

Applied Business

General Certificate of Secondary Education

Unit **A243**: Working in Business

Mark Scheme for January 2013

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Context
	Cross
	Level 1
	Level 2
	Level 3
	Not answered question
	Own figure rule
	Repeat
	Noted but no credit given
	Too vague
	Tick
	Development of point

Question		Answer	Marks	Guidance
1	(a)	Has more than two layers 1 mark for the correct identification	1	For one mark Grade: EFG Annotation: ✓ for correct response AO2
	(b)	A – Deputy Head B – Faculty Head Science C – Deputy Head of Maths Faculty D – 9 Humanities staff	4	One mark for each correct identification up to a maximum of four identifications. Exactly as per the mark scheme. Grade: EFG Annotation: ✓ for correct response AO2
	(c)	Span of control is the number of employees for which a manager is responsible (1), e.g. The Deputy Head of the Communications Faculty is responsible for ten Communications staff. (1)	2	One mark for a correct explanation plus a further one mark for an appropriate example OR 1 mark for correct example. Grade: CDEFG Annotation: : ✓ and ✓ and ✓*for correct response Candidates must use an example from the structure in part (b) to gain the second mark. AO1 AO2
	(d)	<ul style="list-style-type: none"> Each functional area can work as a team (1) which will give greater ownership (1) Working in teams will motivate the workers (1) which will make the functional areas more productive (1) Training can be carried out in functional areas (1) which will make it more focussed (1) There are clear promotion paths through the functional area (1) which motivates the employees (1) 	4	One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations. Bear in mind this question aimed at higher end candidates. Grade: A*ABCD Annotation: ✓ and ✓ and ✓*for correct response AO2 Accept both positive and negative effects of the change from a hierarchical to a functional organisational structure.

Question		Answer	Marks	Guidance	
				Content	Levels of response
2*		<p>Indicative content:</p> <p>Name: Ben French Qualifications: 10 GCSE, 3 A Levels, and a degree in maths Present Employment: Maths teacher for one year Skills: I am a brilliant teacher and I would make a fantastic Head of Department. I prepare and mark work and I am quite good at rugby. Personal Qualities: Good at meeting deadlines, good at making people do what I want. I am very honest and resourceful.</p> <p>Name: Jenny Urso Qualifications: 8 GCSEs, 2 A Levels and a degree in accountancy Present employment: Maths teacher for 6 years and an acting head of Maths for one term. Skills I have been an acting head of Maths for one term in my current school. Personal Qualities: I love working with other people and I am able to get them to work for me. I make good decisions and am able to plan my work well.</p> <p>Name: Francis Napier Qualifications: 10 GCSE, 2 A Levels and a degree in Maths and Computing. Present employment: Deputy Head of Maths (teaching 10 years)</p>	8	<p>Level 3 8 marks Makes a judgement on the information about two or more of the candidates in Text 2 in the context of obtaining the post of Head of the Maths Faculty. AND shows why the other candidates are not suitable.</p> <p>7 marks Makes a judgement on the information about one of the candidates in Text 2 in the context of obtaining the post of Head of the Maths Faculty.</p> <p>6 marks Analyses the information about two or more of the candidates in Text 2 in the context of obtaining the post of Head of the Maths Faculty.</p> <p>5 marks Analyses the information about one of the candidates in Text 2 in the context of obtaining the post of Head of the Maths Faculty.</p> <p>Level 2 4 marks Candidate explains two pieces of information from Text 2 in the context of the post of the Head of the Maths Faculty.</p>	<p>Grade: A*ABCDEFGF Annotation: L1, L2 L3</p> <p>Level 3 (5–8 marks) Candidate makes reasoned judgements regarding the correct candidate for the post of the Head of the Maths Faculty.</p> <p>NB. If candidate only analyses with not appropriate conclusions, a maximum 6 marks can be awarded.</p> <p>Candidate shows ability to present the relevant material in a well planned and logical sequence. Material is clearly structured using appropriate business terminology confidently and accurately. Sentences, consistently relevant, are well structured in a way which directly answers the question. There will be few, if any errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Candidate explains information on the candidates for the post of the Head of the Maths Faculty. Candidate shows the ability to present relevant material in a planned and logical sequence. Appropriate business terminology</p>

