



GCE

Applied Business

Unit **F243**: The Impact of Customer Service

Advanced Subsidiary GCE

Mark Scheme for June 2015

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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Annotations

	The response given is 'Unclear' to the marker.
	'Benefit of doubt' but credit given.
	To indicate the response is in 'Context' of the relevant case study.
	Response is incorrect, no credit can be given.
	Use for Level of response answers to indicate Level 1.
	Use for Level of response answers to indicate Level 2.
	Use for Level of response answers to indicate Level 3.
	Use for Level of response answers to indicate Level 4.
	The response is not incorrect but has 'Not answered the question'.
	Own figure rule. Use where indicated in the mark scheme.
	'Repeat' Response repeats the same marking point.
	'Noted but no credit given' or to indicate all or part blank answer pages have been seen by the marker.
	Correct point/answer. Credit can be given.
	No use of context/Context cannot be awarded

Subject-specific marking instructions**Testing of QWC**

In this external assessment the assessment of QWC will take place in Question 2a which is a levels of response question and carries 12 marks.

Marks are embedded within this question for assessing the quality of written communication. The following criteria are embedded within the levels of response for Question 2a.

Level 4:

Ability to present relevant material in a well planned and logical sequence. Material clearly structured using appropriate business terminology confidently and accurately. Sentences, consistently relevant are well structured in a way that directly answers question. There will be few, if any errors of grammar, punctuation and spelling.

[4 marks representing the appropriate level of written communication are embedded in this level of response].

Level 3:

Ability to present relevant material in a planned and logical sequence. Appropriate business terminology used. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

[3 marks representing the appropriate level of written communication are embedded in this level of response]

Level 2:

Limited ability to organise relevant material. Some appropriate business terminology used. Sentences are not always relevant with material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.

[2 marks representing the appropriate level of written communication are embedded in this level of response]

Level 1:

Ability to communicate at least one point using some appropriate business terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[1 mark representing the appropriate level of written communication is embedded in this level of response]

Question		Answer	Mark	Guidance
1	a	<p>Indicative content:</p> <ul style="list-style-type: none"> • A customer is anyone who receives/buys/purchases a product or service. 	1	<p>A01:1</p> <p>For one mark.</p>
1	b	<p>Indicative content:</p> <ul style="list-style-type: none"> • encourages repeat business • improves customer loyalty • improves reputation • supports business growth • gives an edge over competition • attract new customers • increases profit • staff will be proud to work there • motivates workforce. <p>Exemplar response: Eg. Effective customer service is important to <i>FDP</i> because it improves customer loyalty (1). This means customers will choose to go to <i>FDP</i> rather than to go to a competitor (1).</p>	6	<p>AO1:3 AO2:3</p> <p>One mark for each correct identification up to a maximum of three identifications, plus a further one mark for each of three explanations.</p> <p>Context must be at least implicit.</p> <p>Direction of the effect is required to award marks. Eg. Increases, improves.</p>
1	c	<p>Indicative content:</p> <ul style="list-style-type: none"> • older people/60 and over • (local) families • children • (busy) professionals • people with special needs. 	4	<p>AO2:4</p> <p>One mark for each correct identification up to a maximum of four identifications.</p> <p>Must be in case study.</p> <p>Candidates must answer in context.</p> <p>Accept 'families with children' for two marks.</p> <p>Do not accept business consultant or any member of staff.</p>

Question			Answer	Mark	Guidance
1	c	ii	<p>Indicative content:</p> <ul style="list-style-type: none"> • clean reception area • toys provided for children • play relaxing music/relaxed environment • provide newspapers and magazines • hygienic practice • polite/professional staff • knowledgeable/qualified staff • Jeremy's manner is relaxed • Beverley explains what is going to happen • open lunchtimes • staff go on training courses • investment in new equipment • different product ranges • ramp access. 	4	<p>AO2:4</p> <p>One mark for each correct identification up to a maximum of four identifications.</p> <p>Candidates must answer in context, may be implicit.</p> <p>Must be in case study.</p>
1	d		<p>Indicative content:</p> <ul style="list-style-type: none"> • open later in the day/evenings • open on Saturday • combine dentist and hygiene appointments • introduce more products • make online bookings • beauty therapy • massage • create a code of practice • use a mystery shopper • specialist equipment for special needs • website for information • change computer position • toys picked up. 	4	<p>AO2:4</p> <p>One mark for each correct identification up to a maximum of four identifications.</p> <p>Candidates must answer in context.</p> <p>Do not award make sure hygiene services always available/train staff, make sure jasmine shows up, all staff use the computer booking system.</p>

