

# Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE  
Business Studies (5BS04)  
Unit 4: Business Communications

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## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**Section A:**

| Question Number             | Answer | Mark |
|-----------------------------|--------|------|
| <b>1(a)</b><br><b>AO1=1</b> | B      | (1)  |

| Question Number             | Answer  | Mark |
|-----------------------------|---|------|
| <b>1(b)</b><br><b>AO1=1</b> | <p>1 mark for the identification of an advantage of using email.</p> <p>Possible advantages include:</p> <ul style="list-style-type: none"> <li>• Faster delivery than post.</li> <li>• Can be sent using a variety of devices.</li> <li>• Cost effective</li> <li>• Can be sent to multiple people.</li> <li>• Can include attachments.</li> </ul> <p>Accept any plausible answer e.g. almost instant communication.</p> | (1)  |

| Question Number                             | Answer  | Mark |
|---|---|------|
| <b>1(c)</b><br><b>AO1=1</b><br><b>AO3=2</b> | <p>For 3 marks, there will be <b>one</b> impact identified and <b>two</b> clearly identifiable linked strands of explanation between the statements. These may contain connective words such as, 'this leads to...', 'because...' etc.</p> <p>Possible impacts include:</p> <ul style="list-style-type: none"> <li>• Business can lose the trust of customers.</li> <li>• Cause conflict in the business.</li> <li>• Increase in costs.</li> <li>• Reduce productivity or efficiency.</li> </ul> <p>E.g. The productivity of a business will be reduced (1 mark). This is because workers will not know what they should be doing (1 mark). This will lead to less work being completed (1 mark).</p> <p>This answer would gain <b>three</b> marks since there are at least two relevant, linked points made, following the identification of a valid impact.</p> | (3)  |

| Question Number                             | Answer   | Mark |
|---|--|------|
| <b>1(d)</b><br><b>AO1=1</b><br><b>AO3=2</b> | <p>For 3 marks, there will be <b>one</b> reason identified and <b>two</b> clearly identifiable linked strands of explanation between the statements. These may contain connective words such as, 'this leads to...', 'because...' etc.</p> <p>Possible reasons include:</p> <ul style="list-style-type: none"> <li>• It projects the attitude of the sender to the receiver.</li> <li>• The wrong tone could upset/encourage the receiver.</li> <li>• It could cause a misunderstanding of the content.</li> <li>• The business may lose reputation.</li> </ul> <p>E.g. The tone of a letter lets the reader understand the attitude of the sender (1 mark). This is important because the sender may want to stress the importance of an issue (1 mark). Therefore the receiver will not ignore the information in the letter (1 mark).</p> <p>This answer would gain <b>three</b> marks since there are at least two relevant, linked points made, following the identification of a valid reason.</p> | (3)  |

| Question Number             | Answer | Mark |
|-----------------------------|--------|------|
| <b>2(a)</b><br><b>AO2=1</b> | B      | (1)  |

| Question Number            | Answer   | Mark |
|----------------------------|--|------|
| 2(b)<br><br>AO1=1<br>AO2=1 | <p>1 mark for the identification of a reason why strong relationships with suppliers are important to <i>Juniper's Pantry</i> and 1 mark for some kind of appropriate development of the reason in context.</p> <p>Possible reasons include:</p> <ul style="list-style-type: none"> <li>• Will need regular deliveries.</li> <li>• Ensure get highest quality.</li> <li>• May receive discounts.</li> <li>• Need to stay ahead of the competition.</li> </ul> <p>E.g. <i>Juniper's Pantry</i> will need regular deliveries of ingredients (1 mark). Strong relationships with suppliers will mean fresh ingredients are received on time (1 mark).</p> <p>This answer would gain <b>two</b> marks since a reason has been identified '<i>will need regular deliveries</i>' and there is some development in context in the second sentence e.g. '<i>fresh ingredients will be received on time</i>'.</p> | (2)  |

