

GCSE

Business and Communication Systems

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

General Certificate of Secondary Education

Mark Scheme for June 2018

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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.

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Annotations

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 eg 1 st stamp for valid analysis, 2 nd stamp for valid use of context
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	
BP	Blank Page	Use to indicate no attempt of a question or unused additional answer pages
NAQ	Not Answered Question	Use to indicate context of question not followed eg question asks for drawbacks and candidate discusses benefit.

NB: Annotating 6 mark levels of response questions. Do not annotate L1, L2 or L3 each time you come across something that indicates performance in this mark band. Only use these annotations to indicate the part of the answer that triggers the award of a mark in either Band 2 or Band 3. Hence for an answer awarded 2/6 there will only be x2 L1 stamps to indicate the maximum two L1 marks needed to achieve the top of L1 (2/6). For a mark of 3/6 there will only be one L2 annotation across the whole answer – to indicate the first occasion on which analysis was seen.

Annotating questions 3d, 4c, 6c (the command verb for these questions is *analyse*): Annotate L1 against the first two valid points made. Annotate L2 once, against the first analysis seen – make a mental note of whether this was for discussion of a benefit or a drawback (3d, 6c) or for which type of action (4c). Only annotate L2 again to evidence contextual discussion. If two L2 annotations are made then you may consider annotating to award L3. Annotate L3 to indicate the first occasion when the other type of analysis is seen. Annotate L3 a second time to indicate contextual discussion of this or an equivalent type of point.

Annotating question 5c (the command verb for this question is **assess**): Annotate L1 against the first two valid points made. Annotate L2 against the first analysis seen – make a mental note of whether this was for discussion of a benefit or a drawback. Annotate L2 a second time to evidence contextual discussion. Annotate L2 a third time to indicate analysis of the other type of analysis (drawback or benefit). If three L2 annotations are made then you may consider annotating to award L3 (L3 can only be awarded if at L2 there is contextual analysis of both a benefit and a drawback). Annotate L3 to indicate the first occasion when a supported judgement is made. Indicate L3 a second time to indicate further justification of the judgement made or an additional supported judgement.

Question		Answer/Indicative content				Mark	Guidance																					
1	a	In addition to the word circled (wining), there are five additional spelling errors: Septembre elefants espect Christmass colectors				5	One mark for each correct identification up to a maximum of five identifications – as shown on the left. If a candidate has marked more than five errors, mark the first five unambiguous circles. Stop marking after their fifth circle. NB Do not award a mark for “winnig” as this error is circled in the question.																					
1	b	i	<table border="1"> <thead> <tr> <th>Device</th> <th>Activity 1 Take a photograph of a statue</th> <th>Activity 2 Add a description of the photograph</th> <th>Activity 3 Convert a printed leaflet into editable text</th> </tr> </thead> <tbody> <tr> <td>Digital camera</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>OCR Scanner</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>QWERTY keyboard</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Flatbed Scanner</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Device	Activity 1 Take a photograph of a statue	Activity 2 Add a description of the photograph	Activity 3 Convert a printed leaflet into editable text	Digital camera	✓			OCR Scanner			✓	QWERTY keyboard		✓		Flatbed Scanner				3	One mark for each correct response up to a maximum of three identifications. There should be only one tick in each of the three columns. If there is more than one tick in a column then mark as incorrect.
Device	Activity 1 Take a photograph of a statue	Activity 2 Add a description of the photograph	Activity 3 Convert a printed leaflet into editable text																									
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Question			Answer/Indicative content				Mark	Guidance
1	b	ii		Activity 1 Listen to a sound clip	Activity 2 Create a paper copy of a webpage	Activity 3 Display a webpage to a large audience in a conference hall	3	<p>One mark for each correct response up to a maximum of three identifications.</p> <p>There should be only one tick in each of the three columns.</p> <p>If there is more than one tick in a column then mark as incorrect.</p>
			Data Projector			✓		
			Monitor					
			Printer		✓			
			Speaker	✓				

