>	2	<p>AO1:2</p> <p>One mark for each correct identification up to a maximum of two identifications.</p> <p>The question relates to benefits to the business.</p>
	(ii)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• smelly (1)</li> <li>• untidy (1)</li> <li>• attract animals (1)</li> <li>• if not collected on time then the waste could block the street (1)</li> <li>• all sorts of rubbish could be put in the containers (1)</li> <li>• need space for containers which could be used for other benefits (1)</li> <li>• disruption to customers when recycling collected (1)</li> <li>• disruption to customers only shopping at the store (1)</li> <li>• could lead to congestion (1)</li> <li>• could be an expensive service (1).</li> </ul>	1	<p>AO1:1</p> <p>For one mark.</p>

Question	Answer	Mark	Guidance
6	<p><b>Use levels of response criteria</b> Indicative content:</p> <ul style="list-style-type: none"> <li>• Tom is a sole owner</li> <li>• some experienced managers</li> <li>• some stores doing well</li> <li>• easy to manage and control</li> <li>• Sanchia has a lot of experience</li> </ul> <ul style="list-style-type: none"> <li>• inconsistent level of service across all stores</li> <li>• lack of skills</li> <li>• improvements may cost money</li> <li>• not a lot of time to improve</li> <li>• lots of problems.</li> </ul> <p>Exemplar responses: eg If a business has excellent customer service it will get a good reputation which may help to win an award <b>(L1)</b>. Some of the <i>Shopper's Local</i> shops are good examples of excellent service as they are clean <b>(CONT)</b> and staff are good at their job <b>(L2)</b>. Some of the staff need to be trained as they have a lack of skills such as operating the tills <b>(L2)</b> which could take a lot of time to complete and cost a lot of money this makes it less likely for Tom to win the award <b>(L3)</b>. However, It is perhaps a goal which could be achieved as Sanchia came from a large national retailer and could offer guidance on what is needed to win the award <b>(L3)</b>. Overall, despite Tom's ambition to win the award <b>(CONT)</b> there are too many problems to sort out in a short space of time which is likely to make the possibility of winning the award very low <b>(L4)</b>.</p>	12	<p>AO1:3 AO2:3 AO3:3 AO4:3</p> <p><b>Level 4:</b> [10-12 marks].candidate discusses whether Tom's goal is realistic in winning the award.</p> <p><b>Level 3:</b> [7-9 marks] candidate analyses whether Tom's goal is realistic in winning the award</p> <p><b>Level 2:</b> [4-6 marks] candidate applies knowledge and understanding of how <i>Shopper's Local</i> could win the 'Best Customer Service' award.</p> <p><b>Level 1:</b> [1-3 marks] candidate identifies how a business wins awards not in context.</p> <p>Answers must relate to how customer service can help win an award.</p> <p>Level 4 – a judgement must be reached relating to whether or not <i>Shopper's Local</i> can win the award in one year through improved customer service standards.</p> <p>Level 3 – analysis of one or more aspects.</p> <p>Level 2 – the description must be relevant to <i>Shopper's Local</i></p> <p>An overall judgement of the likelihood of success is awarded 10 marks.</p> <p>Making a judgement on the short/long term possibilities of winning the award is awarded 11/12 marks.</p>

Question	Answer	Mark	Guidance
			<p>Please indicate each time a candidate achieves a particular level as this will help you allocate marks within that level.</p> <p>Context should be annotated every time L2/L4 is awarded with the 'CONT' annotation.</p> <p>Non-contextual answer <b>max</b> Level 1.</p>

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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Facsimile: 01223 552553

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