

# Mark Scheme (Results)

## Summer 2016

Pearson Edexcel GCSE Business (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:**

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(a)</b> <b>AO1=1</b>	C	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(b)</b> <b>AO1=1</b> <b>AO3=1</b>	<p>1 mark for the identification of an impact of good business communication on a business organisation and 1 mark for some kind of appropriate development of the impact.</p> <p>Possible impacts include:</p> <ul style="list-style-type: none"><li>• Boosting sales</li><li>• Building reputation/trust</li><li>• Motivated employees</li><li>• Improved efficiency</li></ul> <p>E.g. Good communication could increase the efficiency of employees (1 mark). This could lead to an increase in quality in the business (1 mark).</p>	<b>(2)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(c)(i)</b> <b>AO1=2</b>	<p>1 mark for each barrier to communication identified.</p> <p>Barriers to communication include:</p> <ul style="list-style-type: none"><li>• Language used</li><li>• Technical content</li><li>• Emotional interference</li><li>• Knowledge of receiver</li><li>• Use of inappropriate medium</li><li>• Lack of trust/honesty</li><li>• Cultural differences</li><li>• Status of the source</li></ul> <p>Accept any two reasonable barriers.</p>	<b>(2)</b>

Question Number	Answer	Mark
<p><b>1(c)(ii)</b></p> <p><b>AO1=1</b> <b>AO3=2</b></p>	<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.</p> <p>Possible advantages include:</p> <ul style="list-style-type: none"> <li>• Establishes a consistent approach in writing business letters.</li> <li>• Documents look more professional.</li> <li>• Creates a positive impression of the business.</li> <li>• Saves time as only text needs to be added.</li> </ul> <p>E.g. Using templates allows letters to be more consistent in appearance (1 mark). This is because the lay-out has already been established (1 mark). This leads to stakeholders thinking that the business is efficient (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 benefit.</p>	<p><b>(3)</b></p>

Question Number	Answer	Mark
<p><b>2(a)</b></p> <p><b>AO1=1</b></p>	<p>B or D</p>	<p><b>(1)</b></p>

Question Number	Answer	Mark
<p><b>2(b)</b></p> <p><b>A02=2</b></p> <p><b>A03=1</b></p>	<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 employees at <i>JD Sports</i> if it is to secure all three marks. <b><u>The answer must go beyond just mentioning employees or JD Sports, since the name of the business appears in the question.</u></b></p> <p>Possible reasons include:</p> <ul style="list-style-type: none"> <li>• Employees will be confident dealing with customer queries.</li> <li>• Employees are more likely to meet sales targets.</li> <li>• There will be less need to deal with customer complaints.</li> <li>• Increased chance of promotion.</li> </ul> <p>E.g. Employees will be more likely to meet any sales targets that have been set (1 mark). This is because they can give accurate advice to customers about specific trainers (1 mark). If sales targets are met then employees may receive a bonus (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>JD Sports</i> since the answer refers to '<i>trainers</i>'. Without this use of context the answer can only score a maximum of 2 marks.</p>	<p style="text-align: right;"><b>(3)</b></p>



Question Number	Answer	Mark
<p><b>2(d)</b></p> <p><b>AO2=2</b></p> <p><b>AO3=1</b></p>	<p>For 3 marks, there will be <b>one</b> disadvantage 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><u>must be</u></b> in the <i>JD Sports/sportswear</i> context if it is to secure all three marks. <b><u>The answer must go beyond just mentioning JD Sports, since the name of the business appears in the question.</u></b></p> <p>Possible disadvantages include:</p> <ul style="list-style-type: none"> <li>• Costs of setting up a website.</li> <li>• Hosting and maintenance requirements.</li> <li>• Increased legal requirements of selling online.</li> <li>• Security implications of viruses/hacking.</li> </ul> <p>E.g. One disadvantage is the cost of setting up a website (1 mark). <i>JD Sports</i> will need to pay a website developer to create a website (1 mark). This could increase business costs and reduce profit.</p> <p>This answer would gain <b>two</b> marks since although a disadvantage has been stated and there are two linked strands, there is no use of context that goes beyond using the name '<i>JD Sports</i>'. Contextualisation could be as subtle as adding the words '<i>to sell sports clothes</i>' at the end of the first sentence. This would have elevated the answer to three marks.</p>	<p><b>(3)</b></p>