Question		Answer/Indicative content	Mark	Guidance
1	c	<p>Possible responses:</p> <ul style="list-style-type: none"> • Uses keyboard overlay • Uses words/symbols/images/codes (on buttons) – accept any two for full marks • (symbols/images/buttons) represent items <u>for sale</u> (or equivalent) • (symbols/images/buttons) represent commands e.g. ‘print receipt’ • Buttons can be hierarchical (i.e. different commands in response to first and second press of button) • (Overlay) can be changed to meet changing requirements 	2	<p>One mark for each of two valid features. Allow examples.</p> <p>Do not accept features that apply to a standard QWERTY keyboard e.g. “uses numbers, letters, punctuation”</p>
1	d	<p>Possible advantages:</p> <ul style="list-style-type: none"> • Only one device needed / no keyboard needed • No damage to the keyboard (because no keyboard is needed) • Touch screen (software) can be re-programmed (concept keyboard would require a new physical overlay) • More flexible e.g. area of screen corresponding to each button can be resized • Greater range of options (can be programmed into the software) <p>Exemplar response: A touch screen is more flexible (1) as you can reprogram it if the items sold change (1) A touch screen doesn’t need a keyboard (1) so fewer moving parts can get damaged (1) It is just a screen (1) so no keyboard buttons will get jammed (1)</p>	2	<p>One mark for a correct advantage, plus a further mark for an explanation.</p> <p>Do not accept ‘easier’, ‘quicker’ etc. as a benefit but this can be rewarded as part of an explanation of a benefit.</p> <p>Do not accept ‘cheaper’ – a keyboard is not needed but the touch-screen device is likely to be more expensive than a non-touch-screen monitor.</p>

Question		Answer/Indicative content	Mark	Guidance
2	a	<p>Indicative content:</p> <ul style="list-style-type: none"> • This means they must be fit for purpose (accept equivalent phrase) • For example (accept any three examples): <ul style="list-style-type: none"> ○ They must not leak ○ They must be capable of holding hot liquid (i.e. will not melt) ○ They must not break <u>in a dishwasher</u> (or other similar example of reasonable use) / they must not break <u>easily</u> ○ The artwork should remain on as a result of handwashing/dishwasher use <p>Example: To be of satisfactory quality the coffee mug must be capable of being a working coffee mug (1) for example it must not leak (1) and the artwork should stay on when washed (1). The mug must be strong enough to hold liquids (1) and stand upright (1)</p>	3	<p>The Sale of Goods Act requires goods to be of 'satisfactory quality' (accept 'merchantable quality') and 'fit for purpose'. Thus they must perform the functions as specified and if a product is supplied in response to a customer-defined specification they must meet those requirements.</p> <p>Note: satisfactory quality does not necessarily mean 'high quality' so do not reward answers that describe the properties of a high-quality mug e.g. 'must be hard/impossible to break', 'must not break if dropped' etc.</p> <p>Do not accept 'must be good value for money'. Do not accept 'must be checked/tested'</p>
2	b	<p>Indicative content:</p> <ul style="list-style-type: none"> • return the product • be given a replacement / exchange • full refund 	2	<p>One mark for each of two rights.</p> <p>Do not accept 'the right to make a complaint' Do not accept 'the right to a free mug'</p>

Question		Answer/Indicative content	Mark	Guidance								
2	c	<table border="1"> <thead> <tr> <th>Statement</th> <th>Place a tick in the correct box.</th> </tr> </thead> <tbody> <tr> <td>Copyright allows anyone to copy an existing image without asking for permission from the owner.</td> <td></td> </tr> <tr> <td>Copyright does not apply if you copy an existing image, make changes and then publish it.</td> <td></td> </tr> <tr> <td>Copyright enables the owner of an original piece of work to decide how and when it is used.</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	Statement	Place a tick in the correct box.	Copyright allows anyone to copy an existing image without asking for permission from the owner.		Copyright does not apply if you copy an existing image, make changes and then publish it.		Copyright enables the owner of an original piece of work to decide how and when it is used.	✓	1	<p>One mark for a correct response.</p> <p>There should be only one tick in the second column.</p> <p>If there is more than one tick in a column then mark as incorrect.</p>
Statement	Place a tick in the correct box.											
Copyright allows anyone to copy an existing image without asking for permission from the owner.												
Copyright does not apply if you copy an existing image, make changes and then publish it.												
Copyright enables the owner of an original piece of work to decide how and when it is used.	✓											
2	d	<p>Indicative content:</p> <ul style="list-style-type: none"> • <u>Check</u> whether the image is subject to copyright • <u>Identify</u> the copyright holder • <u>Contact</u> the copyright holder • <u>Seek permission</u> from the copyright holder • <u>Comply</u> with any conditions (treat each as a separate action) eg <ul style="list-style-type: none"> ○ Acknowledge copyright holder ○ Pay a fee 	3	<p>One mark for each of three valid actions.</p> <p>Underlined parts of the indicative content are the key aspects that must be addressed to obtain these marks – accept equivalent terms e.g. ‘email’ instead of ‘contact’.</p> <p>Do not accept ‘make sure they own the image’</p> <p>Do not accept: ‘create/use own image/modify existing image’</p>								
2	e	i	<p>Indicative content:</p> <ul style="list-style-type: none"> • Conduct risk assessment • <u>Provide</u> equipment and workspace that meets requirements e.g. <ul style="list-style-type: none"> ○ Adequate lighting, contrast, glare ○ Noise levels ○ Space around work area/employee ○ Window covering if needed to minimise glare ○ Software: appropriate to task, adapted to user, providing feedback on system status, no undisclosed monitoring ○ Screen: stable image, adjustable, readable, glare/reflection-free 	3	<p>One mark for each of three valid actions. Allow one mark for “check equipment” but rest of marks must come from the list in the indicative content.</p> <p>Only accept actions that relate to the provision or checking of equipment that an employer would take.</p> <p>Do not accept generic actions, e.g. ‘provide</p>							