Question		Answer	Mark	Guidance
2	a*	<p>Use level of response criteria.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • promotional tool • raise additional revenue • see images of the team • website can be viewed globally • busy professional patients are more likely to use the website • do not have to rely on people answering the phone • not all patients will have access to the Internet • costly to set up • costly to run • employ someone to design and run the website • it will take time to manage the website • could present legal problems • will look poor if not regularly updated. <p>Exemplar response:</p> <p>Eg. A website can help customers find out information which will help improve customer service (L1) but it can be costly to set up and run (L1). People would be able to make appointments to see the dentist/hygienist (CONT) without having to make a phone call as sometimes calls are not answered (CONT) (L2). This means that patients will be provided with a higher level of customer service (L3). However, the website is costly to set up as <i>FDP</i> would have to pay for a website designer as the staff are not trained (CONT) (L2). This money could be spent on other training or investing in further improvements such as those made in improving access (CONT) (L2). However, it could be used as a good promotional tool (L2) leading to more people knowing about the practice and making more appointments (L3). <i>FDP</i> should set up a website which</p>	12	<p>AO1:3 AO2:3 AO3:3 AO4:3</p> <p>QWC is assessed in the part of the question.</p> <p>Level 4: [10-12 marks] Candidate evaluates whether prioritising the introduction of a website would improve <i>FDP</i>'s overall customer service.</p> <p>Level 3: [7-9 marks] Candidate analyses the benefits and drawbacks of prioritising the introduction of a website would improve <i>FDP</i>'s overall customer service.</p> <p>Level 2: [4-6 marks] Candidate applies knowledge and understanding of the benefits and drawbacks of the introduction of a website would improve <i>FDP</i>'s overall customer service.</p> <p>Level 1: [1-3 marks] Candidate identifies the benefits and drawbacks of the introduction of a website would improve customer service with no use of context.</p> <p>Please indicate each time a candidate achieves a particular level as this will help to allocate marks within that level.</p> <p>Context should be annotated every time L2/L4 is awarded with the (CONT) annotation.</p> <p>Non-contextual answer max Level 1.</p> <p>L2: Must contain more context than just name-dropping, e.g. make appointments, calls not answered.</p>

Question		Answer	Mark	Guidance
		can accept on-line bookings as this should attract more patients and meet the needs of existing patients (CONT) which in the long term outweighs the cost of setting it up (L4).		
2	b	<p>Indicative content:</p> <ul style="list-style-type: none"> • to ensure that it is meeting the needs of its customers • to maintain a competitive edge • to know what its customers want/need • to know what new markets could be open to it • to understand how its product/services are performing. 	4	<p>AO1:4</p> <p>One mark for each correct identification up to a maximum of four identifications.</p> <p>Context must be at least implicit.</p> <p>Must relate to <i>FDP</i>.</p> <p>Beware repeats.</p> <p>Do not award 'increases customer satisfaction'.</p>
2	c	<p>Indicative content:</p> <ul style="list-style-type: none"> • paper based • on-line/web based • telephone • face to face • email • postal. 	3	<p>AO1:3</p> <p>One mark for each correct identification up to a maximum of three identifications.</p> <p>Do not award 'survey'.</p>
3	a	<p>Indicative content:</p> <ul style="list-style-type: none"> • price • value for money • reliability • staffing levels • cleanliness • hygiene • provision for individual needs 	5	<p>AO1:5</p> <p>One mark for each correct identification up to a maximum of five identifications.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> provision for special needs customer retention/repeat business number of complaints sales volume. customer satisfaction/service rating 		
3	b	<p>Use level of response criteria.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> customers make suggestions and put them in a box suggestions are read management can act on the feedback <i>FDP</i>'s suggestion box had 14 comments some were not helpful not receiving good level of customer service does not open on Saturday or later in the day Jeremy does not know who filled them in cannot ask follow up questions difficult to read writing limited feedback may not provide enough information to act on. <p>Exemplar response:</p> <p>Eg. A suggestion box allows customers to make comments by writing on pieces of paper and putting them in a box (L1). The suggestion box in <i>FDP</i>'s reception area (CONT) only had 14 responses (CONT) (L2). Some of the comments were helpful as it brought to Jeremy's attention some issues, such as not opening on Saturday, which he could review to try and increase the number of patients (L3). However, some of the papers were difficult to read (CONT) (L2) which meant that the views of the customer could not be taken into account (L3). Also, suggestion boxes do not allow people to explain their answer in depth</p>	12	<p>AO1:3 AO2:3 AO3:3 AO4:3</p> <p>Level 4: [10-12 marks] Candidate evaluates the extent to which the suggestion box is an appropriate technique to improve customer retention at <i>FDP</i>.</p> <p>Level 3: [7-9 marks] Candidate analyses the suggestion box as an appropriate technique to improve customer retention at <i>FDP</i>.</p> <p>Level 2: [4-6 marks] Candidate applies knowledge and understanding of the appropriateness of the suggestion box is an appropriate technique to improve customer retention at <i>FDP</i>.</p> <p>Level 1: [1-3 marks] Candidate identifies the benefits and drawbacks of a suggestion box is a technique to improve customer retention with no use of context.</p> <p>Please indicate each time a candidate achieves a particular level as this will help to allocate marks within that level.</p> <p>Context should be annotated every time L2/L4 is awarded with the (CONT) annotation.</p> <p>Non-contextual answer max Level 1.</p> <p>L2: Must contain more context than just name-dropping, e.g. 14 responses, no late night opening, difficult to read.</p>