Question Number	Answer	Mark
<p><b>3(a)</b></p> <p><b>AO1=1</b></p>	<p>D</p>	<p><b>(1)</b></p>



Question Number	Answer	Mark
<p><b>3(b)</b></p> <p><b>AO2=2</b></p>	<p>1 mark for each feature of a hierarchical organisation chart.</p> <p>Possible features include:</p> <ul style="list-style-type: none"> <li>• There are many levels.</li> <li>• Communication flows up and down the structure.</li> <li>• People take instruction from above.</li> <li>• Referrals/complaints are sent upwards</li> <li>• Common in large organisations.</li> </ul> <p>Accept any two reasonable features.</p>	<p><b>(2)</b></p>

Question Number	Answer	Mark
<p>3(c)</p> <p>A02=2</p> <p>A03=1</p>	<p>For 3 marks, there will be <b>one</b> conflict 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>Stagecoach</i>/public transport context if it is to secure all three marks. <b><u>The answer must go beyond just mentioning Stagecoach, since the name of the business appears in the question.</u></b></p> <p>Possible conflicts include:</p> <ul style="list-style-type: none"> <li>• Prices may increase for customers but increased dividends for shareholders.</li> <li>• Investment might lead to lower profits/dividends for shareholders but lower/same prices for customers.</li> <li>• Customers may benefit from environment friendly buses but shareholders may not like paying for the investment.</li> </ul> <p>E.g. Customers may have to pay higher prices for environmentally friendly buses (1 mark) which could result in higher profits for <i>Stagecoach</i> (1 mark). This will lead to higher dividends for shareholders (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 conflict. The answer is also rooted in the context of <i>Stagecoach</i> since the answer refers to '<i>environmentally friendly buses</i>'. Without this use of context the answer can only score a maximum of 2 marks.</p>	<p><b>(3)</b></p>

Question Number	Answer	Mark
<p><b>3(d)</b></p> <p><b>AO1=1</b> <b>AO2=1</b> <b>AO3=2</b></p>	<p>For four marks, the description will make up to four relevant points (linked or separate) associated with how a logo can help <i>Stagecoach</i>. Four marks could also be achieved through a consideration of one or two points plus sufficient development of each. One mark can be awarded for a definition of 'logo'.</p> <p><u>Without the use of context the response can only be awarded a maximum of 3 marks.</u></p> <p>Possible ways the new logo can help <i>Stagecoach</i>:</p> <ul style="list-style-type: none"> <li>• Creating a new identity for the business.</li> <li>• Create an emotional response.</li> <li>• Help the business become more recognised.</li> <li>• Help a customer remember the business.</li> </ul> <p>E.g. The new logo can help create a new identity with customers (1 mark). The wording in the new logo could help promote the environmental aims of <i>Stagecoach</i> (1 mark). Customers could also recognise the new logo on the side of the buses (1 mark). This could make them more likely to use <i>Stagecoach</i> if they see the new logo on other forms of transport such as trains (1 mark).</p> <p>This answer would gain four marks since the candidate has identified two different ways a new logo could be used to help <i>Stagecoach</i>, 'create an identity', and 'recognise'. They have both been developed by saying how this helps <i>Stagecoach</i>, 'promote environmental aims' and 'more likely to use'. The answer is contextualised by referring to 'buses' and 'trains'.</p>	<p><b>(4)</b></p>

Question Number	Answer	Mark
4(a) AO1=1	A	(1)

Question Number	Answer	Mark
4(b) AO1=1 AO2=1	<p>1 mark for the identification of a method that <i>Starbucks</i> could use to advertise its loyalty card and 1 mark for some kind of appropriate development. The development <b>must be</b> in the <i>Starbucks</i> context if it is to secure both marks.</p> <p>Possible methods include:</p> <ul style="list-style-type: none"> <li>• Place an advert in newspaper.</li> <li>• Put posters up in its shops.</li> <li>• Television advertisements.</li> <li>• Word of mouth.</li> </ul> <p>E.g. <i>Starbucks</i> could put posters up in its shops (1 mark). Customers could see this when they are queuing to get their coffee and feel they could save money. (1 mark).</p> <p>This response would gain <b>two</b> marks since a method has been identified '<i>posters in its shops</i>' and there is some development in context '<i>customers could see when they are queuing to get their coffee</i>'.</p>	(2)

