Rewarding Learning

**General Certificate of Secondary Education
2015**

Business and Communication Systems

Unit 1: Use of ICT

[GBC11]

MONDAY 18 MAY – FRIDAY 22 MAY

MARK
SCHEME

General Marking Instructions

Introduction
Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes
Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

Using Word Processing/Desk Top Publishing Software

		AVAILABLE MARKS

Task 1

(a) [1] mark for each piece of essential information included: destination; dates; cost; two images   **[5]**
(AO1 [5])

(b) Other appropriate information included, e.g. Mr Wilson's name; Years 8, 9 and 10 only   **[2]**
(AO2 [2])

(c) Effective design features, e.g. wordart; border; alignment; shading; table; shapes;   **[3]**
Effective fonts and styles, e.g. bold; italics; capitalisation; underline;   **[3]**
Font size, e.g. 12, 14, 18
Font style, e.g. Arial, Times New Roman
(AO1 [3])
(AO2 [3])

(d) A4 printout   **[1]**   **14**
(AO3 [1])

Using Spreadsheet Software

Task 2 Part A

(a) Correct text in cells A1-School Trip Payments [1]
Text emboldened and size 24 [1]
Text merged and centred [1]
(AO2 [3])

(b) All text entered correctly [2]
(Some text entered correctly [1])
(AO2 [2])

(c) Cells A2:I2 shaded [1]
(AO2 [1])

(d) All numbers entered correctly [2]
(Some numbers entered correctly [1])
(AO2 [2])

(e) All cells correctly formatted - sterling currency, 2 decimal places [2]
(Some cells correctly formatted [1])
(AO2 [2])

(f) Correct formula in G3, e.g. =SUM(C3:F3) [2]
(AO1 [1])
(AO2 [1])

(g) Correct formula in H3, e.g. =B10 – G3, =SUM(B10) – (G3) [3]
(Correct formula without absolute cell referencing, e.g. =450-G3 [1])
(AO1 [1])
(AO2 [2])

(h) Correct formula in I3, e.g. =IF(H3>0,"NO","YES") [4]
(Use of IF statement [1])
Correct condition [1]
'NO' [1]
'YES' [1])
(AO1 [1])
(AO2 [3])

(i) All Replication correct [2]
(Some Replication correct [1])
(AO2 [2])

(j) Correct formula in B12, e.g. =SUM(G3:G7), =SUM(C3:F7) [2]
(AO1 [1])
(AO2 [1])

(k) Correct formula in B13, e.g. =AVERAGE(D3:F7) [2]
(AO1 [1])
(AO2 [1])

(l) Correct formula in B14, e.g. =MAX(D3:F7), =LARGE(D3:F7,1) [2]
(AO1[1])
(AO2 [1])

(m)	Data printout landscape		[1]	**AVAILABLE MARKS**
	Row and column headings		[1]	
	Gridlines		[1]	
	One A4 page		[1]	
	(AO2 [3])			
	(AO3 [1])			

(n) Formula printout on one A4 page [1]
(AO3 [1])

Task 2 Part B

Appropriate title	e.g. 'Michael McGrath Payments'	[1]
Appropriate X label	e.g. 'Payment';	[1]
Appropriate Y label	e.g. 'Amount'	[1]
Data values shown on each Bar		[1]
Correct data displayed		[1]
Bar chart printed in A4 sheet		[1]
(AO2 [5])		
(AO3 [1])		

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Using Database Software/Word Processing Software

AVAILABLE MARKS

Task 3

(a) Change made correctly – City replaced by Town [1]
(AO2 [1])

(b) New Pupil added – Lucy Henderson [1]
Correct spelling etc. [1]
(AO2 [2])

(c) Correct Pupil deleted – Jamie Cooke [1]
(AO2 [1])

(d) Change made correctly – Peter Smith now Year 9 [1]
(AO2 [1])

(e) Correct grouping in report – Year [1]
Alphabetical sort on surname [1]
Alphabetical sort on forename [1]
Only Year/forename/surname displayed in report [1]
Correct title – Pupils Going on Paris Trip 2015 [1]
Professional appearance of report [1]
(AO1 [6])

(f) All of Lucy Henderson, Patrick Doherty, Peter Smith and no others [1]
Correct field headings included [1]
Results of search printed [1]
(AO1[1])
(AO3 [2])

(g) All of Clare McKenzie, Judy Evans, James Boyd and no others [2]
Correct field headings included [1]
Results of search printed [1]
(AO1[1])
(AO3 [3])

(h) Date of payment [1]
Cost of excursion [1]
Mention of behaviour [1]
Other information
Appropriate font
Appropriate style
Any other suitable feature [2]

Forename field inserted [1]
Surname field inserted [1]
Address field inserted [1]
Town field inserted [1]
Postcode field inserted [1]
(AO1 [10])

(i) 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 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]
Merged fields shown   [1]
(AO2 [2])

(j) [1] mark for each of 3 letters for:
Clare McKenzie, Judy Evans, James Boyd   [3]   37
(AO3 [3])

Task 4

(a) Slide 1 correct title included – Paris Trip [1]
Dates included [1]
Image included [1]
(AO3 [3])

(b) Slide 2 correct title included – Hotel Details [1]
Hotel name/telephone number [1]
(AO3 [2])

(c) Slide 3 correct title included – Important Telephone Numbers [1]
Mr Wilson's/Mrs Cowan's/hotel telephone number [1]
(A03 [2])

(d) Slide 4 correct title included – Some Rules [1]
Rule(s) included [1]
(A03 [2])

(e) Slides 1 and 2 printed on one page [1]
Slides 3 and 4 printed, each full size [1]
(A02 [1])
(A03 [1]) 11

Total **100**