



**General Certificate of Secondary Education  
June 2013**

**Business and Communication Systems 413008**

**(Specification 4134)**

**Unit 8: ICT Systems in Business**

**Final**

***Mark Scheme***

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1

**Total for this question: 20 marks**

**1 (a)** Tick **one** box for **each task**, to identify which tasks are part of the role of an administration team. (3 marks)

	Yes	No
Ordering stationery	✓	
Displaying clothing		✓
Processing sales data	✓	

**1 (b)** Using **Item A**, explain why the following information must be entered accurately into the central database. (4 marks)

1 mark for implying knowledge of importance of accuracy in preparation/input of data x 2.  
1 mark for explaining and applying this to the context of *EdaChild* x 2.

**Possible answers could include:**

Price needs to be accurate to ensure that the items are sold at the correct price **(1)** this is important for *EdaChild* as this also decides if the product is sold in other stores **(1)**.

Price could influence where the item is displayed in store **(1)**, eg displayed in the window **(1)**.

Type of clothing is important as it helps search for the item **(1)** and this will ensure that a store that needs more evening dresses will receive them **(1)**.

The type of clothing may affect where the items are displayed in the shop **(1)** if an evening dress is put amongst the trousers they won't be sold **(1)**.

**1 (c)** *Explain how a digital camera could be used to help to create an effective training guide for the volunteer staff.* (4 marks)

**Possible answers could include:**

Pictures can be taken with the camera and uploaded straight into the training guide (L1) a range of photos of the fashion items, eg dress (L2) so brands can then be identified easily by volunteers (L2).

Pictures can be taken which are more visual than written information and interesting (L1) pictures can be edited/show the best colours/styles of the clothing (L2) and then more easily remembered by volunteers when sorting items donated (L2).

A video can be taken that displays more detail than still pictures and written information (L1) they can take a movie of a model window display (L2) and overlay with a description of how to achieve it (L2).

<b>Level</b>	<b>Descriptor</b>	<b>Marks</b>	<b>Assessment Objective</b>
2	Explains how electronic images can be used effectively to produce a training guide for <i>EdaChild</i> .	4–3	AO2
1	Understands general benefits of using electronic images.	2–1	AO1
0	No valid response.	0	

**1 (d)** Should the volunteer training guide be placed on the secure area of the website or be provided as a printed leaflet? Give reasons for your answer. (9 marks)

**Possible answers could include:**

**Websites**

- can be used to display video and still pictures. The videos can be paused and restarted when needed
- it can be edited easily as fashion changes and different pictures uploaded
- the website will not have any printing costs and for a charity this will keep costs lower to not affect money raised
- more pictures can be included to help the identification of the items by the volunteers
- volunteers may not have access to the Internet in the shops when sorting the donations
- the volunteers may not be very technical and be wary of using the Internet.

**Printed Leaflets**

- can be near the volunteers at all times when they are dealing with donations, eg near the tills
- the volunteers may find this method easier to use
- will have to be re-printed regularly as fashion changes
- will reduce the money raised by the charity due to the printing costs for the 50 stores.

Level	Descriptor	Marks	Assessment Objective
3	Analyses a reason for or against leaflets or a website relevant to <i>EdaChild</i> .	4–3	AO3
2	Explains a reason for or against leaflets or a website relevant to <i>EdaChild</i> .	2	AO2
1	States reason for or against leaflets or a website.	1	AO1
0	No valid response.	0	

In addition, separately award marks for evaluation using the grid below.

Note: AO3 also assesses students' quality of written communication. When deciding on the AO3 level to be awarded, consider the degree to which the student orders and communicates their ideas.

Level	Descriptor	Marks	Assessment Objective
2	Offers advice with some valid justification for or against leaflets or a website. Ideas are communicated with some structure and use of technical terms. There are occasional errors in accepted conventions.	5–3	AO3 and Quality of Written Communication
1	Offers advice with limited support for or against leaflets or a website. Ideas are communicated in a simplistic way with limited use of technical terms. Errors in accepted conventions are noticeable.	2–1	
0	No valid response.	0	

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2

**Total for this question: 19 marks**

**2 (a)** *Explain why the shop volunteers need to know the aims of the charity. (2 marks)*

1 mark for implying knowledge of aims.