Question		Answer	Mark	Guidance
		<p>(L2) which is a problem for Jeremy as he wants to find out why people are saying things (L3). Overall, using a suggestion box has not been very successful because having only 14 responses (CONT) is not going to provide enough information to be of any real benefit (L4). The use of a mystery shopper which has been suggested by Beverley (CONT) is possibly a better option as more useful information could be provided (L4).</p>		
4	a	<p>Indicative content:</p> <ul style="list-style-type: none"> • <i>FDP</i> could be reported to the Information Commissioner's Office (ICO) • bad/poor reputation • loss of business • protests by clients • clients could move to another practice • could be fined • could lose licence to practise. <p>Exemplar response:</p> <p>Eg. If a business does not comply with the Data Protection Act then it could be reported to the ICO (L1). At the moment all patient information is stored on a password protected computer (CONT) known only to <i>FDP</i>'s employees (CONT) which should help to prevent the Data Protection Act being broken (L2). However, if personal information does become available, perhaps through a new website, (CONT) then <i>FDP</i> could be fined (L3).</p>	9	<p>AO1:3 AO2:3 AO3:3</p> <p>Level 3: [7-9 marks] Candidate analyses the consequences to <i>FDP</i> if staff break the Data Protection Act.</p> <p>Level 2: [4-6 marks] Candidate applies knowledge and understanding of the consequence(s) to <i>FDP</i> if staff break the Data Protection Act.</p> <p>Level 1: [1-3 marks] Candidate identifies the consequence(s) of breaking the Data Protection Act with no use of context.</p> <p>Please indicate each time a candidate achieves a particular level as this will help to allocate marks within that level.</p> <p>Context should be annotated every time L2 is awarded with the (CONT) annotation.</p> <p>Non-contextual answer max Level 1.</p> <p>L2: Must contain more context than just name-dropping, e.g. password protected, new website.</p>

Question		Answer	Mark	Guidance
4	b	<p>Exemplar responses eg:</p> <ul style="list-style-type: none"> • Sale of Goods Act/Sale and Supply of Goods Act (1) which states that products must be of satisfactory quality (1) • Supply of Goods and Services Act (1) which relates to reasonable time, skill and care (1) • Trades Description Act (1) which relates to false advertising claims (1) • Weights and Measures Act (1) which relates to the accuracy of quantities (1) • Health and Safety at Work Act (1) which relates to duty of care (1) • Equality Act (1) relates to equal rights for all (1) • Consumer Protection Act (1) which relates to product safety (1). 	8	<p>AO1:4 AO2:4</p> <p>One mark for each correct identification up to a maximum of four identifications, plus a further one mark for each of four descriptions.</p> <p>The identification must be correct for the additional mark to be awarded.</p>
5	a	i	<p>Exemplar responses eg:</p> <p>A code of practice is a voluntary set of rules which can be used to set common standards.</p> <p>A code of practice is something customers use as a guide to the level of service which they can expect.</p>	<p>AO1:1</p> <p>For one mark.</p>
5	a	ii	<p>Indicative content:</p> <ul style="list-style-type: none"> • different standards • Jasmine appears to do what she wants • motivates staff • it shows a commitment to customer service • helps new employees know the culture of the business • compares staff performance with standards • it can be used as the basis for training. 	<p>AO2:3</p> <p>One mark for each valid point of explanation up to a maximum of three explanation points, but allow development.</p> <p>Do not accept 'Makes customers happy'.</p> <p>Accept generic answer.</p>