Question Number	Answer	Mark
<p><b>4(c)</b></p> <p><b>AO2=2</b></p> <p><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><u>must be</u></b> in the <i>Starbucks</i> context if it is to secure all three marks. <b><u>The answer must go beyond just mentioning Starbucks, since the name of the business appears in the question.</u></b></p> <p>Possible reasons include:</p> <ul style="list-style-type: none"> <li>• Poor spelling/grammar/punctuation can create a poor impression of the business.</li> <li>• Including a title in the subject heading informs the customer what the email is about.</li> <li>• Emails written in capital letters can be considered as impolite.</li> <li>• Bold or underline could be used to emphasise important information.</li> </ul> <p>E.g. <i>Starbucks</i> should add a subject heading on the email (1 mark). This informs the customer that the email is about the loyalty card scheme (1 mark). They are more likely to read the email and buy more coffee from <i>Starbucks</i> (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 reason. The answer is also rooted in the context of <i>Starbucks</i> since reference is made to 'loyalty card' and 'coffee'.</p>	<p><b>(3)</b></p>

Question Number	Indicative content
<p><b>4(d)</b></p> <p><b>AO2=2</b></p> <p><b>AO3=4</b></p>	<p>The aim here is for candidates to make a judgement as to whether '<i>reducing the number of stars required to get a free drink</i>' (option 1) or '<i>removing the need to register the card on its website</i>' (option 2) is more effective in encouraging new customers to join <i>Starbucks</i>' loyalty card scheme. 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: Reducing the number of stars required for a free drink:</p> <ul style="list-style-type: none"> <li>• Customers will feel the reward is easier to achieve.</li> <li>• It won't cost customers as much to receive a reward.</li> <li>• Fifteen is a relatively high number compared to other similar schemes.</li> <li>• It will cost <i>Starbucks</i> more money as they have to give more free drinks to customers.</li> </ul> <p>Option 2: Remove the need to register the card on its website:</p> <ul style="list-style-type: none"> <li>• Less inconvenience for customers.</li> <li>• Customers may not have access to email.</li> <li>• Customers may forget to register as they have to do it after the purchase.</li> <li>• <i>Starbucks</i> will lose valuable customer information that can be used for marketing.</li> </ul> <p>To be evaluative and support the judgement made, the candidate might suggest that reducing the number of stars is much more encouraging to customers. However this would be far less cost effective for <i>Starbucks</i>.</p> <p>An alternative route to evaluation might come through the candidate suggesting that removing the need to register the card is the better option because it makes the scheme more accessible. However it prevents <i>Starbucks</i> gathering valuable market research information – a major reason for loyalty card schemes.</p>

Level	Mark	Descriptor
No mark	0	Non-rewardable material.
Level 1	1-2	A judgement or point is given as to which method is more likely to allow <i>Starbucks</i> to gather more customers on the loyalty card scheme. If there is just a simple judgement or 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.
Level 2	3-4	A judgement/point is given on one or both issues with some development/support, which includes at least <b><u>one</u></b> reason/cause/consequence etc. At the top of this level this analysis will be relevant and linked to the judgement/point made.
Level 3	5-6	A judgement/point is given on one or both issues with some development/support, which includes at least <b><u>two</u></b> reasons/causes/consequences etc. <b><u>and includes some balance.</u></b>  At the top of this level there will be a conclusion drawn from the analysis <b><u>and the answer will be in Starbucks context.</u></b>

**Section B:**

Question Number	Answer	Mark
<p><b>5(a)</b></p> <p><b>AO1=2</b></p>	<p>'Feedback' is confirmation to the sender that communication has been received and has been successful.</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. Shows communication has been received.</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>McDonald's</i> employees confirming an order with a customer.</p>	<p><b>(2)</b></p>