1 mark for explaining why this aim needs to be communicated to volunteers.

**Possible answers could include:**

Volunteers will be working towards the same goals **(1)** so they will need to know about the major project each year **(1)**.

Volunteers need to know what the charity is aiming for, eg providing schooling **(1)**. It will help the volunteers to explain to customers what they are about **(1)**.

**2 (b)** *Using **Item B**, identify **two** aims that the charity wants to achieve. (2 marks)*

**Two from the following:**

- raising money
- providing schooling for children.
- help people in Africa
- set up a new major project each year.

**2 (c)** *Using **Item B**, explain **two** reasons why it is important that the volunteers should communicate effectively with customers. (6 marks)*

1 mark for identifying a reason for effective communication x 2.

1 mark for identifying a reason for effective communication in context x 2.

1 mark for explaining how effective communication will improve sales/money raised x 2.

**Possible answers could include:**

Communicating with customers will make them feel welcome in the shop **(1)** this should lead to increased sales as they have more time to find something suitable **(1)** they can perhaps be encouraged to try clothing on **(1)**.

Communication will give them information about extra products **(1)** this will make the products more appealing **(1)** they may choose accessories which will increase the number of items purchased by each customer **(1)**.

Customers will know the aims of the charity if questions are asked **(1)** this may encourage them to make a purchase **(1)** perhaps making an additional donation to the charity **(1)**.

If volunteers promote the work of the charity **(1)** customers are more likely to stay and make a purchase **(1)** as they know the money is going to a good cause **(1)**.

**2 (d)** Do you think that the induction for volunteers should stay at 30 minutes **or** increase to three hours to include more background on the work and aims of the charity? Give reasons for your answer. (9 marks)

**Possible answers could include:**

**Three Hours**

- induction is important to make the volunteers aware of the charity they are working with and help them to settle into their role as volunteers. Aims can be achieved if volunteers are confident to be able to chat to customers about the aims and objectives and the work of the charity. Currently volunteers are unable to answer questions on the charities work so must not read the leaflets given
- induction is important to ensure that volunteers have all the information they need to help the charity maximise its aims of raising money. If they can communicate more with potential customers they will be more likely to donate or purchase goods. The quicker they can do this once they start the more effective they will be. It ensures that all volunteers have understood the information and can ask questions to further aid their understanding.

**30 minutes**

- much of the information can be read/watched in their own times without Holly, the manager, being used for this. The information can be made available in a leaflet with a link to the news report to ensure that all volunteers have access to the information. This will ensure that Holly is completing the rest of her job role to the best of her ability and that there are enough staff in the shop to serve customers.

Level	Descriptor	Marks	Assessment Objective
3	Analyses a reason for <b>or</b> against increasing induction relevant to <i>EdaChild</i> .	4–3	AO3
2	Explains a reason for <b>or</b> against increasing induction relevant to <i>EdaChild</i> .	2	AO2
1	States a reason for <b>or</b> against increasing induction.	1	AO1
0	No valid response.	0	

Note: AO3 also assesses students' quality of written communication. When deciding on the AO3 level to be awarded, consider the degree to which the student orders and communicates their ideas.

Level	Descriptor	Marks	Assessment Objective
2	Offers advice with some valid justification for <b>or</b> against an increased induction. Ideas are communicated with some structure and use of technical terms. There are occasional errors in accepted conventions.	5–3	AO3 and Quality of Written Communication
1	Offers advice with limited support for <b>or</b> against an increased induction. Ideas are communicated in a simplistic way with limited use of technical terms. Errors in accepted conventions are noticeable.	2–1	
0	No valid response.	0	

3

**Total for this question: 21 marks**

**3 (a)** Identify **two** ways in which an administration office could operate in an environmentally friendly way. (2 marks)

**Two methods from the following:**

- one method of recycling - printer cartridges/paper/bottles
- one method of saving paper, not printing vouchers/voucher codes/printing double sided/using scrap paper
- one method of email - vouchers/reports/registration cards
- one method of saving electricity – shutdown of PCs/turn off lights/use air conditioning less/ low energy light bulbs
- online registration card.

