



GCE

Applied ICT

Unit **G041**: How Organisations Use ICT

Advanced Subsidiary GCE

Mark Scheme for June 2014

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Subject-specific marking instructions

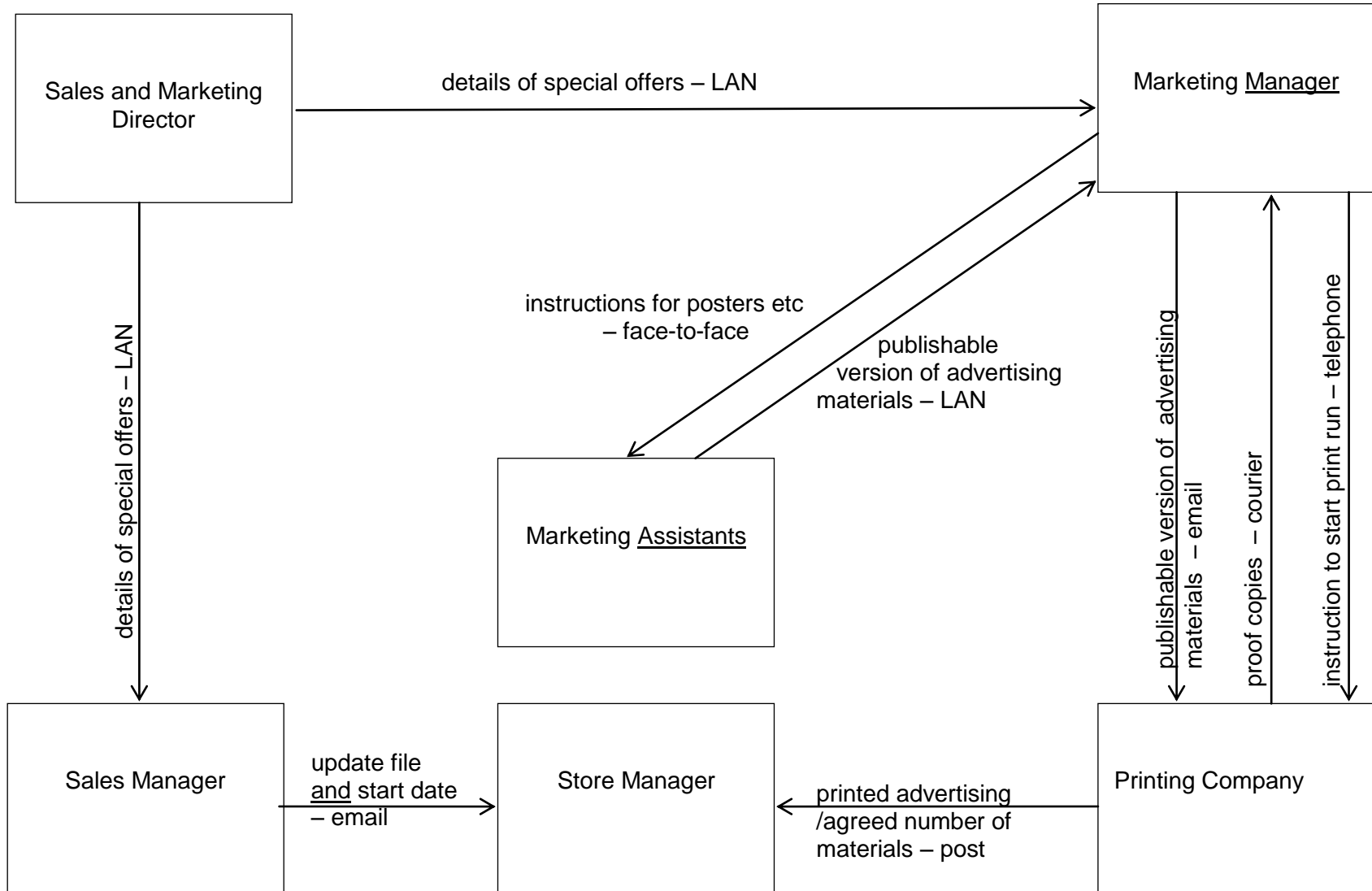
There are 100 marks available for this test. They are allocated as follows:

- Tasks 2 and 3 30
- Section A of the test paper 50
- Section B of the test paper 20