Question Number	Answer	Mark
<p><b>5(b)</b></p> <p><b>AO1=1</b></p> <p><b>AO2=1</b></p>	<p>1 mark for the identification of a way <i>McDonald's</i> could measure the success of the reward schemes and 1 mark for some kind of appropriate development of the method in context.</p> <p>Possible ways include:</p> <ul style="list-style-type: none"> <li>• Measure the productivity of the employees.</li> <li>• Reduction in the number of customer complaints.</li> <li>• Carry out inspections of the restaurants.</li> <li>• Measure staff retention/turnover.</li> </ul> <p>E.g. <i>McDonald's</i> could employ someone to inspect the restaurants (1 mark). If the tables and food areas are clean then it indicates the reward schemes are successful (1 mark).</p> <p>This answer would gain <b>two</b> marks <i>since</i> a way has been identified '<i>inspect the restaurants</i>' and there is some development in context in the second sentence e.g. '<i>tables and food areas are clean</i>'.</p>	<p><b>(2)</b></p>



Question Number	Answer	Mark
<p><b>5(c)</b></p> <p><b>AO2=2</b></p> <p><b>AO3=1</b></p>	<p>For 3 marks, there will be <b>one</b> benefit 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><u>must be</u></b> in the <i>McDonald's</i> context if it is to secure all three marks. <b><u>The answer must go beyond just mentioning McDonald's, since the name of the business appears in the question.</u></b></p> <p>Possible benefits include:</p> <ul style="list-style-type: none"> <li>• Employees can refer to the handout at a later time.</li> <li>• Employees can make notes on the handout during the video.</li> <li>• Allows employees to process the information in two different ways – visual and written.</li> <li>• Ensures the important information from the video is not missed.</li> </ul> <p>E.g. Employees can refer to the handout at a later time (1 mark). This makes it easier to apply the training when working in the kitchen (1 mark). This leads to employees being more likely to achieve the standards required for the reward schemes (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 candidate also contextualises their response by referring to '<i>kitchen</i>' and '<i>reward schemes</i>'.</p>	<p><b>(3)</b></p>

Question Number	Answer	Mark
<p><b>5(d)</b></p> <p><b>AO2=4</b></p> <p><b>AO3=4</b></p>	<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 of including all employees in an appraisal scheme. The remaining <b>three</b> marks are for the explanation which should develop the advantage/disadvantage to <i>McDonald's</i>. 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>• Helps measure employee performance at regular intervals.</li> <li>• Goals/targets can be set and measured.</li> <li>• Allows employees to discuss any issues that might be affecting their work.</li> <li>• Increases motivation of employees.</li> </ul> <p>Possible drawbacks include:</p> <ul style="list-style-type: none"> <li>• Increased costs as a large number of employees will be involved.</li> <li>• It will be time consuming for management – could be spent doing other work.</li> <li>• A lot of workers are part-time and may not benefit from/want appraisal.</li> <li>• McDonalds has high staff turnover so targets may not be realistic.</li> </ul> <p>E.g. Advantage: Goals/Targets can be set. (1 mark)</p> <p>Managers can identify areas where employees can improve further during the appraisal (1 mark). This is something that can be measured at the next meeting (1 mark). This will lead to higher standards of cleanliness/customer service in the restaurants (1 mark).</p>	<p><b>(8)</b></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 words '<i>cleanliness</i>' and '<i>restaurants</i>'. Without the use of context this answer would only be worth 3 marks.</p>	
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<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<p><b>6(a)</b> <b>AO1=2</b></p>	<p>'<i>Target audience</i>' is the intended person, or group of people, that a piece of communication is aimed at.</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. Who it is being aimed at.</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>McDonald's</i> are aiming the scheme at people who want to coach youth football.</p>	<p><b>(2)</b></p>

Question Number	Answer	Mark
<p><b>6(b)</b></p> <p><b>AO1=1</b></p> <p><b>AO2=1</b></p>	<p>1 mark for the identification of a benefit of the scheme to the local community 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>• It will help local young people to get involved in organised sport.</li> <li>• It may help people find employment as football coaches.</li> <li>• It may reduce health problems if young people have healthier lifestyles.</li> <li>• It may reduce anti-social behaviour if young people are involved in organised activities.</li> </ul> <p>E.g. It can help young people to start to play football (1 mark). This may lead to them having more fun and enjoying their free-time playing sport (1 mark).</p> <p>This answer would gain <b>two</b> marks <i>since</i> a benefit has been identified '<i>young people can start to play football</i>' and there is some development in context in the second sentence e.g. '<i>enjoy their free time playing sport</i>'.</p>	<p><b>(2)</b></p>