**3 (b)** Explain why the new administration assistant will be appointed on a **temporary** contract. (4 marks)

**Example of fully developed answer:**

A temporary contract covers a specific time period; the contract may be temporary as the job may not exist after this period/6 months; for example when the voucher scheme is finished after six months there may be no work for the new administration assistant as this is their main role.

Level	Descriptor	Marks	Assessment Objective
2	Explains why an appointment for a new position may be temporary.	4–2	AO2
1	Identifies a feature of a temporary contract.	1	AO1
0	No valid response.	0	

**3 (c)** Using **Item C**, explain how **one** law on employment rights and responsibilities stops *EdaChild* from being an equal opportunities employer.  
(6 marks)

**Possible answers:**

- Disability Discrimination Act
- Employment equality (age) regulation
- Sex Discrimination
- Race Relations
- Equal Pay.

Level	Descriptor	Marks	Assessment Objective
3	Fully explains how employment rights and responsibilities affect recruitment for <i>EdaChild</i> .	6–5	AO2
2	Describes how employment rights and responsibilities affect recruitment for <i>EdaChild</i> .	4–3	
1	Identifies relevant employment rights and responsibilities.	2–1	AO1
0	No valid response.	0	

**Example of developed answer**

Employment rights are to ensure that all disabled applicants are treated equally and given an equal chance of getting the job, according to the Disability Discrimination Act (**L1**) disabled people should not be refused employment because they are in a wheelchair. If the job is office based then they should be judged on their skills/experience alone (**L2**). As *EdaChilds* head office has stairs, if a disabled person is the most experienced in administration then they must offer them the job and make adjustments to the building, eg install a lift (**L3**).

According to the Race Relations Act all applicants are to be treated equally and given an equal chance of getting the job regardless of their race or national/ethnic origin (**L1**) a person should not be refused the job of administration assistant because of where they are from (**L2**).

As the office does not have a lift, disabled people would not be able to access the building (**L1**) this means that they may not be able to work for the charity (**L1**). If they apply for a job and this was on the second floor they wouldn't be able to get to work (**L2**) so they are not being treated equally (**L2**). If the administration assistant is disabled and has the best skills for the job (**L3**) then according to the Disability Act they would be discriminated against if not given the job (**L3**).

**3 (d)** *Recommend the most appropriate type of software that the administration assistant will need to use to help to monitor the success of the voucher scheme. Give reasons for your choice. (9 marks)*

**Possible answers:**

**Spreadsheet**

- these can be used to produce graphs and charts to show when the most vouchers are being issued per store. These can display data more effectively to show which stores have been more successful in attracting extra donations
- a spreadsheet can perform calculations to produce figures, for example showing the total vouchers issued in a month which will allow the administration assistant to produce their weekly report
- they can also be used as a database to record the details of those who have been issued with a voucher, for example their name and address and use this to produce address labels or perform a basic search for vouchers that have been issued to people at a specific address or with a specific surname.

**Databases**

- a database can be used to store details of those who have been issued with a voucher, for example their name and address and use this to produce address labels or perform a basic search for vouchers that have been issued to people at a specific address or with a specific surname
- a database can perform calculations such as adding up the number of vouchers issued by a shop
- the data can be exported easily to a spreadsheet to create graphics or to word processing to include searches
- advanced searches can be performed in more than one field. For example surname and telephone number to check individuals are not using different addresses to claim more than one voucher a month.

Level	Descriptor	Marks	Assessment Objective
3	Analyses how using the identified software is beneficial to <i>EdaChild</i> .	4–3	AO3
2	Describes a use for the identified software relevant to <i>EdaChild</i> .	2	AO2
1	States a use of the identified software.	1	AO1
0	No valid response.	0	

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1	Offers advice with limited support for the identified software. Ideas are communicated in a simplistic way with limited use of technical terms. Errors in accepted conventions are noticeable.	2–1	
0	No valid response.	0	