Throughout, PLS = Progress Local Supermarkets

Task 2	Answer	Mark	Guidance
	<p>1 mark each for boxes labelled</p> <ul style="list-style-type: none"> • Sales and Marketing Director • Sales Manager • Marketing <u>Manager</u> • Marketing <u>Assistants</u> • Store Manager • Printing Company <p>plus labelled arrows to show the following information flows (1 mark each) and methods (1 mark each) Max 15 marks.</p> <p>Note:</p> <ul style="list-style-type: none"> • Arrows should only be awarded points if they are drawn to and from the correct boxes. • Marks may be awarded for unconventional diagrams provided they isolate the senders and receivers of information. • Do not award marks for flow diagrams or series of text boxes linked by arrows. • Marks cannot be awarded for 'How' if the information is not identified/is incorrect but can be awarded if information is essentially correct but vague or incomplete. • Labels should not be awarded marks if they are contained within the description of a process. • If lines cross, mark labels as long as it is clear where each arrow goes • Marks should only be awarded for labels that can be unambiguously linked to a single arrow. 	15	Accept 'face-to-face' or 'in person' for 'by hand' but not vice versa.

Task 2	Answer	Mark	Guidance



Task 3	Answer	Marks	Guidance									
			Content	Levels of response								
	<p>AO4 is assessed through this task.</p> <table border="1" data-bbox="293 320 956 630"> <thead> <tr> <th data-bbox="293 320 488 352">AO4 Marks</th> <th data-bbox="488 320 956 352">Guidance</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 352 488 491">3</td> <td data-bbox="488 352 956 491">A strength and a weakness in the method(s) used identified or suggestions for improving own performance.</td> </tr> <tr> <td data-bbox="293 491 488 560">2</td> <td data-bbox="488 491 956 560">A strength <u>or</u> a weakness in the method(s) used identified.</td> </tr> <tr> <td data-bbox="293 560 488 630">1</td> <td data-bbox="488 560 956 630">Some comment made on the method(s) used.</td> </tr> </tbody> </table> <p>The quality of written communication is assessed through this task.</p> <p>Answers may include:</p> <p>Impacts on PLS</p> <ul style="list-style-type: none"> • possible reduction in checkout operators needed, reducing wage bill • cost of buying and installing equipment • need for increased security/increased 'shrinkage', as customer may not scan all items • checkout operators still needed to help customers and clear age restricted products • checkout operators will need training to use system • may lose customers who do not feel comfortable using self-service checkouts <p>Impact on staff</p> <ul style="list-style-type: none"> • some checkout staff may lose their job • checkout staff will need to learn new skills 	AO4 Marks	Guidance	3	A strength and a weakness in the method(s) used identified or suggestions for improving own performance.	2	A strength <u>or</u> a weakness in the method(s) used identified.	1	Some comment made on the method(s) used.	15		<p>Tiered response based on:</p> <p>H 9-12 Candidates will show a clear understanding of the task and include a detailed evaluation that includes both positive and negative impacts of replacing some checkouts with self-service checkouts.</p> <p>Examples are clearly applied to PLS, its staff and customers.</p> <p>The information will be presented in a structured and coherent form. There will be few if any errors in spelling, grammar and punctuation. Any technical terms will be used appropriately and correctly.</p> <p>M 5-8 Candidates will show some understanding of the task and include some evaluation that includes positive and negative impacts of replacing some checkouts with self-service checkouts. Their evaluation may be one-sided.</p> <p>Some examples are applied to PLS, its staff and customers.</p> <p>The information will be presented in a structured format. There may be occasional errors in spelling, grammar and punctuation. Any technical terms will be mainly correct.</p>
AO4 Marks	Guidance											
3	A strength and a weakness in the method(s) used identified or suggestions for improving own performance.											
2	A strength <u>or</u> a weakness in the method(s) used identified.											
1	Some comment made on the method(s) used.											

