

## **Applied Business**

General Certificate of Secondary Education

Unit **A243**: Working in Business

### **Mark Scheme for January 2013**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Context
	Cross
	Level 1
	Level 2
	Level 3
	Not answered question
	Own figure rule
	Repeat
	Noted but no credit given
	Too vague
	Tick
	Development of point

Question		Answer	Marks	Guidance
1	(a)	Has more than two layers  1 mark for the correct identification	1	For one mark <b>Grade: EFG</b> <b>Annotation:</b> ✓ for correct response AO2
	(b)	A – Deputy Head B – Faculty Head Science C – Deputy Head of Maths Faculty D – 9 Humanities staff	4	One mark for each correct identification up to a maximum of four identifications. Exactly as per the mark scheme. <b>Grade: EFG</b> <b>Annotation:</b> ✓ for correct response AO2
	(c)	Span of control is the number of employees for which a manager is responsible (1), e.g. The Deputy Head of the Communications Faculty is responsible for ten Communications staff. (1)	2	One mark for a correct explanation plus a further one mark for an appropriate example OR 1 mark for correct example. <b>Grade: CDEFG</b> <b>Annotation:</b> : ✓ and ✓ and ✓+ for correct response  Candidates must use an example from the structure in part (b) to gain the second mark.  AO1 AO2
	(d)	<ul style="list-style-type: none"> <li>• Each functional area can work as a team (1) which will give greater ownership (1)</li> <li>• Working in teams will motivate the workers (1) which will make the functional areas more productive (1)</li> <li>• Training can be carried out in functional areas (1) which will make it more focussed (1)</li> <li>• There are clear promotion paths through the functional area (1) which motivates the employees (1)</li> </ul>	4	One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations. Bear in mind this question aimed at higher end candidates. <b>Grade: A*ABCD</b> <b>Annotation:</b> ✓ and ✓ and ✓+ for correct response  AO2  Accept both positive and negative effects of the change from a hierarchical to a functional organisational structure.

Question		Answer	Marks	Guidance	
				Content	Levels of response
2*		<p><b>Indicative content:</b></p> <p><b>Name:</b> Ben French  <b>Qualifications:</b> 10 GCSE, 3 A Levels, and a degree in maths  <b>Present Employment:</b> Maths teacher for one year  <b>Skills:</b> I am a brilliant teacher and I would make a fantastic Head of Department. I prepare and mark work and I am quite good at rugby.  <b>Personal Qualities:</b> Good at meeting deadlines, good at making people do what I want. I am very honest and resourceful.</p> <p><b>Name:</b> Jenny Urso  <b>Qualifications:</b> 8 GCSEs, 2 A Levels and a degree in accountancy  <b>Present employment:</b> Maths teacher for 6 years and an acting head of Maths for one term.  <b>Skills</b> I have been an acting head of Maths for one term in my current school.  <b>Personal Qualities:</b> I love working with other people and I am able to get them to work for me. I make good decisions and am able to plan my work well.</p> <p><b>Name:</b> Francis Napier  <b>Qualifications:</b> 10 GCSE, 2 A Levels and a degree in Maths and Computing.  <b>Present employment:</b> Deputy Head of Maths (teaching 10 years)</p>	8	<p><b>Level 3 8 marks</b>            Makes a judgement on the information about two or more of the candidates in <b>Text 2</b> in the context of obtaining the post of Head of the Maths Faculty.  <b>AND</b> shows why the other candidates are not suitable.</p> <p><b>7 marks</b>            Makes a judgement on the information about one of the candidates in <b>Text 2</b> in the context of obtaining the post of Head of the Maths Faculty.</p> <p><b>6 marks</b>            Analyses the information about two or more of the candidates in <b>Text 2</b> in the context of obtaining the post of Head of the Maths Faculty.</p> <p><b>5 marks</b>            Analyses the information about one of the candidates in <b>Text 2</b> in the context of obtaining the post of Head of the Maths Faculty.</p> <p><b>Level 2 4 marks</b>            Candidate explains two pieces of information from <b>Text 2</b> in the context of the post of the Head of the Maths Faculty.</p>	<p><b>Grade: A*ABCDEFG</b>  <b>Annotation: L1, L2 L3</b></p> <p><b>Level 3 (5–8 marks)</b>            Candidate makes reasoned judgements regarding the correct candidate for the post of the Head of the Maths Faculty.            NB. If candidate only analyses with not appropriate conclusions, a maximum 6 marks can be awarded.</p> <p>Candidate shows ability to present the relevant material in a well planned and logical sequence. Material is clearly structured using appropriate business terminology confidently and accurately. Sentences, consistently relevant, are well structured in a way which directly answers the question. There will be few, if any errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (3–4 marks)</b>            Candidate explains information on the candidates for the post of the Head of the Maths Faculty. Candidate shows the ability to present relevant material in a planned and logical sequence. Appropriate business terminology</p>