Question			Answer/Indicative content	Mark	Guidance
			<ul style="list-style-type: none"> ○ Keyboard/mouse: usable, adjustable, detachable, legible e.g. ergonomically designed ○ Chair: stable and adjustable ○ Work surface: with space for flexible arrangement of equipment and documents; glare-free ○ Footrest if user needs one ○ No trailing/dangerous wires/cables ○ No overloaded sockets ○ Workspace does not block walkways/fire exits ● <u>Check</u> equipment (award mark for this plus marks for examples of items to be checked e.g. items in the list above) <p>Example: They must check the equipment (1) to make sure the chair is adjustable (1). Example: Provide an adjustable chair (1) and good lighting (1).</p>		<p>health and safety training', 'display health and safety posters'.</p> <p>Do not accept actions unrelated to the health and safety of the computer workstation itself e.g. 'no food/drink', 'comfortable chairs must be supplied'</p> <p>Do not accept responses unrelated to health and safety, e.g. quality, comfort, fragility/breakability.</p> <p>Do not accept responses that overlap with those for 2eii.</p>
2	e	ii	<p>Indicative content:</p> <ul style="list-style-type: none"> ● Adjust posture e.g. back, legs, feet, arms etc ● Adjust posture from time to time to prevent aches and pains e.g take breaks, move around ● in-seat exercises e.g. lift heels, flex fingers ● Adjust chair position/height/lumbar position etc. ● Adjust workstation height, distance, viewing angle etc. ● Clear space around self to allow room for body movement 	3	<p>One mark for each of three valid actions – three actions can be given from any one item in the indicative content.</p> <p>Accept any three examples of actions that an employee would take to ensure their own safe use of equipment.</p> <p>Do not accept responses that overlap with those for 2ei.</p>

Question		Answer/Indicative content	Mark	Guidance
3	a	<p>Indicative content:</p> <ul style="list-style-type: none"> • Inexpensive to set up • Very few administrative requirements • Can be own boss • Can keep all the profit • In full control of the business <p>Exemplar response: Simon has full control of the business (1) so he alone gets to decide what to do with the profits (1). The business is easy to set up (1) because the business does not need to have rules for shareholders (1).</p>	2	<p>Up to two marks.</p> <p>Do not award the second mark if the response consists of two or more unconnected statements of fact.</p> <p>An explanation will provide more than a statement of fact but will demonstrate understanding of the benefit to Simon of being a sole trader.</p>
3	b	<p>A <u>disagreement</u> among the partners can lead to problems for the business.</p> <p>The Partnership is <u>dissolved</u> if one of the partners resigns.</p> <p>Partnerships can either have limited or unlimited <u>liability</u>.</p>	3	<p>One mark for each correctly completed sentence. If two or more words are placed on a line then mark the first word.</p>

