

# **Applied Business**

General Certificate of Secondary Education

Unit **A243**: Working in Business

## **Mark Scheme for January 2012**

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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.

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## Annotations

| Annotation     | Meaning   |
|----------------|---|
| ✓              | Tick for correct response                         |
| ✖              | Incorrect response                                |
| ✓ <sup>+</sup> | Development of a point or plus one mark           |
| BOD            | Benefit of the doubt                              |
| ?              | Unclear not worth giving the benefit of the doubt |
| R              | Repeat response                                   |
| L1             | Level 1   |
| L2             | Level 2   |
| L3             | Level 3   |
| OFR            | Own Figure Rule                                   |
| NAQ            | Not Answering Question                            |

## Subject-specific Marking Instructions

Highlighting is also available to highlight any particular points on the script.

For examples of the correct usage of annotation refer to the **Additional Guidance** boxes on the mark schemes and the **Comments Boxes** on the practice scripts.

**Do not** put annotation over the candidates' response because these will need to be read at a later date.

**Make sure that all response are annotated and X when incorrect or there is no candidate response.**

**Where judgements are required then ensure that you refer back to the candidate's response to check that you have given them credit.**

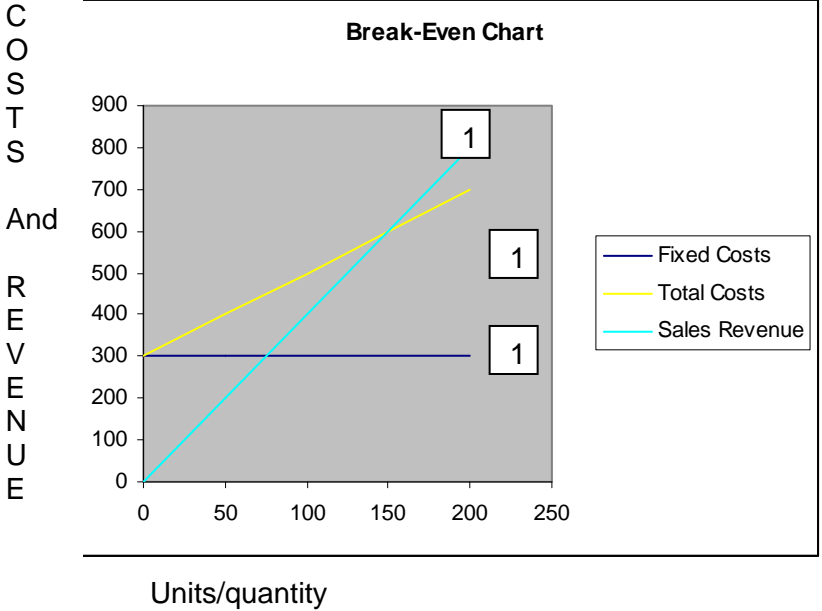
Questions on this paper where Quality of Written Communication (QWC) is assessed are Questions 2e, 4c and 5c. These are identified to candidates through a star which is appended to the appropriate question number

| Question |     | Answer  | Marks | Guidance   |
|----------|-----|---|-------|--|
| 1        | (a) | <p>Easy communication<br/>Short chain of command<br/>Easier to innovate</p> <p><b>1 mark</b> for correct identification</p>   | 1     | <p><b>Annotation</b> ✓ for correct response</p> <p>Do not credit the purpose of any organisational structure<br/>NB Do not credit advantage to the employees</p>   |
|          | (b) | <p>Wider span of control<br/>Difficult to monitor work<br/>Could be conflict between teams</p> <p><b>1 mark</b> for correct identification</p>  | 1     | <p><b>Annotation</b> ✓ for correct response<br/>NB Do not credit disadvantage to the employees</p>   |
|          | (c) | <p><b>Dave Chapin (Chief Executive)</b></p> <ul style="list-style-type: none"> <li>• Lead the work force (1) by explaining the decisions of the Board of Directors (1)</li> <li>• Motivate the workforce (1) by praising them for good effort (1)</li> <li>• Long term planning (1) by looking at different markets to explore (1)</li> <li>• Advise the Board of directors (1) when costs need to be cut to keep profits high (1)</li> </ul> <p><b>Paul Wilson (Marketing and Sales Director)</b></p> <ul style="list-style-type: none"> <li>• Creates a plan for M &amp; S (1) which will link into the business aims (1)</li> <li>• Liaise with other directors (1) to coordinate the whole business plan</li> <li>• Organise work (1) so that workers in his department will know what they have to do(1)</li> </ul> <p><b>1 mark</b> – for the task<br/><b>2 marks</b> – for the task and extension as detailed in the responses above</p> | 4     | <p><b>Annotation</b> : ✓ and ✓+ for correct response</p> <p>Repeat of Dave Chapin meets with Paul Wilson only 1 mark unless two separate and relevant tasks.</p> <p>One mark for each correct identification, up to a maximum of two identifications plus a further mark for each of two explanations.</p> <p><b>MUST</b> be a management task and not a role PLUS why they complete the task.</p> |