Question		Answer	Mark	Guidance
		<p>Exemplar response:</p> <p>Eg. A code of practice can be used to make sure that all the team at FDP know what is required of them (1) which will be useful as Jasmine seems to do just as she wants (1). This can help to ensure that all patients receive the same minimum level of service (1).</p>		
5	b	<p>Indicative content:</p> <ul style="list-style-type: none"> • training • pricing strategies • customer retention schemes • provision for special needs • provision for customer feedback. 	4	<p>AO1:4</p> <p>One mark for each correct identification up to a maximum of four identifications.</p> <p>Context must be at least implicit.</p>
5	c	<p>Indicative content</p> <ul style="list-style-type: none"> • Trading Standards • Citizens Advice • Police • Court • Office of Fair Trading • Solicitor • Local authority/council • General Dental Council • British Dental Association. 	4	<p>AO1:4</p> <p>One mark for each correct identification up to a maximum of four identifications.</p> <p>Context must be at least implicit.</p> <p>Do not award 'look online' or other media route.</p>
5	d	<p>Indicative content</p> <ul style="list-style-type: none"> • deal with complaints • understand the law • more aware of customer needs • provide customers with the right product for their needs • retain customers • attract customers • communicate better with customers 	4	<p>AO1:2 AO2:2</p> <p>One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations.</p> <p>Context must be at least implicit.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> repeat business create new ideas build team working improve product knowledge. <p>Exemplar response: Eg. <i>FDP</i>'s staff will understand customer needs better (1) which will mean that they can provide the customers with a better service and possibly increase repeat business for <i>FDP</i> (1).</p>		
5	e	<p>Indicative content:</p> <p>Beverley:</p> <ul style="list-style-type: none"> ambitious qualified experienced full time has ideas behaves professionally. <p>Jeremy:</p> <ul style="list-style-type: none"> qualified experienced relaxes patients innovative good reputation invests in his staff invests in his business ambitious. <p>Kerry:</p> <ul style="list-style-type: none"> forgetful works part time has been trained polite looks after patients 	12	<p>AO1:3 AO2:3 AO3:3 AO4:3</p> <p>Level 4: [10-12 marks] Candidate evaluates the contribution each member of the team makes to <i>FDP</i>'s commercial success.</p> <p>Level 3: [7-9 marks] Candidate analyses the contribution each member of the team makes to <i>FDP</i>'s commercial success.</p> <p>Level 2: [4-6 marks] Candidate applies knowledge and understanding to the contribution each member of the team makes to <i>FDP</i>'s commercial success.</p> <p>Level 1: [1-3 marks] Candidate identifies the contribution each member of a team makes to commercial success with no use of context.</p> <p>Please indicate each time a candidate achieves a particular level as this will help to allocate marks within that level.</p> <p>Context should be annotated every time L2/L4 is awarded with the (CONT) annotation.</p> <p>Non-contextual answer max Level 1.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • behaves professionally. <p>Jodie:</p> <ul style="list-style-type: none"> • not fully trained • cannot use the computer system • behaves professionally • wears uniform outside of work • polite. <p>Jasmine:</p> <ul style="list-style-type: none"> • works part time • does not often help in reception • sometimes does not come into work • behaves professionally. <p>Exemplar response:</p> <p>Eg. All staff of any business must contribute to its commercial success. This can be done by being enthusiastic or knowledgeable or professional (L1). It is clear that Jeremy, who is a qualified dentist, and Beverley, who is a qualified dental nurse (CONT), contribute a lot more than others to the running of <i>FDP</i> (L2). This means that <i>FDP</i> is very reliant on these two people which is not a good position to be in should one of them not be able to work because they are ill. This could have an adverse impact on meeting the needs of <i>FDP</i>. (L3).</p> <p>Jodie, Jasmine and Kerry all work part time (CONT) which means that they are not able to contribute as much to <i>FDP</i> (L2). This could mean that new ideas or initiatives might not be suggested or implemented which is vital to <i>FDP</i>'s commercial success (L3). However, they are all very polite and professional (CONT) (L2) and they have all been trained or are in the process of being trained (L2). This could compensate for any shortfalls they have, but only if Jeremy and Beverley continue to have the greatest input into the high level of customer service provided at <i>FDP</i> (L3). Overall it can be seen that <i>FDP</i> relies too much on two people which is not a good commercial position</p>		L2: Must contain more context than just name-dropping, e.g. qualified, reputation, has ideas, only works part time

Question		Answer	Mark	Guidance
		<p>(L3). Jeremy should consider taking on more staff in order for <i>FDP</i> to become less reliant on himself and Beverley as managers (CONT) (L4). This should mean that <i>FDP</i> can be more effective and responsive to patient's needs and help to develop the commercial aspect of <i>FDP</i> through, for example, introducing a new range of products or services (CONT) (L4).</p>		

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