Question		Answer	Marks	Guidance	
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		<p>Skills: I am an excellent teacher who always tries to get the best out of my students. I have had experience in planning and leading meetings.</p> <p>Personal Qualities: I will make a good head of faculty as people follow me. I am also able to accept ideas from others and support my fellow workers when they have difficulties.</p> <p>All three applicants have teaching qualifications.</p> <p>Exemplification Choice: Jenny Urso</p> <p>Jenny Urso has been a Maths teacher for 6 years and has had some experience of being a Head of Department (L1). This means that not only does she have the ability to teach the Maths but also has an idea of the management role she will be required to fill. (L2) This means that Jenny Urso could be a good candidate for the post because of her length of service and the management experience. The accountancy degree could be useful to the school if they wanted to expand the curriculum and this would be a subject which could be popular to the high achievers. (L3)</p> <p>(Exemplification for one of the alternatives as Francis Napier should be marked as a correct choice.)</p>		<p>3 marks Candidate explains one piece of information from Text 2 in the context of the post of the Head of the Maths Faculty.</p> <p>Level 1 2 marks Candidate correctly identifies two or more pieces of information from Text 2.</p> <p>1 mark Candidate correctly identifies one piece of information from Text 2.</p> <p>Candidates can access Level 2 straight away</p>	<p>is used. Sentences, for the most part relevant, are presented in a balanced, logical and coherent manner which answers the question. There will be occasional errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–2 marks) Candidate identifies the information that is included on the candidates' CV for the Head of the Maths Faculty.</p> <p>Candidate shows 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 the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks = no response or response does not address the question</p> <p>OFR for wrong choice but must be well explained by candidates.</p>