| Question | Answer  | Marks | Guidance  |
|----------|---|-------|---|
| (d)      | <p><b>Oral communication</b><br/>Forms of communication: meetings, presentation, telephone conversations, face-to-face, focus groups</p> <p>A formal meeting is where the members of one functional area meet to discuss their work (1). They have an agenda of items to discuss and the decisions which are made are documented in the minutes (1)</p> <p><b>Written Communication</b><br/>Forms of communication: memorandum, letter, telephone message, notices, flyers</p> <p>A letter is used to communicate with some one, maybe a customer (1). This may be in reply to a complaint and allows the letter to record the actions which the business is going to follow (1)</p> <p><b>ICT Communications</b><br/>Forms of communication: email, word-processor, spreadsheet, presentation software, video conferencing, web cam</p> <p>Email is an easy way of sending a message using a computer (1). For example, the marketing and sales functional area may send an email to the CE with an attachment of the new publicity campaign. (1)</p> <p><b>One mark</b> for correct identification</p> <p><b>One mark</b> for brief explanation of identification plus <b>one mark</b> for relevant extension</p> | 9     | <p><b>Annotation : ✓ for identification and ✓ and ✓<sup>+</sup> (for the third marks) for correct response</b></p> <p>Application of knowledge for description in or out of context</p> <p>One mark for each correct identification, up to a maximum of three identifications, plus up to a further two marks for each of the two descriptions.</p> |

| Question |     | Answer   |                                | Marks | Guidance   |
|----------|-----|--|--------------------------------|-------|--|
| 2        | (a) | Johnny sends this document to a supplier when he wants to buy some office materials for <i>Brack Records Ltd</i> . | Purchase Order (B)             | 5     | <p><b>Annotation</b> ✓ for correct response</p> <p>Accept either the correct description and/or letter. This document is sent to the supplier by <i>Brack Records Ltd</i> to pay with the payment.</p> <p>One mark for each correct identification, up to a maximum of five identifications.</p> |
|          |     | The supplier sends this document to <i>Brack Records Ltd</i> with the office materials.                            | Delivery Note (D) (1)          |       |  |
|          |     | The supplier sends this document to <i>Brack Records Ltd</i> to ask for payment for the office materials.          | Invoice (A) (1)                |       |  |
|          |     | This document is sent to the supplier by <i>Brack Records Ltd</i> to pay for the office materials.                 | Cheque (F) (1)                 |       |  |
|          |     | This document is sent to the supplier by <i>Brack Records Ltd</i> to pay with the payment.                         | Remittance Advice Slip (C) (1) |       |  |
|          |     | The supplier sends this document when <i>Brack Records Ltd</i> has paid for the office materials.                  | Receipt (G) (1)                |       |  |
|          |     | 1 mark for each correct response.  |                                |       |  |