Question		Answer	Marks	Guidance	
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		<p><b>Skills:</b> I am an excellent teacher who always tries to get the best out of my students. I have had experience in planning and leading meetings.</p> <p><b>Personal Qualities:</b> I will make a good head of faculty as people follow me. I am also able to accept ideas from others and support my fellow workers when they have difficulties.</p> <p>All three applicants have teaching qualifications.</p> <p><b>Exemplification</b> Choice: Jenny Urso</p> <p>Jenny Urso has been a Maths teacher for 6 years and has had some experience of being a Head of Department (L1). This means that not only does she have the ability to teach the Maths but also has an idea of the management role she will be required to fill. (L2) This means that Jenny Urso could be a good candidate for the post because of her length of service and the management experience. The accountancy degree could be useful to the school if they wanted to expand the curriculum and this would be a subject which could be popular to the high achievers. (L3)</p> <p>(Exemplification for one of the alternatives as <b>Francis Napier</b> should be marked as a correct choice.)</p>		<p><b>3 marks</b> Candidate explains one piece of information from <b>Text 2</b> in the context of the post of the Head of the Maths Faculty.</p> <p><b>Level 1</b> <b>2 marks</b> Candidate correctly identifies two or more pieces of information from <b>Text 2</b>.</p> <p><b>1 mark</b> Candidate correctly identifies one piece of information from <b>Text 2</b>.</p> <p>Candidates can access Level 2 straight away</p>	<p>is used. Sentences, for the most part relevant, are presented in a balanced, logical and coherent manner which answers the question. There will be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–2 marks)</b> Candidate identifies the information that is included on the candidates' CV for the Head of the Maths Faculty.</p> <p>Candidate shows 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 the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks = no response or response does not address the question</p> <p>ORF for wrong choice but must be well explained by candidates.</p>