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(c)	<p>Cheques need to be cleared (that is moved from one bank account to another) (1) It will take between three to five days (1) and so it will not be available immediately to Benny. (1)</p>	2	<p>Up to two marks Grade: A*ABCD Annotation: ✓ for correct response</p> <p>AO1 AO2</p>																																	
(d)	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Profit and Loss Statement 31 December 2012</th> </tr> </thead> <tbody> <tr> <td style="width: 50%;">Sales</td> <td style="width: 20%;"></td> <td style="width: 30%; text-align: right;">£150 000 (1)</td> </tr> <tr> <td>Cost of sales</td> <td></td> <td style="text-align: right;">£ 70 000 (1)</td> </tr> <tr> <td>Gross Profit</td> <td style="border: 1px solid black; text-align: center;">1 mark for all 4 correct</td> <td style="text-align: right;">£80 000 (1)</td> </tr> <tr> <td>Expenses</td> <td></td> <td></td> </tr> <tr> <td>1. Wages</td> <td style="text-align: right;">£ 20 000</td> <td></td> </tr> <tr> <td>2. Advertising</td> <td style="text-align: right;">£ 5 000</td> <td></td> </tr> <tr> <td>3. Utilities</td> <td style="text-align: right;">£ 7 000</td> <td></td> </tr> <tr> <td>4. Insurance</td> <td style="text-align: right;">£ 3 000</td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;">(1)</td> <td style="text-align: right;">£ 35 000 (1)</td> </tr> <tr> <td>Net Profit/Loss</td> <td></td> <td style="text-align: right;">£ 45 000 (1) OFR</td> </tr> </tbody> </table>	Profit and Loss Statement 31 December 2012			Sales		£150 000 (1)	Cost of sales		£ 70 000 (1)	Gross Profit	1 mark for all 4 correct	£80 000 (1)	Expenses			1. Wages	£ 20 000		2. Advertising	£ 5 000		3. Utilities	£ 7 000		4. Insurance	£ 3 000			(1)	£ 35 000 (1)	Net Profit/Loss		£ 45 000 (1) OFR	6	<p>Grade: CDEFG Annotation: ✓ for correct response</p> <p>Net profit/Loss OFR</p> <p>1 mark for each correct response up to a maximum of 6 marks</p> <p>AO1 AO2</p>
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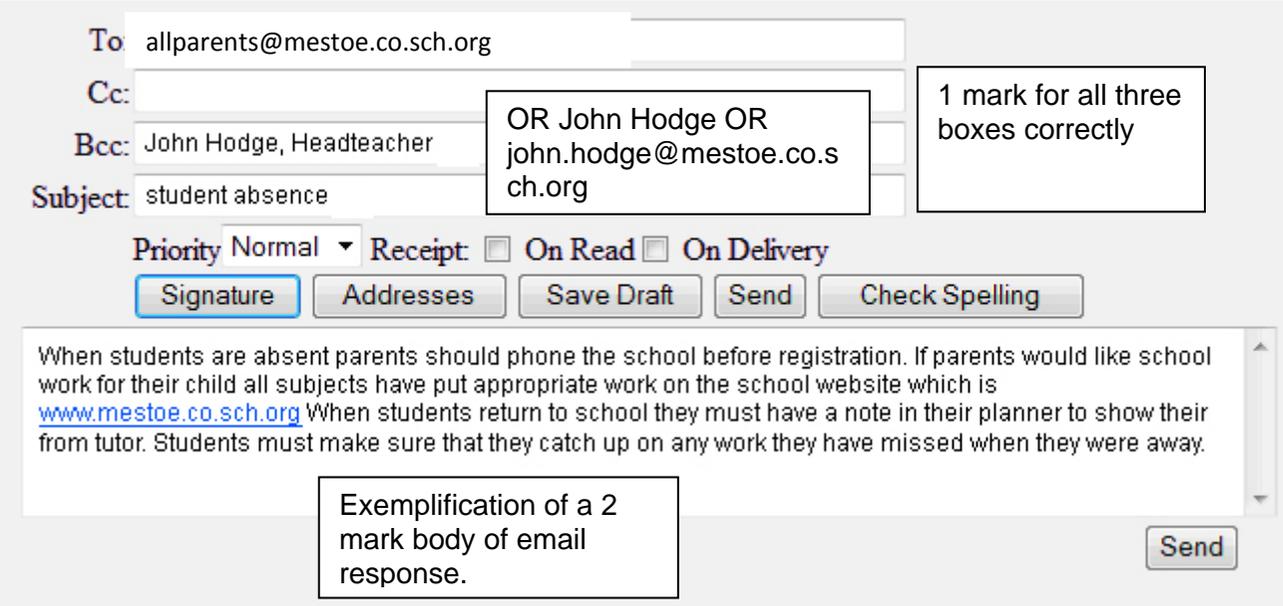
Question		Answer	Marks	Guidance	
				Content	Levels of response
	(e)*	<p>Indicative content:</p> <p>Uses</p> <ul style="list-style-type: none"> • More professional format • Can easily be edited • Can use formulas • Recalculation is possible • What...if scenarios are possible • Save for future reference • Can look at previous years to get an idea of trends • Financial statements could be accessed any time anywhere • Staff would need training • Training will cost <i>Mestoe High School</i> money • Computers cost money • Could be hacked or pick up viruses if they are not protected properly. • Computer users could become complacent and not check the data which could cause mistakes. <p>ICT can be used to obtain a more professional appearance (L1) which if it was presented to a bank manager or shareholders (L2) would give a better impression than using figures on paper produced by using a calculator. (L3) When using spreadsheet formulas will be used to create the totals (L1) and if these are accurate then the total will be correct (L2). If not these can be easily</p>	8	<p>Level 3 8 marks Makes a judgement about the use of ICT in the context of creating financial statements which is supported by the previous correct analysis of one advantage AND disadvantage.