| Question | Answer   | Marks            | Guidance   |    |     |              |   |   |    |        |                  |   |    |    |    |     |        |            |   |    |     |       |     |         |            |    |    |    |       |   |        |            |   |    |    |       |  |  |  |           |  |     |              |  |  |  |                         |  |    |              |  |  |  |       |  |     |              |   |   |
|----------|--|------------------|--|----|-----|--------------|---|---|----|--------|------------------|---|----|----|----|-----|--------|------------|---|----|-----|-------|-----|---------|------------|----|----|----|-------|---|--------|------------|---|----|----|-------|--|--|--|-----------|--|-----|--------------|--|--|--|-------------------------|--|----|--------------|--|--|--|-------|--|-----|--------------|---|---|
| (b)      | <p>The purpose of the Statement of Account is to list all the transactions between <i>Brack Records Ltd</i> and its suppliers (1) and this saves the business time because instead of paying individual invoices these can be paid collectively at the end of the month. (1)</p> <p>Up to <b>two marks</b></p> <p><b>One mark</b> for brief explanation plus <b>one mark</b> for relevant explanation.</p>   | 2                | <p><b>Annotation</b> : ✓ and ✓<sup>+</sup> for correct response</p> <p>The purpose of the Statement of Account in the flow of documents should be explained for the position of <i>Brack Records Ltd</i> and the suppliers. If the extension is <b>not</b> linked, then only award one mark.</p> |    |     |              |   |   |    |        |                  |   |    |    |    |     |        |            |   |    |     |       |     |         |            |    |    |    |       |   |        |            |   |    |    |       |  |  |  |           |  |     |              |  |  |  |                         |  |    |              |  |  |  |       |  |     |              |   |   |
| (c)      | <table border="1" data-bbox="367 619 1128 1302"> <thead> <tr> <th></th> <th></th> <th></th> <th>£</th> <th>p</th> <th>£</th> <th>p</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>PAP223</td> <td>A4 Printer Paper</td> <td>1</td> <td>55</td> <td>15</td> <td>50</td> </tr> <tr> <td>200</td> <td>BBP452</td> <td>Black Pens</td> <td>1</td> <td>00</td> <td>200</td> <td>00(1)</td> </tr> <tr> <td>100</td> <td>BPEN687</td> <td>HB Pencils</td> <td>00</td> <td>50</td> <td>50</td> <td>00(1)</td> </tr> <tr> <td>4</td> <td>HPL007</td> <td>Hole Punch</td> <td>5</td> <td>00</td> <td>20</td> <td>00(1)</td> </tr> <tr> <td colspan="3"></td> <td colspan="2">Sub Total</td> <td>285</td> <td>50(1)<br/>OFR</td> </tr> <tr> <td colspan="3"></td> <td colspan="2"><a href="#">VAT@20%</a></td> <td>57</td> <td>10(1)<br/>OFR</td> </tr> <tr> <td colspan="3"></td> <td colspan="2">Total</td> <td>342</td> <td>60(1)<br/>OFR</td> </tr> </tbody> </table> <p><b>1 mark</b> for each correct calculation</p> |                  |  |    | £   | p            | £ | p | 10 | PAP223 | A4 Printer Paper | 1 | 55 | 15 | 50 | 200 | BBP452 | Black Pens | 1 | 00 | 200 | 00(1) | 100 | BPEN687 | HB Pencils | 00 | 50 | 50 | 00(1) | 4 | HPL007 | Hole Punch | 5 | 00 | 20 | 00(1) |  |  |  | Sub Total |  | 285 | 50(1)<br>OFR |  |  |  | <a href="#">VAT@20%</a> |  | 57 | 10(1)<br>OFR |  |  |  | Total |  | 342 | 60(1)<br>OFR | 6 | <p><b>Annotation</b> ✓ for correct response</p> <p>Note the three instances of OFR</p> <p>If the answer for Sub Total is £270.00<br/>Then the VAT is £54.00<br/>Total is £324.00</p> <p>If pence column incorrect unit mark incorrect once and then OFR rest of responses if correct.</p> |
|          |  |                  | £  | p  | £   | p            |   |   |    |        |                  |   |    |    |    |     |        |            |   |    |     |       |     |         |            |    |    |    |       |   |        |            |   |    |    |       |  |  |  |           |  |     |              |  |  |  |                         |  |    |              |  |  |  |       |  |     |              |   |   |
| 10       | PAP223   | A4 Printer Paper | 1  | 55 | 15  | 50           |   |   |    |        |                  |   |    |    |    |     |        |            |   |    |     |       |     |         |            |    |    |    |       |   |        |            |   |    |    |       |  |  |  |           |  |     |              |  |  |  |                         |  |    |              |  |  |  |       |  |     |              |   |   |
| 200      | BBP452   | Black Pens       | 1  | 00 | 200 | 00(1)        |   |   |    |        |                  |   |    |    |    |     |        |            |   |    |     |       |     |         |            |    |    |    |       |   |        |            |   |    |    |       |  |  |  |           |  |     |              |  |  |  |                         |  |    |              |  |  |  |       |  |     |              |   |   |
| 100      | BPEN687  | HB Pencils       | 00   | 50 | 50  | 00(1)        |   |   |    |        |                  |   |    |    |    |     |        |            |   |    |     |       |     |         |            |    |    |    |       |   |        |            |   |    |    |       |  |  |  |           |  |     |              |  |  |  |                         |  |    |              |  |  |  |       |  |     |              |   |   |
| 4        | HPL007   | Hole Punch       | 5  | 00 | 20  | 00(1)        |   |   |    |        |                  |   |    |    |    |     |        |            |   |    |     |       |     |         |            |    |    |    |       |   |        |            |   |    |    |       |  |  |  |           |  |     |              |  |  |  |                         |  |    |              |  |  |  |       |  |     |              |   |   |
|          |  |                  | Sub Total  |    | 285 | 50(1)<br>OFR |   |   |    |        |                  |   |    |    |    |     |        |            |   |    |     |       |     |         |            |    |    |    |       |   |        |            |   |    |    |       |  |  |  |           |  |     |              |  |  |  |                         |  |    |              |  |  |  |       |  |     |              |   |   |
|          |  |                  | <a href="#">VAT@20%</a>  |    | 57  | 10(1)<br>OFR |   |   |    |        |                  |   |    |    |    |     |        |            |   |    |     |       |     |         |            |    |    |    |       |   |        |            |   |    |    |       |  |  |  |           |  |     |              |  |  |  |                         |  |    |              |  |  |  |       |  |     |              |   |   |
|          |  |                  | Total  |    | 342 | 60(1)<br>OFR |   |   |    |        |                  |   |    |    |    |     |        |            |   |    |     |       |     |         |            |    |    |    |       |   |        |            |   |    |    |       |  |  |  |           |  |     |              |  |  |  |                         |  |    |              |  |  |  |       |  |     |              |   |   |

