OCR
Oxford Cambridge and RSA

# GCSE

# Business and Communication Systems

Unit **A265**: Businesses and their Communication Systems

General Certificate of Secondary Education

# Mark Scheme for June 2014

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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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1. **Annotations**

| Annotation | Meaning |
|---|---|
| BP | Blank Page – this annotation **must** be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response. |

| Annotation | Meaning | Guidance |
|---|---|---|
| L1 | Level 1 mark point | Level of response questions – 1 stamp usually indicates bottom of mark range, 2 stamps = top of mark range. |
| L2 | Level 2 mark point | Level of response questions – 1 stamp usually indicates bottom of mark range, 2 stamps = top of mark range. |
| L3 | Level 3 mark point | Level of response questions – 1 stamp usually indicates bottom of mark range, 2 stamps = top of mark range. |
| BOD | Benefit of Doubt | Where you have just awarded a mark, eg for slightly vague/poorly worded responses. |
| ^ | Missing required information necessary to award mark | eg on the agenda where part of required detail is missing, eg “a proposal for a new consultant of the month award”. A ^ at the beginning of the phrase will indicate that “discussion of” is missing and so the mark point has not been met in full. |
| REP | Repeats earlier point where mark was awarded | |
| Highlight tool | Highlights any area of the mark screen | eg to highlight a phrase in the question the candidate failed to address, eg explain two benefits to **customers** when the answer discusses employees. |
| Tick | Correct point, eg identifying | |
| Cross | Incorrect point/reason | |
| E | Expansion (of point previously ticked) | Use to indicate development marks instead of further ticks |

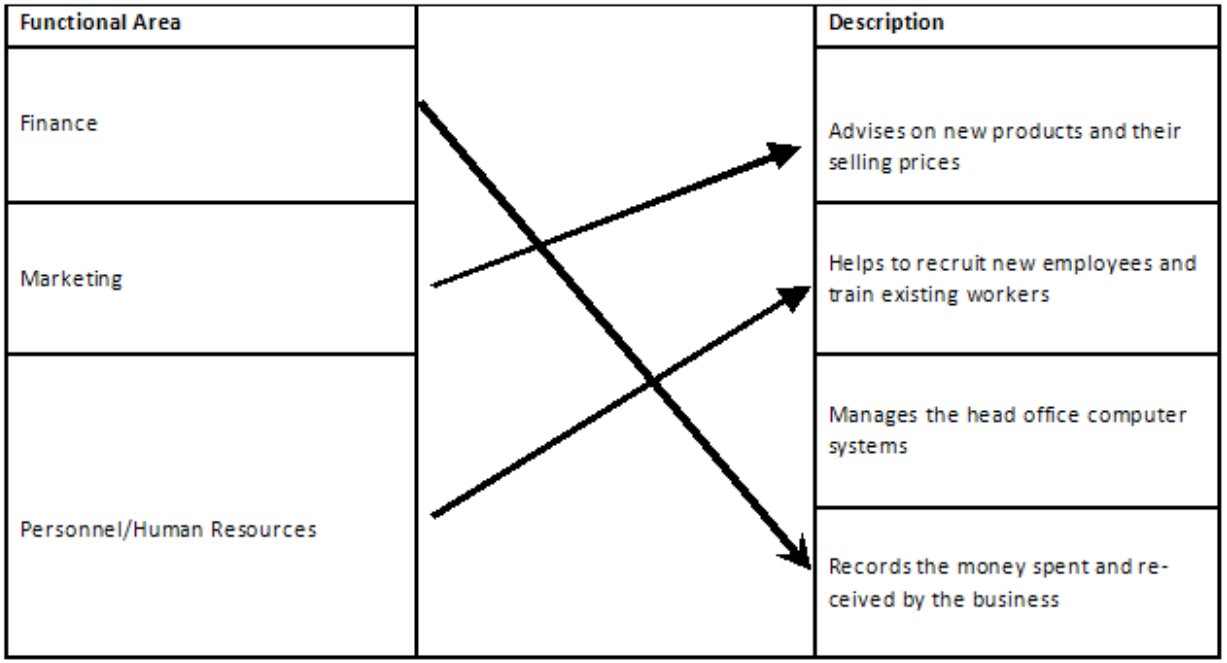
| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| 1 | a | | Errors are underlined:<br><br>We are pleesed to introduce a new range of organik products. There are seven new fantastic flavurs of fruit juice for you to enjoy including apple, pair, cranberry and graipfruit. All are highly nutritious. We are really exited about these new flavours.<br><br>NB Do not award a mark for "flavurs" as this error is circled in the question. | 5 | 1 mark for each correctly circled error.<br><br>If a candidate has marked more than five errors, mark the first five unambiguous circles, stop marking after their fifth circle. |
| 1 | b | | Drawbacks include:<br>• time taken to check letters<br>• expense of checking for errors<br>• addition to workload of checking letters<br><br>Example response: It takes time to check for errors (1) so there will be a delay in sending out letters (1) which means that HLFL might appear unresponsive to customers (1).<br><br>Time taken to check (1) could have been used for doing something else (do not credit) such as developing a new promotion campaign (1) | 3 | One mark for a valid drawback and up to two marks for explanation. |

