

# **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
	Correct point
	Incorrect point
	Too vague
	Omission mark
	Left Bracket
	Benefit of the doubt
	Not answered question
	No benefit of doubt given

Question	Answer	Marks	Guidance
1	<p>Chip and PIN reader ————— to enter data without clothing tag</p> <p>Keypad ————— to prevent shoplifting</p> <p>LCD monitor ————— to produce customers' receipts</p> <p>Printer ————— to read data from a bank card</p> <p>Security tag ————— to view product details</p>	5	
2 (a)	<p>eg</p> <ul style="list-style-type: none"> <li>• shopping trolley/basket/cart (1) to add products for purchase(1)</li> <li>• search feature (1) to locate products (1)</li> <li>• sort (1) by price/relevance/popularity (1)</li> <li>• secure payment/system (1) eg PayPal, credit card, debit card (1)</li> <li>• on-line catalogue/ descriptions/ images of products (1) that allows the user to view, choose and order a product on-line (1)</li> <li>• comparison feature (1) to aid selection of products (1)</li> <li>• email/ response sent to customer (1) to confirm order (details) (1)</li> <li>• recommendations (1) based on prior purchases (1)</li> </ul> <p style="text-align: right;">3 x 2</p>	6	
(b)	<p>eg</p> <ul style="list-style-type: none"> <li>• less physical space / high street stores needed (1) which reduces fixed costs (1)</li> <li>• fewer (shop floor) staff (1) reduces staffing costs (1)</li> <li>• the online shop is open 24/7 (1) which helps increase the potential for profit (1)</li> <li>• access to a global audience (1) as makes it easier for people far away to buy without having to travel long distances (1)</li> <li>• impulse purchases/ adding items to a basket (1) increases sales (1)</li> </ul> <p style="text-align: right;">3 x 2</p>	6	

Question		Answer	Marks	Guidance
3		eg <ul style="list-style-type: none"> <li>• (Facebook) 'fan page' (1) to advertise new items (1)</li> <li>• (Twitter) 'follower' (1)/post announcement re: events (1)</li> <li>• (Facebook) 'sponsored' ads/stories (1) to promote the business (or) website/link to website (1).</li> <li>• YouTube channel (1) with fashion shows / hints/ tips/ interviews (to promote sales) (1)</li> <li>• Blog (1) feedback / forum / updates (to promote products/ sales)(1)</li> </ul> <p style="text-align: right;">3 x 2</p>	6	
4		Stock control using a portable device(1) to download product sales information (1) removing the need paper based / manual stock control (1)	2	
5		FrontLine18's website checkout needs to be secure T FrontLine18's website will have a URL T Hyperlinks in FrontLine18's website contain product details F Images of clothing on FrontLine18's web pages need to be accurate T	4	
6	(a)	eg <ul style="list-style-type: none"> <li>• Point of Sale (PoS)</li> <li>• Stock Control/Inventory Management</li> <li>• Payroll</li> <li>• Radio Frequency Identification (RFID)</li> <li>• Retail Demand Forecasting</li> <li>• Customer engagement</li> </ul>	3	Must be software items

Question		Answer	Marks	Content	Guidance
					Levels of response
6	(b)	<p>Answers need to refer to ICT and the positioning of goods related to the layout of the store.</p> <p>Some examples might include:</p> <ul style="list-style-type: none"> <li>• The use of CCTV to monitor customer movements</li> <li>• Feedback from sales data</li> <li>• Use of CAD for store design</li> <li>• Modelling different designs within CAD software</li> </ul>	6		<p><b>Level 3: (5–6 marks)</b> Candidates will have explained in detail how ICT can be used to inform where to position goods within the store. Examples will relate to FrontLine18 / clothing store. The information will be relevant, clear, organised and presented in a structured and coherent format. Specialist terms will be used correctly and appropriately. There will be few, if any, errors in grammar, punctuation and spelling.</p> <p><b>Level 2: (3–4 marks)</b> Candidates will have given some explanation of how ICT can be used to inform where to position goods within the store. Example(s) will relate to FrontLine18 / clothing store. The information will be, for the most part, relevant and presented in a structured format. Specialist terms will be used appropriately and for the most part correctly. There may be occasional errors in grammar, punctuation and spelling.</p> <p><b>Level 1: (0–2 marks)</b> Candidates will only describe one use of ICT in this context. Examples, if used, may lack relevance. Answers may be in the form of a list. There will be little or no use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p>

Question			Answer	Marks	Content	Guidance
						Levels of response
7			<p>Answers need to refer to the digital divide and how this affects their shopping choices or options.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• The gap between people with effective access to ICT and those with very limited or no access at all.</li> <li>• The effect of income and location on access to effective ICT</li> <li>• Access to new technology and the advantages and cost savings it brings.</li> <li>• The need for ICT skills to take advantage of e-commerce and jobs in that area.</li> <li>• The effect of location / skills base / cost implications for the development of e-business.</li> </ul>	6		<p><b>Level 3: (5–6 marks)</b> Candidates will have addressed the digital divide in relation to shopping. They will have considered different aspects (points/ implications/ advantages/ disadvantages/ benefits/ drawbacks). Examples will be relevant. The information will be relevant, clear, organised and presented in a structured and coherent format. Specialist terms will be used correctly and appropriately. There will be few, if any, errors in grammar, punctuation and spelling.</p> <p><b>Level 2: (3–4 marks)</b> Candidates will have addressed the digital divide in relation to shopping. They will have considered different aspects however, the discussion may be one-sided. Example(s) will be relevant. The information will be, for the most part, relevant and presented in a structured format. Specialist terms will be used appropriately and for the most part correctly. There may be occasional errors in grammar, punctuation and spelling.</p> <p><b>Level 1: (0–2 marks)</b> Candidates will only describe one aspect of the digital divide. Examples, if used, may lack relevance. Answers may be in the form of a list. There will be little or no use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p>

Question		Answer	Marks	Guidance
8		eg <ul style="list-style-type: none"> <li>• email (1) for business correspondence (1)</li> <li>• intranet / extranet (1) so that orders can be made automatically as soon as stock runs low for an item (1)</li> <li>• video conferencing (1) for meetings (face to face)/ (without the expense of travel) (1)</li> <li>• VOIP (1) (allows free worldwide) voice calls (1)</li> </ul>	6	
9	(a)	eg <ul style="list-style-type: none"> <li>• (touch screen) monitor</li> <li>• computer</li> <li>• sound system</li> </ul>	2	
	(b)	eg <ul style="list-style-type: none"> <li>• fewer staff (1) reduces wages bill (1)</li> <li>• customer more involved (1) increases sales (1)</li> <li>• video and images of products (1) generates interest (1)</li> <li>• customer can browse (a wider) range of products (1) increasing sales (1)</li> </ul>	4	
10		eg <ul style="list-style-type: none"> <li>• provides a database of customers (1) who can be sent information on special offers (1)</li> <li>• makes customers loyal / return (1) (so they) spend more (1)</li> <li>• better tracking (1) of customer preferences (1)</li> </ul>	4	



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