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
| (d)      | <p style="text-align: center;"><b>Break-Even Chart</b></p>  <p>PE: clarify</p> <p><b>1 mark</b> for plotting a fixed costs line<br/> <b>1 mark</b> for plotting sales revenue line<br/> <b>1 mark</b> for labeling both axis<br/> <b>1 mark</b> for labeling the break-even point</p> | 4     | <p><b>Annotation ✓</b> for correct response</p> <p>Tick at the end of the correct line</p> <p>Break even point needs to be labelled.</p> |



| Question |     | Answer   | Marks | Guidance  |  |
|----------|-----|--|-------|---|--|
|          |     |  |       | Content   | Levels of response   |
|          | (e) | <p><b>Indicative Content</b></p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• figures easily changed</li> <li>• creation of formulas</li> <li>• recalculation</li> <li>• professional appearance</li> <li>• can be easily included in presentations</li> <li>• easily sent by email</li> <li>• what ... if scenarios</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• cost of computer</li> <li>• cost of software</li> <li>• cost of training</li> </ul> <p>The advantage of using ICT when constructing a break-even chart is that the figures can be easily changed (L1) This means that because the totals for fixed costs, total costs and sales revenue when figures are changed when costing the production of a new CD, the totals are automatically recalculated (L2). <i>Brack Records Ltd</i> want to keep their financial information secret and this could become known if the computer system was hacked. (L2) This would mean that the business would have their details in the public domain and their</p> | 6     | <p><b>Level 3</b></p> <p><b>5 marks</b> Candidate analyses the use of ICT in the production of a break-even chart.</p> <p><b>6 marks</b> Candidate makes a judgement using a comparison of the advantages and disadvantages about the use of ICT in the production of a break-even chart.</p> <p><b>Level 2</b></p> <p><b>3 marks</b> Candidate explains advantages OR disadvantages of using ICT in the construction of a break-even chart.</p> <p><b>4 marks</b> Candidate explains the advantages AND disadvantages of using ICT in the construction of a break-even chart.</p> <p><b>Level 1</b></p> <p><b>1 mark</b> Candidate identifies advantages OR disadvantages of using ICT in the construction of a break-even chart.</p> <p><b>2 marks</b> Candidate identifies the advantages AND disadvantages of using ICT in the construction of a break-even chart.</p> <p><b>Levels 2 and 3</b> must use <i>Brack Records Ltd</i> as the context.</p> | <p><b>Level 3: (5-6 marks)</b></p> <p>Candidate makes reasoned judgments about whether creating a break-even chart using ICT is useful.</p> <p>Note: If candidate only analyses with no appropriate conclusions, a maximum five marks can be awarded.</p> <p>Candidate shows ability to present 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><b>Level 2 [3-4 marks]</b></p> <p>Candidate explains the advantages and disadvantages of using ICT when constructing a break-even chart.</p> <p>Candidate shows ability to present relevant material in a planned and logical sequence. Appropriate business terminology is used.</p> |