| Question Number            | Answer   | Mark |
|----------------------------|--|------|
| 2(c)<br><br>AO2=2<br>AO3=1 | <p>For 3 marks, <b>one</b> advantage will be identified and there will be at least <b>two</b> clearly identifiable linked strands of explanation. These may contain connective words such as, 'this leads to...', 'because...' etc. The explanation <b>must be</b> in the context of <i>Juniper's Pantry</i>/food if it is to secure all three marks.</p> <p>Possible advantages include:</p> <ul style="list-style-type: none"> <li>• Increases customer satisfaction.</li> <li>• Customers know/learn more about the products.</li> <li>• Encourage repeat custom.</li> <li>• Help gain a competitive advantage.</li> </ul> <p>E.g. It will help gain a competitive advantage (1 mark) because customers will know more about the high quality ingredients in the food (1 mark). Therefore they are more likely to buy from <i>Juniper's Pantry</i> than the nearby supermarket (1 mark).</p> <p>This answer would gain <b>three</b> marks since there are at least two linked strands that build the explanation, following the identification of an advantage. The answer is also rooted in the context of <i>Juniper's Pantry</i>/food since reference is made to '<i>quality ingredients</i>' and '<i>nearby supermarket</i>'.</p> | (3)  |

| Question Number   | Answer  | Mark       |
|---|---|------------|
| <b>2(d)</b><br><b>AO1=1</b><br><b>AO2=1</b><br><b>AO3=2</b> | <p>For 4 marks, the description will make up to <b>four</b> relevant points (linked or separate) associated with how silent communication can be used when serving customers. Four marks could also be achieved through a consideration of <b>one or two</b> points plus sufficient development of each. One mark can be awarded for a definition of '<i>silent communication</i>'.</p> <p><b>Without the use of context the response can only be awarded a maximum of 3 marks.</b></p> <p>Possible ways silent communication could be used include:</p> <ul style="list-style-type: none"> <li>• The smell of the food being prepared.</li> <li>• The body language of the staff when serving the customers.</li> <li>• The colour of the displays in the shop.</li> <li>• The taste of the free samples.</li> </ul> <p>E.g. The customers could smell the food in the shop (1 mark). This is because the food is prepared and made on the premises (1 mark). Customers could also taste the free samples provided (1 mark). David's body language could also encourage them to try some of the food (1 mark).</p> <p>This answer would gain <b>four</b> marks since the candidate has identified three different ways silent communication could be used, '<i>smell</i>', '<i>taste free samples</i>' and '<i>body language</i>'. The first way has been developed by saying how this happens at <i>Juniper's Pantry</i>. The answer is contextualised by referring to the '<i>food</i>', '<i>made on premises</i>' and '<i>David's body language</i>'.</p> | <b>(4)</b> |

| Question Number             | Answer | Mark       |
|-----------------------------|--------|------------|
| <b>3(a)</b><br><b>AO1=1</b> | C      | <b>(1)</b> |

| Question Number   | Answer  | Mark |
|-------------------|---|------|
| 3(b)<br><br>AO2=3 | <p>1 mark for each internal stakeholder identified.</p> <p>Possible internal stakeholders include:</p> <ul style="list-style-type: none"> <li>• Managers</li> <li>• Employees</li> <li>• Customers</li> <li>• Shareholders/owners</li> <li>• Directors</li> </ul> | (3)  |

| Question Number            | Answer   | Mark |
|----------------------------|--|------|
| 3(c)<br><br>AO2=2<br>AO3=1 | <p>For 3 marks, there will be <b>one</b> advantage identified and <b>two</b> clearly identifiable linked strands of explanation between the statements. These may contain connective words such as, 'this leads to...', 'because...' etc. The explanation <b>must be</b> in the <i>npower</i>/energy provider context if it is to secure all three marks.</p> <p>Possible advantages include:</p> <ul style="list-style-type: none"> <li>• Consistent message as same letter is sent to all customers.</li> <li>• Improves productivity as letters are not individually typed.</li> <li>• Technology such as mail-merge can be used.</li> <li>• Demonstrates that the business is organised and efficient.</li> <li>• Less chance of human error.</li> <li>• Same letter can be sent to many customers/people.</li> </ul> <p>E.g. The same letter can be sent to all of <i>npower's</i> customers (1 mark). Therefore they will receive a consistent message (1 mark). This then leads to less chance of customers misunderstanding the message.</p> <p>This answer would gain <b>two</b> marks since although a benefit has been stated and there are two linked strands, there is no use of context that goes beyond using the name '<i>npower</i>'. Contextualisation could be as subtle as adding the words '<i>about their energy account</i>' to the end of the second sentence. This would have elevated the answer to three marks.</p> | (3)  |