<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Mark</th><th>Guidance</th></tr>
<tr><td>1</td><td>c</td><td></td><td>
<table>
<tr><th>Device</th><th>Tick (✓)</th></tr>
<tr><td>Data Projector</td><td></td></tr>
<tr><td>Digital Camera</td><td>✓</td></tr>
<tr><td>Joystick</td><td></td></tr>
</table>
<table>
<tr><th>Device</th><th>Tick (✓)</th></tr>
<tr><td>Barcode Reader</td><td></td></tr>
<tr><td>Digital Camera</td><td></td></tr>
<tr><td>Keyboard</td><td>✓</td></tr>
</table>
<table>
<tr><th>Device</th><th>Tick (✓)</th></tr>
<tr><td>Monitor</td><td>✓</td></tr>
<tr><td>Mouse</td><td></td></tr>
<tr><td>Speaker</td><td></td></tr>
</table>
</td><td>3</td><td>1 mark for each correct response to a maximum of three marks.<br><br>Do not award if tick is ambiguously positioned or there are two or more ticked boxes.</td></tr>
</table>

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| 1 | d | | Features include:<br>• large screen (1) so can see the image clearly (1)<br>• specialised graphics software (1) which has useful tools (allow max one mark for examples of tools (1)<br>• mouse (1) can select specific objects(1)<br><br>Award two marks for any feature of a computer whose relevance to editing a photograph is explained. | 4 | 1 mark for each of two valid features plus one mark for each explanation. |
| 2 | a | i | Explanation likely to include the following:<br>• Prices become cheaper (than competitors)<br>• Represents better value for money<br>• Product more affordable<br>• Customers switch away from competitors<br>• Persuades new customers to start purchasing the product<br>Do not accept "more competitive" as this is in the stem.<br><br>Example response:<br>HLFLS prices may become cheaper than its competitors (1) so people will switch to buying from HLFL (1) because their products represent better value for money (1) | 3 | Up to three marks for the quality of the explanation. |
| 2 | a | ii | Drawbacks include:<br>• Existing customers spend less<br>• Existing customers may not purchase more products<br>• May not attract new customers<br>• Less profit (per unit) if costs do not fall<br>• May provoke response from competitors<br>• In order to preserve margins may have to reduce costs eg by lowering quality of product<br>Example response: The fall in prices may not attract new customers (1) because other firms also cut their process in response (1).<br>Example response: May result in a fall in profits (1) if costs do not fall by an equivalent amount (1) | 2 | 1 mark for a valid drawback and 1 mark for a valid explanation. |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| 2 | a | iii | Promotional activities include:<br>• Advertising<br>• Buy one get one free (BOGOF)<br>• loyalty points<br>• new packaging on the product<br><br>Accept other valid promotional activities which do not involve cutting prices (BOGOF etc do not cut prices but instead offer free/discounted items if purchases are made at the list price).<br><br>Activities could either be conducted through its website (eg loyalty points bonus for online purchases) or be ways of promoting the existence of the website (eg Twitter campaign linking to the website). | 2 | 1 mark for each of two valid promotional activities.<br><br>Do not accept cutting prices but allow any other form of price promotion. |