		Answer/Indicative content	Mark	Guidance
3	c	<p>Indicative content:</p> <ul style="list-style-type: none"> • loss of control over the business • ownership will be shared with other shareholders • (potential for) disagreements with other shareholders • reduced share of the profits • Simon will have to become a Company Director <ul style="list-style-type: none"> ○ will have greater legal obligations ○ some information about Simon must be published (eg directorships held, his name and address) • greater administrative burden <ul style="list-style-type: none"> ○ Eg Articles of Association and Memorandum of Understanding • (some/limited) financial information must be published (more than for a sole trader) <p>Exemplar responses: Simon must become a Company Director (1) and company directors must have their details publicly available (1). The business may have other shareholders (1) so Simon will lose some control over the business (1).</p>	4	<p>One mark for each correct drawback plus a further one mark for each of two explanations.</p> <p>Allow responses which appear to be about the Ltd and not Simon, as being an owner he will be affected by them.</p> <p>Do not accept: 'expensive to set up', 'will run out of (friends and family as) potential shareholders'</p>

		Answer/Indicative content	Mark	Guidance	
				Content	Levels of Response
3	d	<p>Quality of written communication is assessed in this part of the question. Use the levels of response descriptor to make a judgement as to the correct level in which to place the candidate, then award a mark at the bottom of the level to a candidate who just meets the descriptor and a mark at the top of the level to a candidate who comfortably meets the descriptor.</p> <p>Indicative content:</p> <p>Benefits:</p> <ul style="list-style-type: none"> • Stock market listing • Can raise larger amounts of finance through public share issue • Can help finance expansion <p>Drawbacks:</p> <ul style="list-style-type: none"> • Full public disclosure of financial performance • Very expensive to set up <ul style="list-style-type: none"> ○ Eg registration ○ Minimum £50,000 share capital <p>Reward other valid benefits/drawbacks.</p> <p>Example response (Level 1): If the business became a PLC then anyone can buy or sell shares (L1) and it would be expensive to convert (1).</p> <p>Example response (Level 2): If the business became a PLC then anyone can buy or sell shares (1) this means that the existing owners may lose overall control of the business (L2) which means that Old Hall Galleries could choose to close down its shops which Simon may not want to do (L2).</p>	6*	<p>Level 3: Detailed analysis of both benefits and drawbacks with at least one example of how Old Hall Galleries Ltd might be affected for each.</p> <p>Level 2: Analysis of either benefits or drawbacks with limited reference to Old Hall Galleries Ltd ie analysis supported by at least one example of a benefit or drawback.</p> <p>Level 1: Relevant issues are identified. Old Hall Galleries Ltd may be referred to by name, but lacking clear examples of how it would be affected.</p> <p>Guidance: The question is about the benefits of converting from an existing Private Limited Company to a Public Limited Company. Hence the business already has limited liability. The question is not about the impact of expansion (although this may be a valid consequence of the conversion to a PLC).</p>	<p>Level 3 (5-6 marks): Detailed two-sided analysis making good use of the context, with good written communication.</p> <p>Level 2 (3-4 marks): Limited and one-sided analysis with limited reference to context, with adequate written communication. For 3/6 there may be no use of the context in the analysis. For 4/6 there must be some use of context in the analysis.</p> <p>Level 1 (1-2 marks): Relevant knowledge is applied with limited written communication.</p> <p>0 marks – no response worthy of credit.</p> <p>Answers must relate to the impact on the organisation and not, for example, on its suppliers or employees.</p> <p>Annotation required: L1 and L2, L3 to indicate where mark bands have been achieved/rewarded.</p>

			Answer/Indicative content	Mark	Guidance	
					Content	Levels of Response
			<p>Exemplar response (Levels 2 and 3): If the business became a PLC then anyone can buy or sell shares (1) this means that the existing owners may lose overall control of the business (L2) which means that Old Hall Galleries could choose to close down its shops which Simon may not want to do (L2). On the other hand it would be able to raise lots of finance (L1) by selling shares to the public. This would mean that the business would be able to expand (L3 because two-sided analysis has been demonstrated).</p>		<p>Do not credit responses that confuse ownership (shareholding) with decision making (directors) – being a shareholder of a PLC does not, of itself, mean a decision-making role.</p> <p>Annotation: Please see note on page 6.</p>	