| Question Number            | Answer   | Mark |
|----------------------------|--|------|
| 3(d)<br><br>AO2=2<br>AO3=1 | <p>For 3 marks, there will be <b>one</b> advantage identified and <b>two</b> clearly identifiable linked strands of explanation between the statements. These may contain connective words such as, 'this leads to...', 'because...' etc. The explanation <b>must be</b> in the <i>npower</i>/energy provider context if it is to secure all three marks.</p> <p>Possible advantages include:</p> <ul style="list-style-type: none"> <li>• Have access to information 24/7.</li> <li>• Have access to extra information about their account.</li> <li>• Increased convenience.</li> <li>• May reduce the costs of their bills.</li> </ul> <p>E.g. Customers may have to pay less for their bill (1 mark). This is because <i>npower</i> may reduce costs if they do not send bills in the post (1 mark). <i>npower</i> may pass this reduction on to customers.</p> <p>This answer would gain <b>two</b> marks since although an advantage has been stated and there are two linked strands, there is no use of context that goes beyond using the name of the business. The term '<i>bills</i>' is used in the wording of the question and can therefore not be allowed as contextualisation.</p> | (3)  |

| Question Number   | Answer | Mark |
|-------------------|--------|------|
| 4(a)<br><br>AO1=1 | D      | (1)  |

| Question Number                             | Answer  | Mark |
|---|---|------|
| <b>4(b)</b><br><b>AO1=1</b><br><b>AO2=1</b> | <p>1 mark for the identification of a benefit for <i>ODFC Fitness</i> resulting from the monthly newsletter and 1 mark for some kind of appropriate development of the benefit in context.</p> <p>Possible benefits include:</p> <ul style="list-style-type: none"> <li>• Keeps customers up to date about business.</li> <li>• Encourages customer loyalty.</li> <li>• Can be used as a form of promotion.</li> <li>• Makes the business look more professional.</li> </ul> <p>E.g. The newsletter can be used to promote the business (1 mark). Customers can be informed about new fitness classes that will be held. (1 mark).</p> <p>This response would gain <b>two</b> marks since a benefit has been identified '<i>promote the business</i>' and there is some development in context '<i>new fitness classes being held</i>'.</p> | (2)  |

| Question Number  | Answer  | Mark |
|--|---|------|
| <p><b>4(c)</b><br/> <b>AO2=2</b><br/> <b>AO3=1</b></p> | <p>For 3 marks, there will be <b>one</b> reason identified and <b>two</b> clearly identifiable linked strands of explanation between the statements. These may contain connective words such as, 'this leads to...', 'because...' etc. The explanation <b>must be</b> in the <i>ODFC Fitness/exercise</i> context if it is to secure all three marks.</p> <p>Possible reasons include:</p> <ul style="list-style-type: none"> <li>• <i>ODFC Fitness</i> knows customers have received the communication.</li> <li>• Tells <i>ODFC Fitness</i> whether the information has been understood/not understood.</li> <li>• Feedback can be used to make further improvements to the business.</li> <li>• Creates trust between <i>ODFC Fitness</i> and its customers.</li> </ul> <p>E.g. Feedback can provide information that allows <i>ODFC Fitness</i> to make improvements to the business (1 mark). Customers may inform the business how instructors could improve a fitness class (1 mark). If improvements are made then <i>ODFC Fitness</i> could attract more customers. (1 mark).</p> <p>This answer would gain <b>three</b> marks since there are at least two linked strands that build the explanation, following the identification of a benefit. The answer is also rooted in the context of <i>ODFC Fitness/exercise</i> since reference is made to the 'fitness class' and 'instructors'.</p> | (3)  |