</p> <p>7 marks Makes a judgement about the use of ICT in the context of creating financial statements which is supported by the previous correct analysis of one advantage OR disadvantage.</p> <p>6 marks Analyses one advantage AND disadvantage of using ICT in the context of creating financial statements.</p> <p>5 marks Analyses one advantage OR disadvantage of using ICT in the context of creating financial statements.</p> <p>Level 2 4 marks Candidate explains an advantage AND disadvantage of using ICT in the context of creating financial statements.</p> <p>3 marks Candidate explains one advantage OR disadvantage of using ICT in the context of creating financial statements.</p>	<p>Grade: A*ACDEFG Annotation: L1 L2 L3</p> <p>Level 3 (5–8 marks) Candidate makes reasoned judgements about the use of ICT when creating financial statements.</p> <p>NB. If candidate only analyses with not appropriate conclusions, a maximum 6 marks can be awarded.</p> <p>Candidate shows ability to present the relevant material in a well planned and logical sequence. Material is clearly structured using appropriate business terminology confidently and accurately. Sentences, consistently relevant, are well structured in a way which directly answers the question. There will be few, if any errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Candidate explains the use of ICT when creating financial statements. Candidate shows the ability to present relevant material in a planned and logical sequence. Appropriate business terminology is used. Sentences, for the most part relevant, are presented in a</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>edited (L1) without spoiling the overall effect (L2). Using ICT is a good idea for any business because it will allow it to look more professional in its production of financial documents and will portray them to their stakeholders as an efficiently run business (L3) However, if computer users become complacent they could enter data incorrectly (L1) which would make the financial statements inaccurate (L2) and this could give the wrong information to the stakeholders. For example, when the auditors check <i>Mestoe High School's</i> financial statements this could show that the school was not on top of their finances. (L3)</p>		<p>Level 1 2 marks Candidate correctly identifies one advantage and one disadvantage or more of using of ICT.</p> <p>1 mark Candidate correctly identifies one advantage OR disadvantage when using ICT.</p> <p>Do not allow quick and easy without qualification.</p> <p>Candidates can access Level 2 straight away when linking to the context of creating financial statements</p>	<p>balanced, logical and coherent manner which answers the question. There will be occasional errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–2 marks) Candidate identifies the use of ICT when creating financial statements.</p> <p>Candidate shows 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 the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks = no response or response does not address the question</p> <p>Context is preparing financial documents. Do not allow a straight repeat of profit and loss statement from the question.</p>