| 2 | b | | Allow one mark for valid knowledge/understanding of what is customer service.<br><br>Reasons include:<br>• improves customer satisfaction<br>• customers more likely to make repeat purchases<br>• more word of mouth recommendations<br>• better online reviews<br><br>Example response: If a customer feels that they have been treated well by the business (1) then they are more likely to recommend the business to their friends (1) which increases the number of people switching to the business from competitors (1). | 3 | Up to three marks for the quality of the explanation. |
| 2 | c | | Allow one mark for valid knowledge/understanding of what is a customer survey.<br><br>Reasons include:<br>• it can find out the opinions of customers<br>• helping it to make a choice which will be popular with customers<br><br>Example response: By asking customers their opinions (1) the business can find out what customers would prefer (1) so they can improve their customer service (1).<br>Example response “By talking to customers (1) they could find out what new products to sell (1). | 3 | 1 mark for a valid point and up to two marks for the quality of the explanation. |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| **2** | d | | Methods include:<br>• Compare performance with competitors (benchmarking) eg<br>  ○ Sales figures<br>  ○ Market share<br>  ○ Profit<br>  ○ Prices<br>  Allow one mark for each example<br><br>• Website data (eg pages visited and proportion of visits resulting in purchases)<br>• Secret shoppers (to own website and those of competitors)<br>• Social media chatter<br>• Online reviews<br>• Number of complaints<br><br>Do not credit examples of customer surveys (eg questionnaires, feedback forms on website etc) as these are precluded by the question. | 2 | 1 mark for each of two valid methods. |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| 3 | a | |  | 3 | 1 mark for each correct answer.<br><br>Do not award for ambiguous responses eg two or more arrows pointing to the same description |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| 3 | b | | • hierarchical organisations have:<br>  ○ more subordinates than managers/directors<br>  ○ many layers<br>  ○ more (middle) managers<br>• communication is restricted to those above and below in the chain of command<br>• limited flexibility<br>• long chain of command<br>• narrow span of control<br><br>Allow full marks for a detailed example of a specific organisation's hierarchy.<br>Example responses:<br>There are senior managers at the top (1) then more middle managers (1) and finally all the workers at the bottom (1).<br>There are many layers in the business (1) with the most senior ones at the top (1) all the way down to the workers at the bottom (1)<br>Groups of workers have the same boss (1) who reports to a more senior manager (1) who reports to the owner (1). | 3 | Up to three marks for the quality of the explanation. |
| 3 | c | | flat organisations have:<br>• few layers<br>• short chain of command<br>• fewer (middle) managers<br>• lots of employees at the same level<br>• greater communication within the organisation<br>• wider span-of-control<br>• more flexibility and ad-hoc team-working<br><br>Example responses:<br>Lots of workers but not many managers (1). Each manager has a wide span of control (1) so it's easier for messages to pass down through the business (1).<br>One person is in charge (1) then everyone else is at the same level (1) so there is a short chain of command (1) | 3 | Up to three marks for the quality of the explanation. |