		Answer/Indicative content	Mark	Guidance
4	a	<p>Indicative content:</p> <ul style="list-style-type: none"> • Prices • Number of customers • Levels of customer service • Number of complaints • Market share • Sales figures • Retained customers • Revenue • Profitability • Customer feedback/reviews/quality of products <p>Exemplar responses: Sales figures (1) would tell them how many products they are selling (1). Market share (1) would compare their sales with their competitors(1).</p>	6	<p>One mark for each of three items of information plus one mark for each valid explanation of the item.</p> <p>Mark the first three items of information given.</p> <p>Candidates may include methods (e.g. benchmarking, surveys, mystery shoppers) – ignore these.</p> <p>Credit items of information that are contained within an explanation.</p> <p>Development marks must come from an explanation of the item of information itself, i.e. by demonstrating understanding of what is measured or how it is measured.</p>
4	b	<p>Indicative content:</p> <ul style="list-style-type: none"> • Secret shopper • Customer opinion survey eg questionnaire • Analysis of customer reviews eg number of stars awarded <p>Exemplar responses: They could use a secret shopper (1) who would visit each shop and record their experiences (1) enabling the business to compare levels of service in different shops (1). They could study the feedback given on the website (1) by studying how many stars customers award (1) with the higher the star the better the customer service (1).</p>	3	<p>One mark a valid method plus a further two marks for explanation.</p> <p>Explanation can cover either how the method would be used or how it can be used to make judgements about the quality of customer service.</p>

		Answer/Indicative content	Mark	Guidance	
				Content	Levels of Response
4	c	<p>Quality of written communication is assessed in this part of the question. Use the levels of response descriptor to make a judgement as to the correct level in which to place the candidate then award a mark at the bottom of the level to a candidate who just meets the descriptor and a mark at the top of the level to a candidate who comfortably meets the descriptor.</p> <p>Indicative content: Possible actions:</p> <ul style="list-style-type: none"> • Lower prices • Special offers • Improved customer service • Advertising • New products • New shop locations <p>Reward other valid benefits/drawbacks.</p> <p>Example response (Level 1): The business could lower its prices (L1) and bring in some new products (L1).</p> <p>Example response (Level 2 and 3): The business could bring in new products (1) such as selling frames for pictures (L2). This would make them more competitive because people like to have their pictures framed and doing it in one store would be good (L2). They could also advertise more (L1) this would make more people aware of the shops making it more likely that they would visit and buy things (L3 triggered by valid analysis of second action).</p>	6	<p>Level 3: Detailed analysis of two actions with at least one example of how Old Hall Galleries Ltd might be affected for each.</p> <p>Level 2: Analysis of one action with limited reference to Old Hall Galleries Ltd ie analysis supported by at least one example of a benefit or drawback</p> <p>Level 1: Relevant actions are identified. Old Hall Galleries Ltd may be referred to by name, but lacking clear examples of how it would be affected.</p> <p>Annotation: Please see note on page 6.</p> <p>Actions must have the aim of increasing competitiveness, so do not accept actions that, for example, will enable the business to identify/choose actions (e.g. seeking feedback from customers, using mystery shoppers etc).</p>	<p>Level 3 (5-6 marks): Detailed analysis of two actions making good use of the context, with good written communication</p> <p>Level 2 (3-4 marks): Limited analysis of one action with limited reference to context, with adequate written communication. For 3/6 there may be no use of the context in the analysis. For 4/6 there must be some use of context in the analysis.</p> <p>Level 1 (1-2 marks): Relevant knowledge is applied with limited written communication.</p> <p>0 marks – no response worthy of credit.</p> <p>Answers must relate to the actions that the business can take and not, for example, actions of government or competitors.</p>

			Answer/Indicative content	Mark	Guidance	
					Content	Levels of Response
4	c				Analysis must address how the actions will result in increased competitiveness.	Do not accept answers that relate to expansion without becoming more competitive (e.g. open new branches, open an online store). Annotation required: L1 and L2, L3 to indicate where mark bands have been achieved.