| Question |  |  | Answer   | Marks | Guidance |  |
|----------|--|--|--|-------|----------|--|
|          |  |  |  |       | Content  | Levels of response   |
|          |  |  | competitors would know about some of their financial details. (L3) It is much better to create a break-even chart using ICT which allows 'what ..... if' scenarios which would take a lot more time to do manually as they would have to be done individually.(L3) |       |          | <p>Sentences, for the most part relevant, are presented in a balanced, logical and coherent manner which addresses the question. There will be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1-2 marks]</b></p> <p>Candidate identifies advantages and disadvantages of using ICT to create a break-even chart.</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>If in correct context candidate accesses L2. No name dropping.</p> |

| Question |     | Answer  | Marks | Guidance  |
|----------|-----|---|-------|---|
| 3        | (a) | <p>Flyer B</p> <p>Flyer B would be the best to promote NTranke as it has a variety of fonts (1) which will attract the attention of the public (1)</p> <p>OR</p> <p>Flyer B gives relevant information about the single and where to buy it (1) which will mean that potential customers will easily buy the single. (1) This is different to Flyer A which does not have this information or include details about the website. (1)</p> <p>1 mark for identification<br/>2-4 for linked explanations of any feature.</p> | 4     | <p><b>Annotation :</b> ✓ and ✓<sup>+</sup> for correct flyer</p> <p>✓ and ✓<sup>+</sup> for correct reasons</p> <p>Should candidate select Flyer A give credit for reasons, if applicable.</p> <p>List of features is max 1</p> |
|          | (b) | <p>Sales promotion is the process of persuading a potential customer to buy the product (record).(1) and this could be by creating a money of opportunity such as BOGOF (1) or and advertisement (1) in order to increase the sales of an item. (1)</p> <p>Up to <b>two marks</b></p>   | 2     | <p><b>Annotation :</b> ✓ and ✓<sup>+</sup></p>  |

| Question |     | Answer  | Marks | Guidance   |
|----------|-----|---|-------|--|
|          | (c) | <p><i>Brack Records Ltd</i> could discount the price of the single below the normal price (1). This would encourage more than the just the fans of NTranke to buy the record and this will improve the profile of the band (1)</p> <p><i>Brack Records Ltd</i> could give free signed pictures of the band when the single is sold (1). This will add value to the purchase and this will encourage people to buy the single.(1)</p> <p><b>One mark</b> for identification of the method of sales promotion plus <b>one mark</b> for how this method is used.</p> | 4     | <p><b>Annotation :</b> ✓ and ✓<sup>+</sup></p> <p>One mark for each correct example, up to a maximum of two examples, plus a further one mark for each of the two explanations</p> <p>Type of sales promotion must be appropriate for music CDs.</p> |
|          | (d) | <p>The ASA deals with complaints about advertising in non-broadcast media. Advertisers have to ensure their advertisements meet the ASA's guidelines. All advertisements should be</p> <ul style="list-style-type: none"> <li>• legal, not breaking the law.</li> <li>• Decent, not using nudity is advertisements</li> <li>• honest and truthful, not making false claims about the records</li> </ul> <p>Up to <b>two marks</b></p> <p><b>One mark</b> for each principle and a further <b>one mark</b> for the principle being explained.</p>                  | 2     | <p><b>Annotation :</b> ✓ and ✓<sup>+</sup></p>   |