| <b>Question Number</b>                      | <b>Indicative content</b>  |   |
|---|--|---|
| <b>4(d)</b><br><b>AO2=2</b><br><b>AO3=4</b> | <p>The aim here is for candidates to make a judgement as to whether '<i>handing out leaflets at major sporting events</i>' (option 1) or '<i>placing an advert in the local newspaper</i>' (option 2) is more effective in allowing <i>ODFC Fitness</i> to attract new members. There is no right or wrong answer and the candidate can argue that either method is better, depending on the circumstances. Candidates might consider the following possible ideas as part of their answer:</p> <p>Option 1: Handing out leaflets at large sporting events:</p> <ul style="list-style-type: none"> <li>• Will target people interested in sports.</li> <li>• It is relatively cheap to produce and print leaflets.</li> <li>• Often large attendances at major sporting events.</li> <li>• People often throw away leaflets without reading them.</li> </ul> <p>Option 2: Place an advert in a local newspaper:</p> <ul style="list-style-type: none"> <li>• Wide coverage of people in the local area.</li> <li>• The advert can be read by more than one person.</li> <li>• People will often look in the newspaper for things to do in the local area.</li> <li>• It can be difficult to target a certain group of people by using a newspaper.</li> </ul> <p>To be evaluative and support the judgement made, the candidate might suggest that using handouts is much more cost effective. However people attending sporting events are not expecting to receive this information and will throw it away. An alternative route to evaluation might come through the candidate suggesting that an advert in the newspaper is the better option because it will be seen by far more people. However not all of these people will be interested in keeping fit or exercise.</p> |   |
| <b>Level</b>                                | <b>Mark</b>  | <b>Descriptor</b>   |
| <b>No mark</b>                              | <b>0</b>   | Non-rewardable material.  |
| <b>Level 1</b>                              | <b>1-2</b>   | A judgement or point is given as to which method is more likely to allow <i>ODFC Fitness</i> to increase its number of members. If there is just a simple judgement where the support shows misunderstanding 1 mark should be awarded. If this judgement/point has some simple support, the response should be placed at the top of this level.               |
| <b>Level 2</b>                              | <b>3-4</b>   | A judgement/point is given on one or both issues with some development/support, which includes at least <b>one</b> reason/cause/consequence etc. At the top of this level this analysis will be relevant and linked to the judgement/point made.  |
| <b>Level 3</b>                              | <b>5-6</b>   | <p>A judgement/point is given on one or both issues with some development/support, which includes at least <b>two</b> reasons/causes/consequences etc. <b><u>and includes some balance.</u></b></p> <p>At the top of this level there will be a conclusion drawn from the analysis <b><u>and the answer will be in ODFC Fitness/exercise context.</u></b></p> |

**Section B:**

| <b>Question Number</b> | <b>Answer</b>  | <b>Mark</b> |
|------------------------|--|-------------|
| <b>5(a)<br/>AO1=2</b>  | <p>A 'pressure group' is an organisation that tries to influence the decision making of a business or government.</p> <p>2 marks for an accurate definition. If an accurate definition is not given award 1 mark for an answer that suggests that candidate has some understanding of the term. E.g. They try and stop a business from being bad.</p> <p>An imperfect definition can be raised to 2 marks through the use of an example or some kind of accurate elaboration. E.g. EA being criticised for its staff working long hours.</p> | <b>(2)</b>  |

| <b>Question Number</b> | <b>Answer</b>  | <b>Mark</b> |
|------------------------|--|-------------|
| <b>5(b)<br/>AO2=1</b>  | <p>1 mark for the identification of a presentation technique. The suggested technique must be a realistic method that could be used by the development teams at EA.</p> <p>Possible presentation techniques include:</p> <ul style="list-style-type: none"> <li>• Slideshows</li> <li>• Flipcharts</li> <li>• Handouts</li> <li>• Video projectors</li> <li>• OHTs</li> <li>• Presentational software</li> </ul> <p>Accept any realistic technique that would apply to EA/software firms. Accept named software if they could apply to EA. E.g. PowerPoint or Prezi.</p> | <b>(1)</b>  |

| Question Number                             | Answer  | Mark       |
|---|---|------------|
| <b>5(c)</b><br><b>AO2=2</b><br><b>AO3=1</b> | <p>For 3 marks, there will be <b>one</b> issue identified and <b>two</b> clearly identifiable linked strands of explanation between the statements. These may contain connective words such as, 'this leads to...', 'because...' etc. The explanation <b>must be</b> in the EA/software/games design context if it is to secure all three marks.</p> <p>Possible issues include:</p> <ul style="list-style-type: none"> <li>• Nature of the audience.</li> <li>• Amount of information given.</li> <li>• Use of images, graphs and other data.</li> <li>• Appropriate use of colour/animations/effects.</li> </ul> <p>E.g. The presenter needs to be aware of the amount of information given in the presentation (1 mark). Too much information about the features of the game can confuse the audience (1 mark). As a result the final design may not include the proposed feature (1 mark).</p> <p>This answer would gain <b>three</b> marks since there are at least two linked strands that build the explanation, following the identification of an issue. The candidate also contextualises their response using the phrase '<i>features of the game</i>' and the word '<i>design</i>'.</p> | <b>(3)</b> |