		Answer/Indicative content	Mark	Guidance
5	a	<p>Indicative content:</p> <ul style="list-style-type: none"> • Customers will be able to view items for sale without going into the shops • Customers will be able to interact with the business 24/7 • Customers will be able to decide what to buy 24/7 eg when the shops are closed • Customers will be able to find out about any promotions/special offers • Might be offered exclusive discounts • Customers will be able to see feedback from other customers • Customers can leave comments and questions <p>Exemplar response: Customers would be able to leave questions for the business (1), which both the business and other customers can answer (1) and other customers could see (1). This could save customers from needing to visit the shop (1).</p>	6	<p>One mark for each of two benefits and up to two marks for each explanation.</p> <p>Responses must be of benefits to customers of using OHG's social media. Do not award marks for drawbacks to customers. Do not award marks for benefits to the business.</p> <p>Do not credit generic discussions of using social media.</p>
5	b	<p>Indicative content:</p> <ul style="list-style-type: none"> • Negative feedback which affects their reputation • They have to actively monitor/manage it which is expensive • May make it easier for customers to decide they don't want to visit the shops <p>Exemplar response: They may get negative feedback (1) which affects their reputation (1) and makes potential customers less likely to use them (1).</p>	3	<p>One mark for a valid drawback and up to two marks for the explanation.</p> <p>Responses must be of drawbacks to Old Hall Galleries Ltd. Do not award marks for drawbacks to customers or for benefits.</p> <p>Do not accept 'accounts can be hacked' etc.</p>

		Answer/Indicative content	Mark	Guidance	
				Content	Levels of Response
5	c	<p>Quality of written communication is assessed in this part of the question. Use the levels of response descriptor to make a judgement as to the correct level in which to place the candidate then award a mark at the bottom of the level to a candidate who just meets the descriptor and a mark at the top of the level to a candidate who comfortably meets the descriptor.</p> <p>Indicative content: Benefits:</p> <ul style="list-style-type: none"> • Can reach a wider audience • Increased sales • Higher profits as products sold online do not need to be kept in a shop <p>Drawbacks:</p> <ul style="list-style-type: none"> • Need to create and maintain online store • Need to pack and deliver products to customers • Need for data security eg payment systems • May divert sales from shops • Shops may become unprofitable <p>Reward other valid benefits/drawbacks.</p> <p>Exemplar response (Level 1): The business will reach a worldwide audience (L1). They will need to pay for the website to be developed (1).</p> <p>Exemplar response (Level 2/3): The business will reach a wider audience (L1) so will sell more products resulting in an increase in revenue (L2). This means that the business can afford to stock a wider range of prints and mugs (L2 top). On the other hand it will need to pay to develop the website (L1) and this will increase business costs (L2). However, because the business is currently only based in part of England the move to online sales could see a big increase in sales that should mean that profits should increase overall (L3).</p>	6	<p>Level 3: An assessment/evaluation of the benefits and drawbacks with at least one example of how Old Hall Galleries Ltd might be affected.</p> <p>Level 2: An analysis of a benefit or a drawback with limited reference to Old Hall Galleries Ltd ie analysis supported by at least one example.</p> <p>Level 1: Relevant issues are identified. Old Hall Galleries Ltd may be referred to by name but lacking clear examples of how it would be affected.</p> <p>Annotation: Please see note on page 6.</p>	<p>Level 3 (5-6 marks): Valid judgements made about the Old Hall Galleries Ltd that are based on two-sided analysis, with good written communication</p> <p>Level 2 (3-4 marks): At the top of Level 2 there must be good use of context to analyse at least one benefit or drawback, with adequate written communication. Allow a one-sided response . For 3/6 there may be no use of the context in the analysis. For 4/6 there must be some use of context in the analysis.</p> <p>Level 1 (1-2 marks): Relevant knowledge is applied. Little or no reference to the context, with limited written communication.</p> <p>0 marks – no response worthy of credit.</p> <p>Answers must relate to the impact on the organisation and not, for example, on its suppliers or employees.</p>

			Answer/Indicative content	Mark	Guidance	
					Content	Levels of Response
5	c					<p>Annotation required: L1 and L2, L3 to indicate where mark bands have been achieved.</p> <p>Do not accept reverse arguments.</p>

			Answer/Indicative content	Mark	Guidance
6	a	i	<p>Indicative content:</p> <ul style="list-style-type: none"> To protect <u>confidential/sensitive/important/personal</u> data To meet legal requirements (e.g. DPA, GDPR) They face online threats e.g. hacking, denial of service attacks Less chance of downloading malicious software Less chance of hacking Less chance of unauthorised access Will help to make the network more secure Will block incoming data that has not been requested by a user/software inside the firewall <p>Exemplar responses:</p> <p>People trust the company with confidential data (1) so they need to ensure there is no unauthorised access (1) as it could lead to unhappy customers going elsewhere (1).</p> <p>Will block incoming data (1) that has not been requested (1) by a user/software inside the firewall (1)</p> <p>Reduces the chances of malicious software being downloaded (1) that could capture details of passwords and return them to a hacker (1) which would make the customer's personal data vulnerable (1).</p>	3	<p>One mark for a valid benefit and up to two marks for explanation.</p> <p>Accept discussion of how a firewall works.</p>
6	a	ii	<p>Indicative content:</p> <ul style="list-style-type: none"> Locked rooms (one mark for each example e.g. biometric, key, keycard) grills on windows Don't have network hardware on the ground floor In rooms without external access (e.g. windowless rooms) security guards 	3	<p>One mark for each of three valid measures.</p> <p>Do not accept 'security cameras', 'CCTV' or any other measure that does not restrict physical access.</p> <p>Do not accept 'alarms' or any other measure to alert that a theft has taken place.</p>