| Question | | | Answer | Mark | Guidance | |
|---|---|---|---|---|---|---|
| 3 | d | | Benefits of becoming a plc include:<br>• access to finance by selling shares to the public<br>• expansion of the business (using the finance raised)<br>• greater reputation<br><br>The first point (raising finance) is likely to be the main advantage of becoming a plc but reward other valid points.<br><br>Both Ltds and plcs are incorporated organisations offering limited liability to their shareholders. There are no liability implications to the existing shareholders of a change to plc status. Do not credit this aspect of a response.<br><br>Analysis is likely to cover why raising finance is of benefit to HLFL eg what they could use the share capital for.<br><br>Example responses:<br>A PLC has access to a wider range of finance that a Ltd (L1). This is because it can offer its shares on the stock exchange to a wide range of people, raising large amounts of capital (L2 – 3/6) which it can use to fund improvements to its website (4/6 – some context). This finance means there is less risk of the business going bankrupt so it can then more easily fund a promotion campaign for the website (L3 – a second point also analysed in context). | 6 | **Content**<br><br>Level 3: detailed analysis with clear reference to HLFL<br><br>Level 2: some limited analysis with limited reference to HLFL<br><br>Level 1: Relevant features of a PLC or a Ltd which would be affected are identified. | **Levels of response**<br><br>Level 3 (5-6 marks): Analysis of at least two benefits making good use of the context. If context is good for one benefit but weak for the other then award 5/6.<br><br>Level 2 (3-4 marks): Analysis of at least one benefit. For 3/6 there may be no use of the context.<br><br>Level 1 (1-2 marks): Relevant knowledge is applied. There may be no use of the context.<br><br>0 marks – no response or no response worthy of credit.<br><br>Answers must relate to the impact on the organisation and not, for example, its suppliers or employees.<br><br>Annotation required: L1 and L2, L3 to indicate where mark bands have been achieved. |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| 4 | a | | Actions include:<br>• products must match descriptions<br>• products must be of satisfactory quality<br>• website must provide full purchase and delivery information before customer is required to purchase items<br>• website must provide delivery information<br>• website must provide information on returning items | 3 | 1 mark for each of three valid actions. |
| 4 | b | | Restrictions include:<br>• data should be used for specified purposes only<br>• data should be adequate, relevant and not excessive for the stated purpose<br>• data should be accurate and up to date<br>• data should not be kept longer than is necessary to carry out the specified purpose<br>• appropriate measures should be taken to protect the data from loss or unauthorised use<br>• data should not be transferred to unauthorised third parties<br><br>Explanations likely to consist of examples of how HLFL might be affected by the restrictions.<br><br>Examples:<br>Cannot keep it longer than needed (1) eg after the customer's order is delivered (1)<br>Cannot sell it/transfer it without permission (1) so they need to ask people if they can pass their email address onto other businesses (1)<br>Must protect data from loss (1) eg by password protecting it (1) | 6 | 1 mark for identifying each of three relevant restrictions and 1 mark for explanation of each restriction. |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| 4 | c | | Benefits include:<br>• improved corporate image<br>• would be consistent with its main products<br>• increased attractiveness to the customers likely to be in its target market<br><br>Drawbacks include:<br>• increased costs (eg of an ethical trading policy)<br>• slower decision making if all decisions need to be judged by their social impact<br><br>Example response:<br>HLF would suffer from an increase in costs (L1) but an improvement in its corporate image (L1). This is because it would need to appoint staff to audit its practices and change the culture of the organisation. This will raise costs, take time to implement and result in slower decision making if all decisions need to have their social impact assessed as part of the decision making process (L2 but no context). However this would result in an improvement in its attractiveness to customers who because they sell health foods might be interested in this (L2 some good use of context). Overall it is a good idea because its customers would probably expect them to do this and so if they didn't they would be likely to shop elsewhere and this would harm their profits (L3). | 6 | **Content**<br><br>Level 3: evaluates impact<br><br>Level 2: analyses impact<br><br>Level 1: relevant knowledge of ethical practices or their possible impact | **Levels of response**<br><br>Level 3 (5-6 marks): Valid judgements made about the impact on HLFL that are based on two-sided analysis.<br><br>Level 2 (3-4 marks): Analysis of at least one impact. At the top of Level 2 there must be good use of context to analyse at least two impacts. Allow a one-sided response.<br><br>Level 1 (1-2 marks): Relevant knowledge is applied. Little or no reference to the context.<br><br>0 marks – no response or no response worthy of credit.<br><br>Answers must relate to the impact on the organisation and not, for example, its suppliers or employees.<br><br>Annotation required: L1 and L2, L3 to indicate where mark bands have been achieved. |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| 5 | a | i | Valid storage media:<br><br>• hard disks (internal and external)<br>• magnetic tape<br><br>Do not accept any other storage media unless it is clear that it will store in excess of 100gigabytes.<br>Invalid media:<br>• CD/DVD/Blu-Ray<br>• Flash memory/SD/Micro-SD<br><br>DNA "Remote storage" or "Cloud" or equivalent as this is not a medium but a location. | 1 | 1 mark for a valid storage device capable of storing 100gb of data. |
| 5 | a | ii | Implications include:<br><br>(Benefits)<br>• easy access to data<br>• can control access to the data eg by physical restrictions<br>• no need to upload to remote server (which could be slow or data could be intercepted en route)<br><br>(Drawbacks)<br>• Potential for loss of all company data if building is destroyed, theft of company property etc – max one mark for an example of a cause of data loss<br>• Less secure than storage on another location<br><br>Do not accept problems with the Head Office computer system as the question is about back-up data which will be unaffected by network issues.<br><br>Examples responses:<br>It is easier to gain access to the back up data if it is | 6 | For each of two valid implications:<br><br>1 mark for each of two a valid implications and up to two marks for the quality of each explanation (so if only one valid implication is offered then a maximum of three marks can be awarded). |