| Question Number   | Answer   | Mark |
|---|--|------|
| <b>5(d)</b><br><b>AO1=2</b><br><b>AO2=2</b><br><b>AO3=4</b> | <p>This question has a 2 x 4 mark split. There is <b>one</b> mark for identifying an advantage and <b>one</b> mark for identifying a disadvantage to EA. The remaining <b>three</b> marks are for the explanation which should develop the advantage/disadvantage to EA. Within the answer there should be at least <b>three</b> clearly identifiable strands of explanation. These may contain connective words such as, 'this leads to...', 'because...' etc. The explanation for both the advantage and disadvantage <b>must be</b> in context if it is to secure all three marks.</p> <p>Possible advantages include:</p> <ul style="list-style-type: none"> <li>• Allows face to face contact.</li> <li>• Meetings can take place without leaving the place of work.</li> <li>• Travel costs and time can be reduced.</li> <li>• Meetings can be arranged at short notice.</li> <li>• People can still attend the meeting even if they are unable to be there in person.</li> </ul> <p>Possible disadvantages include:</p> <ul style="list-style-type: none"> <li>• The equipment can be expensive.</li> <li>• People prefer to speak in person – can be self-conscious in front of a camera.</li> <li>• Can be difficult to interpret people's reactions and body language.</li> <li>• Can be difficult to share and sign written documentation.</li> </ul> <p>E.g. Advantage: Meetings can be arranged at short notice (1 mark).</p> <p>Video conferencing does not require a person to physically attend a meeting (1 mark). As a result, the development team can quickly arrange meetings with the games designers (1 mark). This will allow changes to the game to be made quickly and tight deadlines to be met (1 mark).</p> <p>This answer would gain <b>four</b> marks since an advantage has clearly been identified and there are at least <b>three</b> linked strands that build the explanation, with reference to the context through the use of the phrase '<i>development teams</i>' and '<i>tight deadlines</i>'. Without the use of context this answer would only be worth 3 marks.</p> | (8)  |

| Question Number             | Answer  | Mark       |
|-----------------------------|---|------------|
| <b>6(a)</b><br><b>AO1=2</b> | <p>An '<i>agenda</i>' is a list of main items that will be covered and discussed at a meeting. It is sent to those attending in advance of the meeting.</p> <p>2 marks for an accurate definition. If an accurate definition is not given award 1 mark for an answer that suggests that the candidate has some understanding of the term. E.g. What will be covered in a meeting.</p> | <b>(2)</b> |

| Question Number                                | Answer   | Mark       |
|--|--|------------|
| <b>6(b)(i)</b><br><b>AO1=1</b><br><b>AO2=1</b> | <p>1 mark for the identification of a benefit to the development team resulting from the weekly meetings and 1 mark for some kind of appropriate development of the benefit in context.</p> <p>Possible benefits include:</p> <ul style="list-style-type: none"> <li>• Keeps members of the development team up to date.</li> <li>• Allows new ideas to be expressed regularly.</li> <li>• Allows creative thinking time.</li> <li>• The team can deal with problems quickly.</li> </ul> <p>E.g. The weekly meetings allow the development team to deal with problems quickly (1 mark). Therefore games designers can make any changes that are needed. (1 mark).</p> <p>This response would gain <b>two</b> marks since a benefit has been identified '<i>deal with problems quickly</i>' and there is some development in context '<i>games designers can make changes that are needed</i>'.</p> | <b>(2)</b> |

| Question Number   | Answer   | Mark |
|---|--|------|
| <b>6(b)(ii)</b><br><b>AO1=1</b><br><b>AO2=1</b><br><b>AO3=2</b> | <p>For 4 marks, the description will make up to <b>four</b> relevant points (linked or separate) associated with how minutes can be used in <i>EA</i>. Four marks could also be achieved through a consideration of <b>one or two</b> points plus sufficient development of each. One mark can be awarded for a definition of '<i>minutes</i>'.</p> <p><b>Without the use of context the response can only be awarded a maximum of 3 marks.</b></p> <p>Possible ways minutes could be used include:</p> <ul style="list-style-type: none"> <li>• Records who attended the meeting.</li> <li>• Identifies what actions were decided at the meeting.</li> <li>• Identifies who would be responsible for the actions.</li> <li>• Sets deadlines for tasks/actions to be completed.</li> <li>• Keeps a record of what was discussed – can be referred to at a later date.</li> </ul> <p>E.g. The minutes can record what actions need to be carried out (1 mark). They also will record which member of the development team is responsible for these actions (1 mark). The computer games need to be produced quickly so minutes can help set agreed deadlines for tasks (1 mark). If anyone disagrees with these deadlines their reasons can be recorded and referred to at a later date if necessary (1 mark).</p> <p>This answer would gain <b>four</b> marks since the candidate has identified four different ways minutes could be used. The answer is contextualised by referring to the '<i>computer games</i>', and '<i>produced quickly</i>'.</p> <p>The answer can be contextualised through reference to weekly meetings.</p> | (4)  |

