

New  
Specification



General Certificate of Secondary Education  
2018

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# **Business and Communication Systems**

Unit 1: Software Applications for Business

[GSY11]

MONDAY 21 MAY – FRIDAY 25 MAY

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# **MARK SCHEME**

## General Marking Instructions

### **Introduction**

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

### **Assessment Objectives**

Below are the assessment objectives for Business and Communication Systems

Candidates must:

- AO1** recall, select, and communicate their knowledge and understanding of concepts, issues and terminology;
- AO2** apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; and
- AO3** analyse and evaluate products, make reasoned judgements and present appropriate conclusions.

### **Quality of candidate's responses**

reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### **Flexibility in marking**

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### **Positive marking**

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### **Awarding zero marks**

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### **Marking calculations**

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

### **Types of mark schemes**

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

**Levels of response**

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

**Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1: Quality of written communication is limited.  
 Level 2: Quality of written communication is satisfactory.  
 Level 3: Quality of written communication is good.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Limited):** Candidate demonstrates a limited level of accuracy in spelling, punctuation and grammar. The meaning of the text is clear some of the time. The candidate demonstrates a limited level of writing, form and style appropriate to the purpose of the question. The organisation of the work is limited.

**Level 2 (Satisfactory):** Candidate demonstrates a satisfactory level of accuracy in spelling, punctuation and grammar. The meaning of the text is clear most of the time. The candidate demonstrates a satisfactory level of writing, form and style appropriate to the purpose of the question. The organisation of the work is satisfactory.

**Level 3 (High standard):** Candidate demonstrates a good level of accuracy in spelling, punctuation and grammar. The meaning of the text is always clear. The candidate demonstrates a good level of writing, form and style appropriate to the purpose of the question. The organisation of the work is good.

## Task 1

- |   |     | AVAILABLE MARKS |
|---|-----|-----------------|
| (a) Information included – Applicant Title, Forename, Surname, Address, Town, Postcode, Gender, Date of Birth, Contact Telephone Number, Email Address, Disability<br>Max. [4]<br>[4] if all included<br>[3] if some included<br>(AO1 [2])<br>(AO2 [2])   | [4] |                 |
| (b) Appropriate information, e.g. logo; instructions for completing form; title of form, e.g. ‘Application for Classroom Assistant’ [1]<br>submit/next page/reset buttons [1]<br>(AO1 [1])<br>(AO3 [1])   | [2] |                 |
| (c) Effective use of boxes/lines [1]<br>Effective fonts [1]<br>Effective use of radio buttons/tick boxes/drop down list [1]<br>Effective style [1]<br>(Max. [2])  |     |                 |
| Overall quality of form   |     |                 |
| [0]<br>Answer not worthy of credit.   |     |                 |
| [1]<br>The candidate has demonstrated a satisfactory knowledge of form design. The candidate demonstrates a satisfactory level of accuracy in spelling, punctuation and grammar. The candidate makes satisfactory use of alignment and white space, and the organisation of work is satisfactory. |     |                 |
| [2]<br>The candidate has demonstrated a good knowledge of form design. The candidate demonstrates a good level of accuracy in spelling, punctuation and grammar. The candidate makes good use of alignment and white space, and the organisation of work is good.<br>(AO1 [2])<br>(AO3 [2])       | [4] | 10              |