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## Mark Scheme

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Question	Answer	Marks	Guidance																																										
3 (a)	<table border="1"> <thead> <tr> <th colspan="7">PAYSHEET</th> </tr> </thead> <tbody> <tr> <td colspan="2">Tax date: 16 January 2013</td> <td colspan="5">Employee Name: Benny Santiago (1)</td> </tr> <tr> <td>Nat Ins No: HD395068G</td> <td>Tax code: BR</td> <td colspan="3"></td> <td colspan="2">Employee No: M345 (1)</td> </tr> <tr> <td>Basic pay</td> <td>Hours 36</td> <td>Rate £6.00</td> <td>Gross Pay £216.00</td> <td>Tax Amount £30.00</td> <td>National Insurance £12.00</td> <td>Total Deductions £42.00 (1)</td> </tr> <tr> <td>Net Pay: £174.00 (1) OFR</td> <td colspan="2">1 mark for all three correct</td> <td colspan="4"></td> </tr> <tr> <td colspan="7">One mark for each correct identification up to a maximum of five identifications</td> </tr> </tbody> </table>	PAYSHEET							Tax date: 16 January 2013		Employee Name: Benny Santiago (1)					Nat Ins No: HD395068G	Tax code: BR				Employee No: M345 (1)		Basic pay	Hours 36	Rate £6.00	Gross Pay £216.00	Tax Amount £30.00	National Insurance £12.00	Total Deductions £42.00 (1)	Net Pay: £174.00 (1) OFR	1 mark for all three correct						One mark for each correct identification up to a maximum of five identifications							5	<p>One mark for each correct identification up to a maximum of five identifications</p> <p><b>Grade: EFG</b> <b>Annotation:</b> ✓ for correct response</p> <p>Only penalise incorrect use of units once thereafter OFR.</p> <p>Note one instance of OFR.</p> <p>AO1</p>
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(c)	<p>Cheques need to be cleared (that is moved from one bank account to another ) (1)            It will take between three to five days (1) and so it will not be available immediately to Benny. (1)</p>			2	Up to two marks <b>Grade: A*ABCD</b> <b>Annotation:</b> ✓ for correct response  AO1 AO2																						
(d)	<table border="1"> <caption>Profit and Loss Statement 31 December 2012</caption> <tbody> <tr> <td>Sales</td> <td>£150 000 (1)</td> </tr> <tr> <td>Cost of sales</td> <td>£ 70 000 (1)</td> </tr> <tr> <td>Gross Profit</td> <td>£80 000 (1)</td> </tr> <tr> <td>Expenses</td> <td></td> </tr> <tr> <td>1. Wages</td> <td>£ 20 000</td> </tr> <tr> <td>2. Advertising</td> <td>£ 5 000</td> </tr> <tr> <td>3. Utilities</td> <td>£ 7 000</td> </tr> <tr> <td>4. Insurance</td> <td>£ 3 000</td> </tr> <tr> <td></td> <td>(1)</td> </tr> <tr> <td>Net Profit/Loss</td> <td>£ 35 000 (1)</td> </tr> <tr> <td></td> <td>£ 45 000 (1) OFR</td> </tr> </tbody> </table>			Sales	£150 000 (1)	Cost of sales	£ 70 000 (1)	Gross Profit	£80 000 (1)	Expenses		1. Wages	£ 20 000	2. Advertising	£ 5 000	3. Utilities	£ 7 000	4. Insurance	£ 3 000		(1)	Net Profit/Loss	£ 35 000 (1)		£ 45 000 (1) OFR	6	<b>Grade: CDEFG</b> <b>Annotation:</b> ✓ for correct response  Net profit/Loss OFR  1 mark for each correct response up to a maximum of 6 marks  AO1 AO2
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(e)*		<p><b>Indicative content:</b></p> <p><b>Uses</b></p> <ul style="list-style-type: none"> <li>• More professional format</li> <li>• Can easily be edited</li> <li>• Can use formulas</li> <li>• Recalculation is possible</li> <li>• What...if scenarios are possible</li> <li>• Save for future reference</li> <li>• Can look at previous years to get an idea of trends</li> <li>• Financial statements could be accessed any time anywhere</li> <li>• Staff would need training</li> <li>• Training will cost <i>Mestoe High School</i> money</li> <li>• Computers cost money</li> <li>• Could be hacked or pick up viruses if they are not protected properly.</li> <li>• Computer users could become complacent and not check the data which could cause mistakes.</li> </ul> <p>ICT can be used to obtain a more professional appearance (L1) which if it was presented to a bank manager or shareholders (L2) would give a better impression than using figures on paper produced by using a calculator. (L3) When using spreadsheet formulas will be used to create the totals (L1) and if these are accurate then the total will be correct (L2). If not these can be easily</p>	8	<p><b>Level 3</b> <b>8 marks</b> Makes a judgement about the use of ICT in the context of creating financial statements which is supported by the previous correct analysis of one advantage AND disadvantage.</p> <p><b>7 marks</b> Makes a judgement about the use of ICT in the context of creating financial statements which is supported by the previous correct analysis of one advantage OR disadvantage.</p> <p><b>6 marks</b> Analyses one advantage AND disadvantage of using ICT in the context of creating financial statements.</p> <p><b>5 marks</b> Analyses one advantage OR disadvantage of using ICT in the context of creating financial statements.</p> <p><b>Level 2</b> <b>4 marks</b> Candidate explains an advantage AND disadvantage of using ICT in the context of creating financial statements.</p> <p><b>3 marks</b> Candidate explains one advantage OR disadvantage of using ICT in the context of creating financial statements.</p>	<p><b>Grade: A*ACDEFG</b> <b>Annotation: L1 L2 L3</b></p> <p><b>Level 3 (5–8 marks)</b> Candidate makes reasoned judgements about the use of ICT when creating financial statements.</p> <p>NB. If candidate only analyses with not appropriate conclusions, a maximum 6 marks can be awarded.</p> <p>Candidate shows ability to present the relevant material in a well planned and logical sequence. Material is clearly structured using appropriate business terminology confidently and accurately. Sentences, consistently relevant, are well structured in a way which directly answers the question. There will be few, if any errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (3–4 marks)</b> Candidate explains the use of ICT when creating financial statements. Candidate shows the ability to present relevant material in a planned and logical sequence. Appropriate business terminology is used. Sentences, for the most part relevant, are presented in a</p>