Question Number	Answer	Mark
<p><b>6(c)</b></p> <p><b>AO2=2</b></p> <p><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>coaching</i> context if it is to secure all three marks.</p> <p>Possible reasons include:</p> <ul style="list-style-type: none"> <li>• They could list the aims and objectives on the flipchart.</li> <li>• The flipchart could be used to display and record the tactics covered in the session.</li> <li>• The flipchart is portable so can be moved during the session.</li> <li>• Information on the flipchart can be changed during the session if required.</li> </ul> <p>E.g. A flipchart is portable and can be moved during the session (1 mark). The coach could take the flipchart onto the football pitch if necessary (1 mark). This will help the players to remember what needs to be done in the coaching session (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 reason. The candidate also contextualises their response by referring to '<i>football pitch</i>' and '<i>players</i>'.</p>	<p><b>(3)</b></p>

Question Number		Indicative content
<p><b>*6(d)</b></p> <p><b>QWC Strands (i), (ii) and (iii)</b></p> <p><b>AO2=3</b> <b>AO3=5</b></p>		<p>The aim here is for candidates to consider whether using famous footballers will help to endorse <i>McDonald's</i>. The question asks the candidate to 'assess', so the candidate must develop some evidence of balance within their answer. This could take the form of considering the extent to which the benefits of using famous footballers outweigh the drawbacks. Assessment could also be created by considering other measures that <i>McDonald's</i> could use. Some candidates may even suggest that <i>McDonald's</i> would raise more awareness through other promotion methods as their products are not normally associated with a healthy lifestyle.</p> <p>Possible benefits in using famous footballers to endorse <i>McDonald's</i>:</p> <ul style="list-style-type: none"> <li>• Footballers are well-known and highly recognisable.</li> <li>• Customers will want to be like the famous footballers and therefore buy <i>McDonald's</i> products.</li> <li>• Helps build a brand image for <i>McDonald's</i>.</li> <li>• It will help <i>McDonald's</i> stand out against its competition.</li> </ul> <p>Possible drawbacks in using famous footballers to endorse <i>McDonald's</i>:</p> <ul style="list-style-type: none"> <li>• Negative publicity for the footballer may also affect <i>McDonald's</i> image.</li> <li>• It can be very expensive.</li> <li>• <i>McDonald's</i> can be seen as hypocritical in getting footballers to endorse fast food.</li> <li>• Footballers can be over exposed. Customers may become irritated by them.</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>	Candidate will consider <b>one</b> factor related to the impact of celebrity endorsements <b><u>with no development</u></b> - bottom of level.
		Candidate will consider <b>one</b> factor related to the impact of celebrity endorsements <b><u>with simple development</u></b> - top of level.

		<p>Candidate will consider <b>two</b> factors relating to the impact of celebrity endorsement <b><u>with no development</u></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 celebrity endorsement <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.</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 celebrity endorsement 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 celebrity endorsement 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 celebrity endorsement 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>
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**Section C:**

Question Number	Answer	Mark
<p><b>7</b></p> <p><b>AO1=2</b></p>	<p>A 'website host' is a company that provides space on the internet for a website. It can also maintain a website.</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. Provides space for a website.</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>Web.com</i> could offer space on internet for Nicola's website.</p>	<p><b>(2)</b></p>

Question Number	Answer	Mark
<p><b>8</b></p> <p><b>AO1=1</b></p> <p><b>AO2=1</b></p>	<p>1 mark for the identification of a factor Nicola must consider when creating a website 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>• Available budget</li> <li>• Type of content to include</li> <li>• Download speeds required</li> <li>• Type of browser</li> <li>• The technical development of the website</li> <li>• Testing</li> <li>• Implementation</li> <li>• Roll-out and maintenance</li> </ul> <p>E.g. Nicola must consider the type of content for her website (1 mark). She will need to include appetising pictures of her sweets to encourage customers to buy them (1 mark).</p> <p>This answer would gain <b>two</b> marks <i>since</i> a factor has been identified '<i>the type of content</i>' and there is some development in context in the second sentence e.g. '<i>appetising pictures of her sweets</i>'.</p>	<p><b>(2)</b></p>