Question		Answer	Marks	Guidance
4	(a)	<p>Market research analyses the trends in markets (1). This will allow the business to investigate the areas (gaps) in the market in which it needs to develop. (1) Find out what customers want/need (1).</p> <p>1 mark for explanation 1 mark for extension</p>	2	<p>Up to two marks Grade: CDEFG Annotation: ✓ and ✓⁺ for correct response</p> <p>AO1 AO2</p>
	(b)	Primary research	1	<p>For one mark Grade: EFG Annotation: ✓ for correct response AO2</p>
	(c)	<p>Students would like to buy healthy options from the dining room (1) as 30 % of 400 responses stated this fact. (1) Sandwiches would be more popular (1) as 40% of the sample said they would buy these from the dining room (1) This may encourage students to spend more in the dining room (1) as 70% spend between £0 and £2. This would also encourage more students to visit the dining room (1) as only 10% of the students visit every day and 20% never eat in the dining room (1)</p>	6	<p>Grade: CDEFG Annotation: ✓ for identification of data from Text 4 and ✓⁺ for expansion.</p> <p>Response could be a number of points OR points which have been expanded OR the major development of ONE point. AO2 AO3</p> <p>Only 2 marks max for taking 2 items of data from the table in Text 4.</p>

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5	(a)	<table border="1"> <thead> <tr> <th>First Name</th> <th>Surname</th> <th>Address</th> <th>Town</th> <th>Postcode</th> </tr> </thead> <tbody> <tr> <td>Bertie</td> <td>Brent</td> <td>3 More Close</td> <td>Mestoe</td> <td>ME34 8LO</td> </tr> <tr> <td>Jimmy</td> <td>Coleman</td> <td>63 More Close (1)</td> <td>Mestoe</td> <td>ME34 8LO</td> </tr> <tr> <td>Bryoie (1)</td> <td>Brent</td> <td>3 More Close</td> <td>Mestoe</td> <td>ME36 8KM</td> </tr> <tr> <td>Tariq</td> <td>Islam</td> <td>77 High Road</td> <td>Mestoe</td> <td>MP37 8KJ (1)</td> </tr> </tbody> </table>					First Name	Surname	Address	Town	Postcode	Bertie	Brent	3 More Close	Mestoe	ME34 8LO	Jimmy	Coleman	63 More Close (1)	Mestoe	ME34 8LO	Bryoie (1)	Brent	3 More Close	Mestoe	ME36 8KM	Tariq	Islam	77 High Road	Mestoe	MP37 8KJ (1)	3	<p>One mark for each correct identification up to a maximum of three identifications Grade: EFG Annotation: ✓ for correct response AO1</p> <p>Bryoie – Bryony 63 More Close – 64 More Close MP37 8KJ – ME34 8KJ</p>
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(b)	<p>Letters could be sent to the wrong address (1). This could mean that information would not be received by parents (1)</p> <p><i>Mestoe High School</i> would gain a poor reputation (1). This could mean that parents may lose confidence in the school (1)</p>					4	<p>One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations Grade: CDEFG Annotation: ✓ for correct response</p> <p>Candidate responses do not have to be only in the context of the student database BUT must focus on the importance of checking the accuracy.</p> <p>AO2 AO3</p>																										

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(c)	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Job Role</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Business Manager</td> </tr> <tr> <td style="padding: 5px;">Administration Assistant</td> </tr> <tr> <td style="padding: 5px;">ICT Technician</td> </tr> </tbody> </table> <table border="1" style="border-collapse: collapse; text-align: left;"> <thead> <tr> <th style="padding: 5px;">Task</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Word processing letters to the parents of the students at <i>Mestoe High School</i>.</td> </tr> <tr> <td style="padding: 5px;">Washing up in the school kitchen</td> </tr> <tr> <td style="padding: 5px;">Plan the <i>Mestoe High School</i> yearly budget.</td> </tr> <tr> <td style="padding: 5px;">Updating the software on <i>Mestoe High School</i> ICT system.</td> </tr> </tbody> </table> </div> <p style="margin-top: 20px;">1 mark for correct identification</p>	Job Role	Business Manager	Administration Assistant	ICT Technician	Task	Word processing letters to the parents of the students at <i>Mestoe High School</i> .	Washing up in the school kitchen	Plan the <i>Mestoe High School</i> yearly budget.	Updating the software on <i>Mestoe High School</i> ICT system.	<p>3</p>	<p>One mark for each correct identification up to a maximum of three identifications Grade: EFG Annotation: ✓ for correct response</p> <p>AO1</p>
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Question	Answer	Marks	Guidance
(d)		4	<p>Grade: CDEFG Annotation: ✓ for correct response PLUS CONT for the five points in the body.</p> <p>AO1/AO2</p> <p>1 mark for 2 points taken from the list produced in a logical order.</p> <p>2 marks for all 5 points taken from the list produced in a logical order.</p> <p>1 mark for appropriate format of the body creation of the email.</p> <p>No credit in the body for straight copying of bullet points</p>
6 (a)	<ul style="list-style-type: none"> • Students will be happy at school (1) • Parents will not complain about the school (1) • Brothers and sisters will also attend the school (1) • So students and parents can positively promote the school (1) • Move the students to another school if the parents are not kept happy (1) <p>Can be generic response</p>	4	<p>One mark for each correct identification up to a maximum of four identifications</p> <p>Grade: EFG Annotation: ✓ for correct response</p> <p>Students or parents AO1</p>