| Question |     | Answer  | Marks | Guidance   |
|----------|-----|---|-------|--|
| 4        | (a) | <p><b>From:</b> Melanie Mitchell<br/> <b>To:</b> Jemma Cole<br/> <b>Date:</b> 19.1.2012<br/> <b>Re:</b> Customer Complaint (1)</p> <p>Mr Brandon Flavour has rung to complain that his 11 year old daughter had bought a record which did not have the parental advisory notice in evidence (1) and after he had heard it he realised that it contained offensive language (1). Mr Flavour wants you to deal with this complaint and his mobile number is 098789655.(1)</p> <p><b>One mark</b> for each of the points identified above.</p> | 5     | <p><b>Annotation :</b> ✓</p> <p>Max 1 for straight copy from Text 4 of <b>the details</b> of the complaint.</p> <p>One mark for each correct element, up to a maximum of the five identified elements. Names must be spelt correctly.</p> <p>The detail in the body has to convey the message accurately to Jemma Cole. The message has to be fit for purpose.</p> |
|          | (b) | <p>The actions do <b>not</b> need to be sequential:</p> <ul style="list-style-type: none"> <li>• investigate problem</li> <li>• check the production process</li> <li>• check the process of displaying in the shops</li> <li>• listen to the record to hear if it is offensive</li> <li>• check if there are any other complaints about the record.</li> <li>• Identify the appropriate method of compensation</li> </ul> <p><b>4 x 1 marks</b>, but allow for development of points.</p>  | 4     | <p><b>Annotation :</b> ✓ and ✓<sup>+</sup></p> <p>Candidates do <b>not</b> need to deal with the stages sequentially in order to gain credit.</p>  |

| Question |      | Answer   | Marks | Guidance   |   |
|----------|------|--|-------|--|---|
|          |      |  |       | Content  | Levels of response  |
|          | (c)* | <p><b>Indicative Content</b></p> <p>Consequences</p> <ul style="list-style-type: none"> <li>• not buy goods or service</li> <li>• will lose customers and then revenue</li> <li>• may tell others through word of mouth about the poor customer service</li> <li>• no repeat sales</li> <li>• reputation is damaged</li> <li>• long term could be that the business could go out of business.</li> <li>• Reduce profits.</li> </ul> <p>Poor customer service leads to customers complaining and being unhappy. (L1) If a customer is dissatisfied he/ may not buy records produced by <i>Brack Records Ltd</i> and tell his friends which will result in a poor reputation for the business. (L2) This is likely to lead to lack of repeat/new customer, lower sales and falling profits. In the short term <i>Brack Records Ltd</i> may look to resolve this by improving customer service such as better staff training but in the long term if this issue is ignored it will have an adverse effect on the profitability and reputation of the business? (L3)</p> | 8     | <p><b>Level 3</b></p> <p><b>5 marks</b> Candidate analyses <b>one</b> consequence of customer complaints to a business.</p> <p><b>6 marks</b> Candidate analyses <b>two or more</b> consequences of customer complaints to a business.</p> <p><b>7 marks</b> Candidate makes a judgement, using <b>one</b> analysis about the consequences of customer complaints to a business</p> <p><b>8 marks</b> Candidate makes a judgement, using <b>two or more</b> analyses about the consequences of customer complaints to a business.</p> <p><b>Level 2</b></p> <p><b>3 marks</b> Candidate explains <b>one</b> consequence of customer complaints to a business.</p> <p><b>4 marks</b> Candidate explains <b>two or more</b> consequences of customer complaints to a business.</p> <p><b>Level 1</b></p> <p><b>1 mark</b> Candidate identifies one consequence of customer complaints to a business.</p> | <p><b>Level 3: (5-8 marks)</b></p> <p>Candidate makes reasoned judgments and presents appropriate conclusions about the consequences of a business not keeping their customers happy.</p> <p>Note: If candidate only analyses with no appropriate conclusions, a maximum six marks can be awarded.</p> <p>Candidate shows ability to present 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><b>Level 2 [3-4 marks]</b></p> <p>Candidate explains consequences of a business not keeping their customers happy.</p> <p>Candidate shows ability to present relevant material in a planned and logical sequence. Appropriate</p> |

| Question |  |  | Answer | Marks | Guidance  |  |
|----------|--|--|--------|-------|---|--|
|          |  |  |        |       | Content   | Levels of response   |
|          |  |  |        |       | <p><b>2 marks Candidate</b> identifies two or more consequences of not keeping customers happy.</p> <p><b>Levels 2 and 3</b> must use customer complaints as the context.</p> | <p>business terminology is used. Sentences, for the most part relevant, are presented in a balanced, logical and coherent manner which addresses the question. There will be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1-2 marks]</b></p> <p>Candidate identifies consequences of a business not keeping their customers happy.</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> |