Question Number		Indicative content
<p><b>*9</b></p> <p><b>QWC Strands (i), (ii) and (iii)</b></p> <p><b>AO2=3</b></p> <p><b>AO3=3</b></p>		<p>The aim here is for candidates to consider the size of the benefits in using a website to reach a wider market. The question asks the candidate to 'discuss', so we should expect some balance within the answer. This could come from considering the extent to which using a website is useful in attracting new customers or through a consideration of the drawbacks of doing so/the benefits of other possible communication methods.</p> <p>Reasons why websites are advantageous:</p> <ul style="list-style-type: none"> <li>• A website will help to make new customers aware of her sweets.</li> <li>• It can be accessed from all over the UK – not just London.</li> <li>• Most people now have access to the internet.</li> <li>• Her products can be sold 24/7.</li> </ul> <p>Possible sources of balance:</p> <ul style="list-style-type: none"> <li>• The costs involved in setting up and maintaining the website.</li> <li>• Customers will not be able to taste the sweets.</li> <li>• Customers may not trust buying food products online.</li> <li>• It may lead to more orders than she can produce.</li> </ul>
Level	Mark	Descriptor
<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 a website would be beneficial to <i>Patchett's Confectionery</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>

<p><b>Level 2</b></p>	<p><b>3-4</b></p>	<p>Reference to at least <b>two</b> points as to why a website would be beneficial to <i>Patchett's Confectionery</i> with some development of one of the benefits. At the lower end of the level some development/support, which includes at least <b>one</b> reason/cause/consequence etc.</p> <p>At the top of the level there will be a clear development of two benefits.</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>
<p><b>Level 3</b></p>	<p><b>5-6</b></p>	<p>Reference to at least <b>two</b> points as to why a website would be beneficial to <i>Patchett's Confectionery</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>Patchett's Confectionery/sweets/expansion</i> 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>

Question Number		Indicative content
<p><b>*10</b></p> <p><b>QWC Strands (i), (ii) and (iii)</b></p> <p><b>AO2=4</b> <b>AO3=6</b></p>		<p>The aim here is for candidates to make a judgement as to the impact using DTP would have when designing the new packaging for <i>Patchett's Confectionery</i>. To demonstrate the evaluative skill, candidates could consider both the importance of DTP and the possible drawbacks of using DTP when the business is in the process of expansion. For instance, candidates may consider that DTP will allow Nicola to design the packaging herself and therefore keep her costs down. Other candidates may use the context provided and point out that using DTP may not look very professional when Nicola is trying to expand into other areas of the UK. Some candidates might consider that she is no longer going to be selling from market stalls but is now trying to have her sweets stocked in stores. 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 DTP would have a positive impact:</p> <ul style="list-style-type: none"> <li>• It will help keep her costs down.</li> <li>• Nicola may be able to have more control on the design if she uses DTP.</li> <li>• It may help to reinforce the small, independent feel of the business.</li> <li>• It could be easy to adapt and modify the packaging should she bring out new flavours.</li> </ul> <p>Possible drawbacks of DTP:</p> <ul style="list-style-type: none"> <li>• The packaging may look unprofessional and have a negative effect on the expansion.</li> <li>• She may not have the time to be involved in the design process.</li> <li>• She will need to purchase DTP software.</li> <li>• If she is planning on selling sweets in stores then they will expect a high standard of packaging.</li> </ul>
Level	Mark	Descriptor
No mark	0	Non-rewardable material.
Level 1	1-4	Candidates will consider <b>one</b> point with no statement – bottom of level.
		Candidate will consider <b>one</b> point with basic statement – middle of level.

		<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>Patchett's Confectionery/sweets</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>Patchett's Confectionery/sweets</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>Patchett's Confectionery/sweets</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>

**Total for Paper = 90 marks**