| Question Number  | Indicative content  |   |
|--|---|---|
| *6(c)<br><br>QWC Strands (i), (ii) and (iii)<br><br>AO2=4<br>AO3=4 | <p>The aim here is for candidates to consider the impact of a matrix organisational structure on a software company such as EA. The question has the command word 'assess', so the candidate must develop some evidence of balance within their answer. This could take the form of considering the extent to which a matrix organisational structure could benefit the business. Assessment could also be developed by suggesting that EA operates in a highly competitive market so clear lines of responsibility are important. This reduces the positive impact of a matrix structure. An alternative route to attaining assessment marks could come through the consideration of the drawbacks of matrix organisational structures e.g. matrix structures can be difficult to monitor.</p> <p>Possible benefits of matrix organisational structure:</p> <ul style="list-style-type: none"> <li>• Project teams can be formed of people with different skills which makes problem solving easier.</li> <li>• Staff are selected based on skills rather than their position in the business.</li> <li>• Allows greater levels of creativity.</li> <li>• Increases staff motivation as they feel they are contributing to the team.</li> </ul> <p>Possible sources of balance:</p> <ul style="list-style-type: none"> <li>• It can be difficult to put a team together with the correct set of skills.</li> <li>• Staff are not always aware of who they are responsible to.</li> <li>• Matrix structures can be difficult to monitor and to keep in budget.</li> </ul> |   |
| Level  | Mark  | Descriptor  |
| <b>No mark</b>   | <b>0</b>  | Non-rewardable material. No mark is to be awarded if the candidate just re-states the question.   |
| <b>Level 1</b>   | <b>1-2</b>  | <p>Candidate will consider <b>one</b> factor related to the impact of matrix organisational structures <b>with no development</b> - bottom of level.</p> <p>Candidate will consider <b>one</b> factor related to the impact of matrix organisational structures <b>with simple development</b> – top of level.</p> <p>Candidate will consider <b>two</b> factors relating to the impact of matrix organisational structures analysis <b>with no development</b> – top of level.</p> <p>The quality of written communication will be poor with frequent spelling, punctuation, style and grammar errors.</p> |

|                |            |  |
|----------------|------------|--|
| <b>Level 2</b> | <b>3-5</b> | <p>Candidate will consider <b>one</b> factor relating to the impact of matrix organisational structures <b><u>with more detailed development</u></b> – bottom of level.</p> <p>Candidate will further develop their responses with a reason/cause/consequence – middle of level.</p> <p>Candidate will have <b><u>some evidence of balance</u></b> – top of level.</p> <p>At the top of the level there will be some evidence of balance to the point/judgement in the form of advantage/disadvantage, cost/benefit, pro/con or some counterbalancing factor. At the top of the level, candidates may attach some value/importance to one of the factors and there will be evidence of contextualisation.</p> <p>There will be a good level of quality of written communication with few mistakes in spelling, punctuation and grammar. The quality of the language used will be appropriate for the subject matter.</p>   |
| <b>Level 3</b> | <b>6-8</b> | <p>Candidate will consider factor(s) relating to the impact of matrix organisational structures with development which includes <b><u>two</u></b> reasons/causes/consequences, balance with unsupported conclusion/judgement(s) all of which is in the context of the business – bottom of level.</p> <p>Candidate will consider factor(s) relating to the impact of matrix organisational structures with development which includes <b><u>two</u></b> reasons/causes/consequences, clear balance with supported conclusion/judgement(s) all of which is in the context of the business – middle of level.</p> <p>Candidate will consider factor(s) relating to the impact of matrix organisational structures with development which includes <b><u>two</u></b> reasons/causes/consequences, clear balance with supported conclusion/judgement(s) all of which is in the context of the business and using the 'it depends' rule or something similar – top of the level.</p> <p>The quality of written communication will be of a high standard with few, if any, errors in spelling, punctuation and grammar. The style of writing and the structure of the response will be appropriate and of a high standard and there will be clear evidence that the candidate has structured their answer clearly and coherently, using appropriate terminology.</p> |