Task 3	Answer	Marks	Guidance	
			Content	Levels of response
	<ul style="list-style-type: none"> • overseeing self-service checkouts may be less monotonous than using standard checkout <p>Impact on customers</p> <ul style="list-style-type: none"> • quicker to go through self-service checkout, especially if only buying a few items • less queues, as more checkouts can be open in the evening, for example • may not like using self-service tills / prefer human interaction with checkout operator • may only be a couple of standard checkouts left (max of 6 in total per store), so may lead to longer queues for those not happy using self-service checkouts 			<p>L 1-4 Candidates will demonstrate a limited understanding of the task.</p> <p>Information may be a list of points, with little or no explanations or application to PLS.</p> <p>Information will be poorly expressed and there will be limited, if any, use of technical terms.</p> <p>Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0 marks – no relevant content.</p> <p>Guidance on identifying mark band:</p> <ul style="list-style-type: none"> • CS – response has been applied to case study • S – identifies impact on staff • P – identifies impact on PLS • C – identifies impact on customers • E – identifies expansions / explanations • + – identifies positive impact • - – identifies negative impact

Section A

Question		Answer	Mark	Guidance
1		<p>administration (1st) plus one of</p> <ul style="list-style-type: none"> dealing with correspondence ordering office supplies <p>finance (1st) plus one of</p> <ul style="list-style-type: none"> record income from supermarket sales / payments made to suppliers and staff wages arrange for payments to be made using online banking facility <p>purchasing (1st) plus one of</p> <ul style="list-style-type: none"> create purchase orders send purchase orders to suppliers reconcile delivery notes with purchase orders 	6	If a job role within the correct function is given, mark as 'too vague' but mark correct task. Accept administration/finance/purchasing department.
2		<p>Any four of</p> <ul style="list-style-type: none"> responsible for deciding which lorries will be used to deliver to which supermarket / allocates delivery to a particular lorry responsible for scheduling departures accesses delivery table via the LAN prints a delivery note and hands it to lorry driver 	4	

Question		Answer	Mark	Guidance
3		(i) checkout operator shelf filler	2	
		(ii) Either checkout operator reports to sales supervisor (1) sales supervisor reports to Store Manager (1) Store Manager reports to Sales and Marketing Director (1) Sales and Marketing Director reports to Managing Director (1) or shelf filler reports to stock supervisor (1) stock supervisor reports to Store Manager (1) Store Manager reports to Sales and Marketing Director (1) Sales and Marketing Director reports to Managing Director (1)	4	Must relate to one of the job roles identified in (i) Allow follow through for incorrect job roles in (i) provided these are at the bottom of the hierarchy
4	a	(i) hours worked	1	
		(ii) start and finish times recorded in signing-in book (1) Store Manager uses signing-in book to calculate hours work (1) emails list of staff members and hours worked to HR (1)	3	
	b	<u>look up</u> hourly rate using employee ID (1) <u>multiply</u> hourly rate by number of hours worked (that month) (1) <u>calculate</u> tax and NI (1) <u>subtract</u> tax and NI / other deductions (from gross pay) (1)	4	

Question		Answer	Mark	Guidance
5	(i)	<p>Any one from</p> <ul style="list-style-type: none"> EFTPOS terminals (1st) with touch screen/barcode reader/customer display screen/chip and pin card reader (1) at each checkout (1) connected in LAN (1) server (1st) in Store Manager's office (1) networked workstation (1st) used by Store Manager (1) (networked) laser printer (1st) used by Store Manager (1) router (1st) providing broadband access (1) 	2	
	(ii)	stock database / spreadsheet (1 st) stored on server (1)	2	
	(iii)	<p>Any one from</p> <ul style="list-style-type: none"> product code (1st) input when barcode scanned (by checkout operator) (1) number of boxes of each item required (1st) entered into spreadsheet order template (1) by Store Manager (1) 	2	
	(iv)	<p>Any one from</p> <ul style="list-style-type: none"> look up item record in stock database (1st) using product code (1) subtract one (1st) from number_in_stock field compare value in number_in_stock field for non-perishable goods (1st) with re-order level (1) add to re-order list (1st) if equal to the re-order level (1) 	2	
	(v)	<p>Any one from</p> <ul style="list-style-type: none"> re-order list for non-perishable goods (1st) printed out by Store Manager (1) report on perishable goods (for each section) (1st) showing items stocked and current value of number_in_stock field (1) printed by Store Manager at 4.00pm each day(1) order (1st) emailed to Warehouse Manager before 8.00 pm (1) 	2	

Question		Answer	Mark	Guidance
6	a	<p>Any one strength explained eg</p> <ul style="list-style-type: none"> accurate records of stock entering and leaving the warehouse (1) because goods scanned in and out using PDTs (1) wireless LAN used (1) so stock database updated immediately barcodes are scanned (1) 	2	
	b	<p>Any one weakness explained eg</p> <ul style="list-style-type: none"> goods effectively lost (1) because new staff don't know layout / put them in the wrong place (1) takes a long time for new staff to learn layout of warehouse (1) because of number of products sold and size of warehouse (1) high wage bill (1) because of large number of staff needed (1) 	2	