| Question |     | Answer   | Marks | Guidance   |
|----------|-----|--|-------|--|
| 5        | (a) | <p>Possible items of information</p> <ul style="list-style-type: none"><li>• Name</li><li>• Date</li><li>• Time of arrival</li><li>• Time of departure</li><li>• Car Registration Number</li><li>• Reason for visit <b>or</b> who visiting</li><li>• Organisation from</li><li>• Signature</li><li>• ID</li></ul> <p><b>One mark</b> for each correct identification of piece of information</p> | 5     | <p><b>Annotation : ✓</b></p> <p>Not d.o.b., nationality, phone number, address</p> |



| Question |      | Answer   | Marks | Guidance  |   |
|----------|------|--|-------|---|---|
|          |      |  |       | Content   | Levels of response  |
|          | (b)* | <p><b>Indicative Content</b></p> <p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>records can be easily accessed</li> <li>database can be interrogated and information formatted into customised reports.</li> <li>targeted information will be easily used by management to inform future decisions</li> <li>can be printed off</li> <li>professional looking document</li> <li>easily incorporated in other computer applications</li> </ul> <p><b>Drawbacks:</b></p> <ul style="list-style-type: none"> <li>users need training as difficult to use and this will require finance</li> <li>computers will need purchasing.</li> <li>can take time to learn and use the database software</li> <li>computer hackers could access records.</li> </ul> <p>A benefit of keeping records on a computerised database is that they can be easily accessed. (L1) This means that if the Marketing and Sales Director of <i>Brack Records Ltd</i> wished to see which of its customers bought the most of a particular single, the database could be easily interrogated and the information</p> | 8     | <p><b>Level 3</b></p> <p><b>5 marks</b> Candidate analyses benefits <b>OR</b> drawbacks of keeping computer records on computerised databases (to <i>Brack Records Ltd</i>).</p> <p><b>6 marks</b> Candidate analyses benefits <b>AND</b> drawbacks of keeping computer records on a computerised databases (to <i>Brack Records Ltd</i>.)</p> <p><b>7 marks</b> Candidate makes a judgment about keeping computer records on a computer database) to <i>Brack Records Ltd</i>.) with prior analysis of advantages <b>OR</b> disadvantages.</p> <p><b>8 marks</b> Candidate makes a judgment about keeping records on a computer database (to <i>Brack Records Ltd</i>) with prior analysis of advantages <b>AND</b> disadvantages</p> <p><b>Level 2</b></p> <p><b>3 marks</b> Candidate explains benefits <b>OR</b> drawbacks of keeping computer records on a computer database.</p> <p><b>4 marks</b> Candidate explains benefits <b>AND</b> drawbacks of keeping computer records on a computer database.</p> | <p><b>Level 3: (5-8 marks)</b></p> <p>Candidate makes a judgment about keeping records on a computer database (to <i>Brack Records Ltd</i> )</p> <p>Note: If candidate only analyses with no appropriate conclusions, a maximum six marks can be awarded.</p> <p>Candidate shows ability to present 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><b>Level 2 [3-4 marks]</b></p> <p>Candidate explains the benefits and drawbacks of keeping computerised records on a computerised database.</p> <p>Candidate shows ability to present relevant material in a planned and logical sequence. Appropriate business terminology is used.</p> |

| Question |  |  | Answer  | Marks | Guidance  |   |
|----------|--|--|---|-------|---|---|
|          |  |  |   |       | Content   | Levels of response  |
|          |  |  | <p>instantly accessed.(L2) This could then either be printed off or incorporated in to other pieces of software to create a presentation. (L2). This could allow the Marketing and Sales Director to use the presentation for strategic decisions. However, staff would need specific database training so that customer records (L2) are entered correctly and the training will increase the business costs. (L3) It is much better for <i>Brack Records Ltd</i> to keep computerised records as this will enable it to keep all the businesses information in one place which can be easily accessed by all members of staff. If this information was created and kept manually this would be time consuming to organise and to find the correct records. (L3)</p> |       | <p><b>Level 1</b></p> <p><b>1 mark</b> Candidate identifies a benefit <b>OR</b> drawback of keeping computer records on a computer database.<br/> <b>2 marks</b> Candidate identifies a benefit <b>AND</b> a drawback of keeping computer records on computer database.</p> <p><b>Level 2 and 3</b> must use computer database and the context of customer records (at <i>Brack Records Ltd.</i>)</p> | <p>Sentences, for the most part relevant, are presented in a balanced, logical and coherent manner which addresses the question. There will be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 1 [1-2 marks]</b></p> <p>Candidate identifies the benefits and drawbacks of keeping computerised records on a computer database.</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> |

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