### Section C:

| Question Number   | Answer  | Mark |
|-------------------|---|------|
| 7<br><b>AO1=2</b> | <p>A 'fax' is a machine that copies and sends documents using a telephone line.</p> <p>2 marks for an accurate definition. If an accurate definition is not given award 1 mark for an answer that suggests that candidate has some understanding of the term. E.g. It electronically sends documents.</p> <p>An imperfect definition can be raised to 2 marks through the use of an example or some kind of accurate elaboration. E.g. <i>Crockett and Jones</i> could send a fax to order leather from a supplier.</p> | (2)  |

| Question Number                   | Answer  | Mark |
|-----------------------------------|---|------|
| 8<br><b>AO1=1</b><br><b>AO2=1</b> | <p>1 mark for the identification of a factor <i>Crockett and Jones</i> should have considered when choosing a domain name and 1 mark for some kind of appropriate development of the factor in context.</p> <p>Possible factors include:</p> <ul style="list-style-type: none"> <li>• How easy is it to remember the name.</li> <li>• If the name relates to the business.</li> <li>• What type of domain name extension they should have.</li> <li>• Make the domain name unique.</li> <li>• The name will need to come up on a search engine.</li> </ul> <p>E.g. <i>Crockett and Jones</i> should choose a domain name that relates to the business making shoes (1 mark). This helps customers make the link between the business and what they do (1 mark).</p> <p>This answer would gain <b>two</b> marks since a factor has been identified '<i>that relates to the business</i>' and this is developed through '<i>customers make the link</i>'. Contextualisation is provided through '<i>shoes</i>'.</p> | (2)  |

| <b>Question Number</b>   | <b>Indicative content</b>   |   |
|--|---|---|
| *9<br><br><b>QWC Strands</b><br><b>(i), (ii) and (iii)</b><br><br><b>AO2=3</b><br><b>AO3=3</b> | <p>The aim here is for candidates to consider the benefits to <i>Crockett and Jones</i> from modernising its communication methods. The question asks the candidate to '<i>discuss</i>', so we should expect some balance within the answer. This could come from considering the extent to which modernising communication methods is beneficial or through a consideration of the drawbacks of doing so.</p> <p>Reasons why modernising communication methods could be beneficial:</p> <ul style="list-style-type: none"> <li>• It improves business efficiency.</li> <li>• It may give them access to a wider number of customers.</li> <li>• They will not get left behind by competitors.</li> <li>• It is unavoidable – all its suppliers and customers now use modern technology.</li> </ul> <p>Possible sources of balance:</p> <ul style="list-style-type: none"> <li>• The business prides itself on its tradition. Modernisation may go against this.</li> <li>• Its USP comes from the high quality – not the ability to use new communication methods.</li> <li>• Expensive to make changes in communication.</li> </ul> |   |
| <b>Level</b>   | <b>Mark</b>   | <b>Descriptor</b>   |
| <b>No mark</b>   | <b>0</b>  | Non-rewardable material.  |
| <b>Level 1</b>   | <b>1-2</b>  | <p><b>One</b> point as to why modernising communication methods would be beneficial to <i>Crockett and Jones</i> with some simple development or <b>two</b> points are given with no development of either.</p> <p>An alternative route to marks in this level is if just a simple judgement or value is given to a benefit. 1 mark can be awarded for no support and 2 if some simple support is offered.</p> <p>The quality of written communication will be poor with frequent spelling, punctuation, style and grammar errors.</p>  |
| <b>Level 2</b>   | <b>3-4</b>  | <p>Reference to at least <b>two</b> points as to why modernising communication methods would be beneficial to <i>Crockett and Jones</i> with some development of each. A judgement is given at the lower end of the level with some development/support, which includes at least <b>one</b> reason/cause/consequence etc. for each point.</p> <p>At the top of the level this analysis will be relevant and linked to the judgement.</p> <p>There will be a good level of quality of written communication with few mistakes in spelling, punctuation and grammar. The quality of the language used will be appropriate for the subject matter.</p> |