Question		Answer	Marks	Content	Guidance
					Levels of response
6	c	<p>Answers may include</p> <p>positive impacts on PLS</p> <ul style="list-style-type: none"> fewer 'lost' goods because system programmed to put them in the right place lower wage bill as fewer warehouse assistants required faster re-stocking of warehouse because goods ordered automatically <p>negative impacts on PLS</p> <ul style="list-style-type: none"> cost of installation because automated system will be expensive to buy / will need the warehouse to be totally refitted may be less control over what is ordered because this is done automatically cost of redundancy payments because fewer staff are needed <p>positive impacts on staff</p> <ul style="list-style-type: none"> remaining staff will have a safer working environment staff may gain new skills in programming/maintaining automated system <p>negative impact on staff</p> <ul style="list-style-type: none"> may be made redundant because fewer warehouse assistants needed 	6	<p>Guidance for identifying mark band</p> <p>C – impact on PLS S – impact on staff + - positive impact - – negative impact e – explanation or expansion</p>	<p>H 5-6 Candidates will show a clear understanding of the question and include a detailed and balanced discussion of both positive and negative impacts on PLS and its staff of introducing automated systems in the warehouse.</p> <p>Examples are clearly applied to PLS and its staff.</p> <p>M 3-4 Candidates will show some understanding of the question and include some discussion of positive and negative impacts on PLS and its staff of introducing automated systems in the warehouse. Their discussion may be one-sided.</p> <p>Some examples are applied to PLS and its staff.</p> <p>L 1-2 Candidates will demonstrate a limited understanding of the question.</p> <p>Information will be a list of points with little or no discussion or application to PLS.</p> <p>0 marks – no relevant content</p>

Question	Answer	Mark	Guidance
7	<p>Any three from</p> <ul style="list-style-type: none"> • include questions about direct marketing on data collection form (1st) so that customers can opt out if they wish (1) • request only the information necessary to operate the loyalty scheme (on data collection form) (1st) so that the data collected is adequate, relevant and not excessive for the purpose (1) • put security measures in place (1st) so that the personal data is protected against unauthorised/unlawful processing / accidental loss/damage/destruction (1) • send copy of data held to customer at intervals (1st) so that they can check it for accuracy and update it (1) • remove a customer's data from the system if they leave the scheme (1st) so that data is not kept longer than necessary (1) • provide details of the data controller to customers (1st) so that they can write to request access to the data stored about them (1) 	6	

Section B

Question		Answer	Mark	Guidance
8		to make a profit (1) eg by selling goods or services,/ for owners or shareholders (1)	2	Do not need eg both goods and services
9	a	Any two purposes described eg <ul style="list-style-type: none"> • send confirmation to individual customer (1) when they have placed an order (1) • send marketing material to all customers (1) by using the group facility to send the same email to all (1) 	4	
	b	Any two problems explained eg <ul style="list-style-type: none"> • may need to employ more staff (1) due to the large number of emails received (1) • customers may not receive or read marketing emails (1) because they are treated as SPAM (1) • communication may not be effective (1) as customers may not check their email regularly (1) 	4	Must relate to company use of email, not own personal use.

Question		Answer	Mark	Guidance
10	a	<p>Any one positive effect explained eg</p> <ul style="list-style-type: none"> increased interaction with family/neighbours (1) if they don't have to travel to work (1) may become more motivated (1) because they are not directly supervised/are their own boss (1) greater flexibility (1) can fit work around family (1) 	2	
	b	<p>Any two negative effects explained eg</p> <ul style="list-style-type: none"> may become less motivated (1) due to lack of direct supervision (1) problems may take longer to solve (1) as less opportunity to share experiences and discuss ideas (1) employees may feel isolated (1) due to reduced social interaction at work (1) 	4	
	c	<p>Any one benefit explained eg</p> <ul style="list-style-type: none"> lower overheads (1) as smaller premises can be used/lower energy bills (1) staff may be more productive (1) because they are in a more comfortable environment / are more motivated (1) <p>Any one limitation explained eg</p> <ul style="list-style-type: none"> less control over workforce (1) because not directly supervised (1) increased cost of communications (1) because they will need to contribute to staff phone/internet bills (1) 	4	

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