| Question | | | Answer | Mark | Guidance |
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| | | | needed (1) for example if some customer order data was accidentally deleted then it could be quickly reinstalled (1) minimising the disruption to the business caused by delays in processing customer orders (1).<br><br>The data is less secure than if it were stored remotely (1). This is because if there was a fire at the head office this could cause both the original data on the network and the back up data to be destroyed (1). This would cause major disruption to the business resulting in a loss of customer orders (1). | | |
| **5** | b | | Methods include:<br>• equipment protected by locked doors/PIN codes/swipe card passes etc – DNA passwords/usernames<br>• protected by alarms<br>• location – eg not on ground floor; separate building/location<br>• PIN codes<br>• Security personnel<br>• CCTV monitoring<br>• Biometric unlocking<br><br>Accept any other valid method that prevents unrestricted physical access to a computer system.<br><br>Description is likely to be a statement or example of how the method works.<br><br>Example response: The computer equipment could be protected by locked doors (1) so only staff who have keys can enter the rooms (1). | 2 | 1 mark for a valid method and 1 mark for a description. |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| 5 | c | | Relevant points include:<br>• firewall should prevent incoming data not authorised by the computer user from entering the computer system<br>• firewall should therefore minimise the risk of viruses/hackers gaining access to the system<br>• this depends on the extent to which computer users take sensible precautions themselves to minimise the risk of such incoming traffic being generated by their own actions.<br>• more comprehensive protection can be ensured by using a range of computer security methods.<br><br>Do not accept credit responses which discuss problems which a firewall will not guard against eg phishing.<br><br>Example response:<br>A firewall should help to restrict access to the computer system by blocking all incoming data not authorised by either the system or a user (L1). So the risk of unauthorised access can be minimised if a firewall is used (L2). A firewall is important because data enters the system from the website when customers place orders (L2). The usefulness of a firewall depends on the extent to which computer users themselves take actions which the firewall recommends (L3) and can be enhanced if other methods (such as anti-virus software) are used at the same time (L3). | 6 | **Content**<br><br>Level 3: there is a reasoned case made for whether or not reliance on a firewall is an appropriate/sufficient method of protection. This could include a reasoned case for a better method (eg required actions from computer users)<br><br>Level 2: Analysis of the usefulness of a firewall. For example by considering the benefits/drawbacks or strengths/weaknesses.<br><br>Level 1: Features or benefits or drawbacks of relying on a firewall are identified. | **Levels of response**<br><br>Level 3 (5-6 marks): Valid judgement about the usefulness of a firewall based upon two-sided analysis.<br><br>Level 2 (3-4 marks): At least one feature or benefit/drawback is analysed. At the top of Band 2 there must be good use of context to analyse at least two features/benefits/drawbacks. Allow one-sided responses.<br><br>Level 1 (1-2 marks): Relevant knowledge is applied. Little or no reference to the context.<br><br>0 marks – no response or no response worthy of credit.<br><br>Answers must relate to the impact on the organisation and not, for example, its suppliers or employees.<br><br>Annotation required: L1 and L2, L3 to indicate where mark bands have been achieved. |