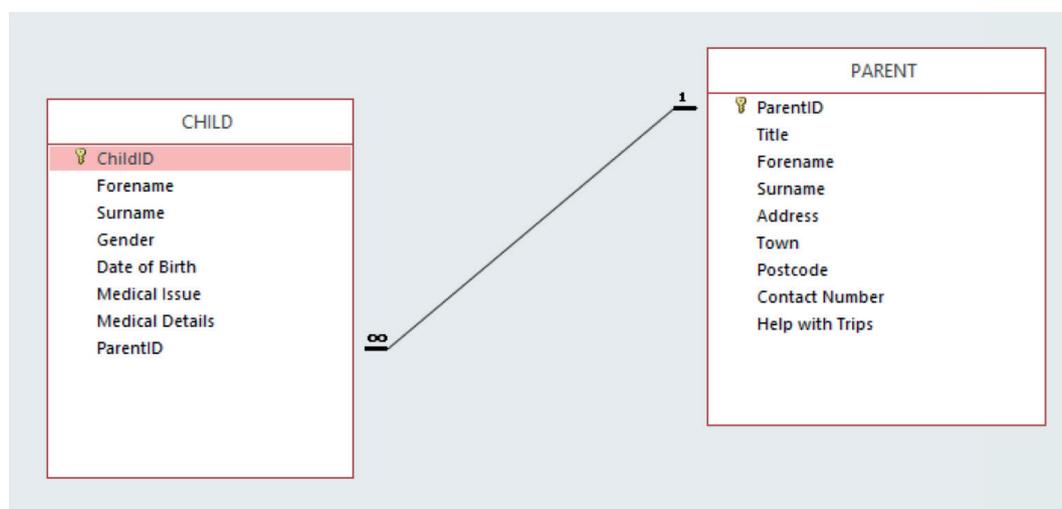
## Task 2 Part A

- |  | AVAILABLE MARKS |
|--|-----------------|
| <p>(a) Correct text in cells A1 [1]<br/>           Correct font size and emboldened [1]<br/>           Cell grey shading [1]<br/>           (AO1 [1])<br/>           (AO2 [2])</p>   | [3]             |
| <p>(b) Correct text and numbers in cells<br/>           (Some cells correct [1])<br/>           (AO2 [2])</p>  | [2]             |
| <p>(c) Cells correctly formatted<br/>           (Some cells correct [1])<br/>           (AO2 [2])</p>  | [2]             |
| <p>(d) Correct formula in cell D3 with absolute cell referencing =K\$1*C3<br/>           (Correct formula without absolute cell referencing [1])<br/>           (AO1 [1])<br/>           (AO2 [3])</p>                                 | [4]             |
| <p>(e) Correct formula in E3 eg =IF(C3&gt;1,D3*0.3,0)<br/>           Use of IF statement [1]<br/>           Correct condition [1]<br/>           D3*0.3 [1]<br/>           0 [1]<br/>           (AO1 [1])<br/>           (AO2 [3])</p> | [4]             |
| <p>(f) Correct formula in F3 eg =D3-E3<br/>           (AO1 [1])<br/>           (AO2 [1])</p>   | [2]             |
| <p>(g) All replication correct<br/>           (Some replication correct [1])<br/>           (AO2 [2])</p>  | [2]             |
| <p>(h) Correct formula in B16 eg =SUM(F3:F12)<br/>           (AO1 [1])<br/>           (AO2 [1])</p>  | [2]             |
| <p>(i) Correct formula in B18 eg =B16+B17<br/>           (AO1 [1])<br/>           (AO2 [1])</p>  | [2]             |
| <p>(j) Correct formula in B23 eg =B21+B22<br/>           (AO1 [1])<br/>           (AO2 [1])</p>  | [2]             |
| <p>(k) Correct formula in B25 eg =B18-B23<br/>           (AO1 [1])<br/>           (AO2 [1])</p>  | [2]             |

		AVAILABLE MARKS
(l) Correct text in footer – candidate number. centre number Task 2 Part A (AO2 [1])	[1]	
(m) Data printout landscape [1] Row and column headings; grid lines [1] All data visible [1] One A4 page [1] (AO2 [4])	[4]	
(n) Formula printout on one A4 page; All formulae visible (AO2 [1])	[1]	33
<b>Task 2 Part B</b>		
(a) Full size A4 [1] Appropriate title, e.g. 'Payments' [1] Appropriate X and Y labels, e.g. 'Month'; 'Amount'; 'Parents' [1] Data values shown on each Bar [1] Legend on graph [1] Correct bars produced [1] (AO2 [6])	[6]	
(b) Bar/column chart printed (AO2 [1])	[1]	7