Question		Answer	Marks	Guidance	
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	(b)*	<p>Indicative content:</p> <ul style="list-style-type: none"> Parents not at all satisfied with the way they are greeted at the reception as 60% are not satisfied. Parents not at all satisfied with the quality of the reception area as 60% are not satisfied. Parents generally very satisfied with passing on messages as 40% of parents are very satisfied. Eighty percent of parents not at all satisfied with the way the reception staff answer the telephone Candidate's response should focus on the improvements needed in greeting customers, the quality of the reception area and the way the phone is answered. A*AB candidates could focus on the impression that the poor reception service could have on their attitude to Mestoe High School. All other information can be taken by candidates from the table in Text 6 <p>Parents are not generally satisfied with the way that <i>Mestoe High School</i> presents itself at the reception area.</p>	8	<p>Level 3 8 marks Makes a judgement having analysed two or more aspects from Text 6 in context of whether the parents at <i>Mestoe High School</i> are happy with the quality of reception services. This must be supported by previous correct analysis.</p> <p>7 marks Makes a judgement about one aspect from Text 6 in context of whether the parents at <i>Mestoe High School</i> are happy with the quality of reception services. This must be supported by previous correct analysis.</p> <p>6 marks Analyses one or more aspect from Text 6 in context of whether the parents at <i>Mestoe High School</i> are happy with the quality of reception services.</p> <p>5 marks Analyses one aspect from Text 6 in context of whether the parents at <i>Mestoe High School</i> are happy with the quality of reception services OR summary analysis which is not specifically linked to the data.</p>	<p>Grade: A*ACDEFG Annotation: L1 L2 L3</p> <p>Level 3 (5–8 marks) Candidate makes reasoned judgements about whether the parents are happy with the reception services at <i>Mestoe High School</i>.</p> <p>NB. If candidate only analyses with not appropriate conclusions, a maximum 6 marks can be awarded.</p> <p>Candidate shows ability to present the relevant material in a well planned and logical sequence. Material is clearly structured using appropriate business terminology confidently and accurately. Sentences, consistently relevant, are well structured in a way which directly answers the question. There will be few, if any errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Candidate explains whether the parents are happy with the reception services at <i>Mestoe High School</i>.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>This can be shown by the eighty percent of parents (L1) not at all satisfied with the way that they are greeted when they visit the school. (L2) and this will reflect badly on the school as parents will obviously be very unhappy. (L3). Only 5 % are satisfied with the way they are dealt with when they phone the school (L2) and this is a very low figure. <i>Mestoe High School</i> must try and find ways to solve this problem, for example, they could train all the staff on telephone technique and also have a set of common phrases which would be used by the staff when answering the phone. (L3) The data is very limited and <i>Mestoe High School</i> will have to find out how the parents are dissatisfied with the service. It could be that staff are rude and disinterested or that if they cannot get hold of staff their messages are never delivered. (L3)</p>		<p>Level 2 4 marks Candidate explains two or more aspects from Text 6 in context of whether the parents at <i>Mestoe High School</i> are happy with the quality of reception services.</p> <p>3 marks Candidate explains one aspect from Text 6 in context of whether the parents at <i>Mestoe High School</i> are happy with the quality of reception services.</p> <p>Level 1 2 marks Candidate correctly identifies two or more figures from Text 6.</p> <p>1 mark Candidate correctly identifies one figure from Text 6.</p> <p>Candidates can access Level 2 straight away</p>	<p>Candidate shows the ability to present relevant material in a planned and logical sequence. Appropriate business terminology is used. Sentences, for the most part relevant, are presented in a balanced, logical and coherent manner which answers the question. There will be occasional errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–2 marks) Candidate identifies the information whether the parents are happy with the reception services at <i>Mestoe High School</i>.</p> <p>Candidate shows 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 the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks = no response or response does not address the question</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

www.ocr.org.uk

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Head office
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Facsimile: 01223 552553

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