			Answer/Indicative content	Mark	Guidance
6	b	i	<p>Indicative content:</p> <ul style="list-style-type: none"> • may divert attention from important emails • time spent managing unwanted emails • the emails may contain a security risk eg <ul style="list-style-type: none"> ○ Trojan horses ○ Viruses ○ Worms ○ Spyware ○ Phishing <p>Exemplar response: The emails may contain something like a virus (1) which could infect the business' machines and stop them from operating (1). Having to read lots of spam is a waste of time (1) so reduces the efficiency of the business (1).</p>	2	One mark for a valid problem and one mark for the explanation of the impact on Old Hall Galleries Ltd.
6	b	ii	<p>Indicative content:</p> <ul style="list-style-type: none"> • install anti-spam software • divert/filter messages / place in (spam/junkmail) folders • block email addresses of known/suspected spammers 	1	<p>Answers must relate to actions taken to reduce the number of unwanted emails appearing in the in-boxes of employees.</p> <p>Do not accept 'anti-virus/malware software' as this will not deal with unwanted emails at source.</p>

		Answer/Indicative content	Mark	Guidance	
				Content	Levels of Response
6	c	<p>Indicative content:</p> <p>Benefits of using tablets:</p> <ul style="list-style-type: none"> tablets are small – less desk-space needed. devices are lightweight/portable - can support flexible and remote working tablets can be cheaper than PCs/laptops tablets less vulnerable to viruses than PCs/laptops <p>Drawbacks of using tablets:</p> <ul style="list-style-type: none"> employees may get distracted e.g. by game apps/social media cost of purchasing, maintaining, repairing, replacing tablets tablet apps not as powerful as PC/laptop software easier to lose/damage than a PC/laptop small screen size limited ergonomic design e.g. onscreen keypad, no mouse not designed to be run off mains electricity life of product limited by the life of the battery <p>Reward other valid benefits/drawbacks.</p> <p>Exemplar response</p> <p>Staff who use tablets will be able to check their emails when they are away from their desk (L1). This will make them more productive as they can do more work in any day (L2 benefit) and as a result Old Hall Galleries Ltd can reduce its business costs (context). Tablets often have less powerful software than desktop computers (L1) and this means means that important activities will not be carried out as well and so given that Old Hall Galleries is planning to do more business online, using PCs less often could be a major problem (L3 due to context and analysis of both benefits and drawbacks).</p>	6	<p>Level 3: Detailed analysis of both benefits and drawbacks with at least one example of how Old Hall Galleries Ltd might be affected for each.</p> <p>Level 2: Analysis of either benefits or drawbacks with limited reference to Old Hall Galleries Ltd ie analysis supported by at least one example of a benefit or drawback</p> <p>Level 1: Relevant issues are identified. Old Hall Galleries Ltd may be referred to by name, but lacking clear examples of how it would be affected.</p> <p>Annotation: Please see note on page 6.</p> <p>Do not accept tablets are more expensive than laptops/PCs – they can be but this is when comparing a top of the range tablet with a bottom of the range laptop/PC.</p>	<p>Level 3 (5-6 marks): Detailed two-sided analysis making good use of the context.</p> <p>Level 2 (3-4 marks): Limited and one-sided analysis with limited reference to context. For 3/6 there may be no use of the context in the analysis. For 4/6 there must be some use of context in the analysis.</p> <p>Level 1 (1-2 marks): Relevant knowledge is applied.</p> <p>0 marks – no response worthy of credit.</p> <p>Answers must relate to the impact on the organisation and not, for example, on its suppliers or employees.</p> <p>Annotation required: L1 and L2, L3 to indicate where mark bands have been achieved/rewarded.</p>

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