## Task 3

- (a) Database structure amended – Gender field corrected (AO2 [1]) [1]
- (b) New child added – C200B Anna Porte [1]  
Correct spelling etc. [1] (AO2 [2]) [2]
- (c) Correct child deleted – C330A/Megan Knight (AO2 [1]) [1]
- (d) Change made correctly – Jack Clarke’s Date of Birth now 12/06/2013 (AO2 [1]) [1]
- (e) Mrs Doherty, Mr Porte, Mrs Diamond [2]  
Criteria [1]  
Showing only six field names:  
  - Title
  - Forename
  - Surname
  - Address
  - Town
  - Postcode
(AO2 [3]) [3]
- (f) All parents included and all details [1]  
Correct title – ‘Parent Details’ [1]  
Logo included [1]  
Surname ascending [1]  
Professional appearance [1] (AO2 [4]) (AO3 [1]) [5]
- (g) Correct relationship printed; both tables; one to many



(AO1 [1])  
(AO2 [1])

[2]

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(h) All children with parental details printed

[1] correct fields

[2] for all six records

[3]

Contact Numbers			
CHILD.Forename	PARENT.Forename	Surname	Contact Number
Anna	Peter	Porte	07888282828
Conal	Peter	Porte	07888282828
Paula	Catherine	Doherty	07999923838
Ellie	Helen	Diamond	07707707707
Sara	Helen	Diamond	07707707707
Jack	Amy	Clarke	07777722333

(AO2 [3])

(i) Relevant information for each paragraph [3]

Letter layout/three paragraphs [1]

Knowledge of letter design, e.g.

Salutation/Closure/Appropriate font/Appropriate style

Any other suitable feature [3]

Title field inserted [1]

Surname field inserted [1]

Address field inserted [1]

Town field inserted [1]

Postcode field inserted [1]

[12]

(AO1 [5])

(AO2 [5])

(AO3 [2])

(j) Quality of letter [4]

#### Level 0 ([0])

Answer not worthy of credit.

#### Level 1 ([1])

The candidate has demonstrated limited knowledge of standard letter layout.

The candidate demonstrates a limited level of accuracy in spelling, punctuation and grammar. The meaning of the text is clear some of the time. The candidate displays a limited level of writing, form and style appropriate to the purpose of the question. The organisation of the work is limited.

#### Level 2 ([2] – [3])

The candidate has demonstrated satisfactory knowledge of standard letter layout. The candidate demonstrates a satisfactory level of accuracy in spelling, punctuation and grammar. The meaning of the text is clear most of the time. The candidate displays a satisfactory level of writing, form and style appropriate to the purpose of the question. The organisation of the work is satisfactory.

#### Level 3 ([4])

The candidate has demonstrated good knowledge of standard letter layout.

The letter must have correct use of salutation and complimentary close and a

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date included. The candidate demonstrates a good level of accuracy in spelling, punctuation and grammar. The meaning of the text is clear all of the time. The candidate displays a good level of writing, form and style appropriate to the purpose of the question. The organisation of the work is good.

(AO3 [4])

Standard letter printed [1]

(AO2 [1])

[5]

(k) [1] for each of 3 letters for:

Mrs Doherty, Mr Porte and Mrs Diamond

(AO2 [3])

[3]

38

#### Task 4

(a) Slide 1 Correct title included – ‘Hyperlink’ [1]

Appropriate explanation [2]

(AO1 [1])

(AO3 [2])

[3]

(b) Slide 2 Correct title included – ‘Mouse rollover’ [1]

Appropriate explanation [2]

(AO1 [1])

(AO3 [2])

[3]

(c) Slide 3 Correct title included – ‘Navigation Bar’ [1]

Appropriate explanation [2]

(AO1 [1])

(AO3 [2])

[3]

(d) Slide 1 printed full size [1]

Two slides printed (slides 2 and 3) two slides per page [2]

(AO2 [3])

[3]

12

**Total**

**100**