|                |            |   |
|----------------|------------|---|
| <b>Level 3</b> | <b>5-6</b> | <p>Reference to at least <b>two</b> points as to why modernising communication methods would be beneficial to <i>Crockett and Jones</i>. A judgement is given with some development which includes at least <b>two</b> reasons/causes/consequences etc. for each point <b><u>and should include some comparison/judgement as to which point is more important/evidence of balance.</u></b></p> <p>Answers at the top of this level will refer to the <i>Crockett and Jones</i>/shoes/tradition/high quality context.</p> <p>The quality of written communication will be of a high standard with few, if any, errors in spelling, punctuation and grammar. The style of writing and the structure of the response will be appropriate and of a high standard and there will be clear evidence that the candidate has structured their answer clearly and coherently, using appropriate terminology.</p> |
|----------------|------------|---|

| <b>Question Number</b>  | <b>Indicative content</b>   |
|---|---|
| <p><b>*10</b><br/> <b>QWC Strands</b><br/> <b>(i), (ii) and (iii)</b><br/> <b>AO2=4</b><br/> <b>AO3=6</b></p> | <p>The aim here is for candidates to make a judgement as to whether or not having an e-commerce section on its website will have an impact on <i>Crockett and Jones</i>. To demonstrate the evaluative skill, candidates could consider the importance of selling shoes using e-commerce or if it is better to only sell using sales staff. For instance, candidates may consider that e-commerce will lead to more customers and higher revenue. Other candidates may suggest that other factors such as the quality of the shoes and the advice given to customers by sales staff are more important. Some candidates may link that customers who are paying high prices for shoes would expect a high level of customer service. There is no right or wrong answer to this question, but candidates should aim to make a judgement which is supported and balanced. Candidates may consider the following ideas as part of their answer:</p> <p>Reasons why e-commerce may be important to <i>Crockett and Jones</i>:</p> <ul style="list-style-type: none"> <li>• 24/7 access for customers – leads to more sales.</li> <li>• Allows <i>Crockett and Jones</i> to access a global market.</li> <li>• Reduces costs involved with opening new premises.</li> <li>• Helps to develop and expand brand image.</li> </ul> <p>Possible sources of balance:</p> <ul style="list-style-type: none"> <li>• Customers may prefer to get help and advice from expert sales staff.</li> <li>• Customers will prefer to try shoes on and have them fitted.</li> <li>• It goes against the tradition of high quality and excellent customer service.</li> <li>• Customers will prefer to touch and feel such an expensive item before buying.</li> </ul> |

| <b>Level</b>   | <b>Mark</b> | <b>Descriptor</b>  |
|----------------|-------------|--|
| <b>No mark</b> | <b>0</b>    | Non-rewardable material.   |
| <b>Level 1</b> | <b>1-4</b>  | <p>Candidates will consider <b>one</b> point with no statement – bottom of level.</p> <p>Candidate will consider <b>one</b> point with basic statement – middle of level.</p> <p>Candidate statements are supported - top of level.</p> <p>The quality of written communication will be poor with frequent spelling, punctuation, style and grammar errors.</p>  |
| <b>Level 2</b> | <b>5-7</b>  | <p>Candidate will consider <b>two</b> reasons/causes/consequences to support point(s) – bottom of level.</p> <p>Candidate will develop their reasons/causes/consequences – middle of level.</p> <p>Candidate will have some evidence of balance – top of level.</p> <p>There will be a good level of quality of written communication with few mistakes in spelling, punctuation and grammar. The quality of the language used will be appropriate for the subject matter.</p>   |
| <b>Level 3</b> | <b>8-10</b> | <p>Candidate will consider point(s) with development which includes <b>two</b> reasons/causes/consequences, balance with an unsupported conclusion or judgement(s) all of which is in the context of <i>Crockett and Jones/shoes</i> – bottom of level.</p> <p>Candidate will consider point(s) with development which includes <b>two</b> reasons/causes/consequences, clear balance with supported conclusion/judgement(s) all of which is in the context of <i>Crockett and Jones/shoes</i> – middle of level.</p> <p>Candidate will consider point(s) with development which includes <b>two</b> reasons/causes/consequences, clear balance with supported conclusion/judgement(s) all of which is in the context of <i>Crockett and Jones/shoes</i> and using the 'it depends' rule or something similar – top of the level.</p> <p>The quality of written communication will be of a high standard with few, if any, errors in spelling, punctuation and grammar. The style of writing and the structure of the response will be appropriate and of a high standard and there will be clear evidence that the candidate has structured their answer clearly and coherently, using appropriate terminology.</p> |