<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Mark</th><th>Guidance</th></tr>
<tr><td>6</td><td>a</td><td>i</td><td>
<table>
<tr><th>Correct definition of ‘web cookie’</th><th>Tick (✓)</th></tr>
<tr><td>A piece of text which the user must enter correctly in order to be allowed to visit the website.</td><td></td></tr>
<tr><td>A program designed to steal data from a user’s computer.</td><td></td></tr>
<tr><td>A text file containing data designed to help the website recognise the computer visiting the website.</td><td>✓</td></tr>
</table>
</td><td>1</td><td>1 mark for correct response. Do not mark if tick is ambiguously positioned or there are two or more ticked boxes.</td></tr>
</table>

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| 6 | a | ii | Benefits include:<br>• Can remember preferences such as homepage features, saved pages etc<br>• Can restore a previous session (eg by keeping the user logged on)<br>• Can customise the website to the user's profile eg based on their physical location<br><br>Example:<br>A cookie can enable the website preferences of the customer be remembered (1) so that for example the customer's favourite products are displayed when they next visit the website (1).<br>If you visit the website again it will remember you (1) so you don't need to log in again (1) | 2 | 1 mark for a valid benefit and 1 mark for development.<br><br>The benefit must be to the customer and not the company. |
| 6 | b | | • S stands for 'secure'<br>• website uses encryption<br>• data is protected<br>• so more secure<br>• so less likely to be hacked<br><br>Example responses:<br>It means the website is secure (1) because encryption has been used (1).<br>The website is safe (1) because data sent to it will be scrambled into an unrecognisable code (1)<br>Data will be less likely to be hacked (1) because it is encrypted (1)<br>It stands for Hypertext Transfer Protocol Secure (1) so the data sent to it is less likely to be hacked (1) | 2 | 1 mark for each of two valid points relating to the significance of https. |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| **6** | c | | Drawbacks include:<br>• Site hard to read on a small screen<br>• Takes a long time to download especially over 3g network.<br>• May use up a lot of data allowance<br>• Harder to input data<br>• Some elements designed for desktop use may not work properly (eg Flash/Java content) | 2 | 1 mark for each of two valid drawbacks. |
| **6** | d | | • Mobile website eg fewer graphics, larger font size<br>• App designed for portable devices | 2 | 1 mark for each of two valid ways. |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| 6 | e | | Benefits include:<br>• more visits to the website<br>• users could look up HFL site whilst in another store and buy from HFL if cheaper<br>• potentially more purchases<br>• potentially higher income<br><br>Drawbacks:<br>• cost of producing/maintaining the mobile site/apps – especially for different platforms (iOS/Android etc)<br>• smartphone users could find it easier to compare prices between HFL and physical store competitors (eg by looking up the website whilst in a high street shop to compare prices or using price comparison websites)<br><br>Example response:<br>HLFL could see an increase in customers (L1). This will result in an increase in orders which HLFL will need to supply (L2) leading to an increase in income and hopefully profit (L2).<br><br>On the other hand it is more expensive to operate smartphone versions of the online store (L1) because several different types of app are needed (eg Apple, Microsoft and Android) and each one costs money to develop which HLFL might not have because it is fairly small (L2). If their competitors introduce smartphone access then they may have no choice because in this case they would definitely lose customers if they didn't make it easier for their customers to order using their phones (L3). | 6 | **Content**<br><br>Level 3: there is a reasoned case made for whether or not increased access for smartphone users is desirable.<br>Level 2: implications are analysed.<br>Level 1: Impacts are identified. At L1 the impacts could be generic to any website eg need for security to protect data sent to it. | **Levels of response**<br><br>Level 3 (5-6 marks): A balanced assessment of the overall organisational impact which is based on two-sided analysis.<br><br>Level 2 (3-4 marks): Relevant analysis of benefits **or** drawbacks. At the top of Band 2 there must be good use of context to analyse at least two benefits/drawbacks. Allow one-sided responses.<br><br>Level 1 (1-2 marks): Relevant knowledge is applied. Little or no reference to the context.<br><br>0 marks – no response or no response worthy of credit.<br><br>Answers must relate to the impact on the organisation and not, for example, its suppliers or employees.<br><br>Annotation required: L1 and L2, L3 to indicate where mark bands have been achieved. |

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