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Question		Answer	Marks	Guidance	
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		edited (L1) without spoiling the overall effect (L2). Using ICT is a good idea for any business because it will allow it to look more professional in its production of financial documents and will portray them to their stakeholders as an efficiently run business (L3) However, if computer users become complacent they could enter data incorrectly (L1) which would make the financial statements inaccurate (L2) and this could give the wrong information to the stakeholders. For example, when the auditors check <i>Mestoe High School's</i> financial statements this could show that the school was not on top of their finances. (L3)		<p><b>Level 1</b>  <b>2 marks</b>  Candidate correctly identifies one advantage and one disadvantage or more of using of ICT.</p> <p><b>1 mark</b>  Candidate correctly identifies one advantage OR disadvantage when using ICT.</p> <p>Do not allow quick and easy without qualification.</p> <p>Candidates can access Level 2 straight away when linking to the context of creating financial statements</p>	<p>balanced, logical and coherent manner which answers the question. There will be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–2 marks)</b>  Candidate identifies the use of ICT when creating financial statements.</p> <p>Candidate shows 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 the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = no response or response does not address the question</p> <p>Context is preparing financial documents. Do not allow a straight repeat of profit and loss statement from the question.</p>

Question		Answer	Marks	Guidance
4	(a)	<p>Market research analyses the trends in markets (1). This will allow the business to investigate the areas (gaps) in the market in which it needs to develop. (1) Find out what customers want/need (1).</p> <p>1 mark for explanation 1 mark for extension</p>	2	<p>Up to two marks <b>Grade: CDEFG</b> <b>Annotation:</b> ✓ and ✓<sup>+</sup> for correct response</p> <p>AO1 AO2</p>
	(b)	Primary research	1	<p>For one mark <b>Grade: EFG</b> <b>Annotation:</b> ✓ for correct response</p> <p>AO2</p>
	(c)	<p>Students would like to buy healthy options from the dining room (1) as 30 % of 400 responses stated this fact.(1)</p> <p>Sandwiches would be more popular (1) as 40% of the sample said they would buy these from the dining room (1)</p> <p>This may encourage students to spend more in the dining room (1) as 70% spend between £0 and £2.</p> <p>This would also encourage more students to visit the dining room (1) as only 10% of the students visit every day and 20% never eat in the dining room (1)</p>	6	<p><b>Grade: CDEFG</b> <b>Annotation:</b> ✓ for identification of data from Text 4 and ✓<sup>+</sup> for expansion.</p> <p>Response could be a number of points OR points which have been expanded OR the major development of ONE point.</p> <p>AO2 AO3</p> <p>Only 2 marks max for taking 2 items of data from the table in Text 4.</p>

Question		Answer					Marks	Guidance																									
5	(a)	<table border="1"> <thead> <tr> <th>First Name</th><th>Surname</th><th>Address</th><th>Town</th><th>Postcode</th></tr> </thead> <tbody> <tr> <td>Bertie</td><td>Brent</td><td>3 More Close</td><td>Mestoe</td><td>ME34 8LO</td></tr> <tr> <td>Jimmy</td><td>Coleman</td><td>63 More Close (1)</td><td>Mestoe</td><td>ME34 8LO</td></tr> <tr> <td>Bryoie (1)</td><td>Brent</td><td>3 More Close</td><td>Mestoe</td><td>ME36 8KM</td></tr> <tr> <td>Tariq</td><td>Islam</td><td>77 High Road</td><td>Mestoe</td><td>MP37 8KJ (1)</td></tr> </tbody> </table>					First Name	Surname	Address	Town	Postcode	Bertie	Brent	3 More Close	Mestoe	ME34 8LO	Jimmy	Coleman	63 More Close (1)	Mestoe	ME34 8LO	Bryoie (1)	Brent	3 More Close	Mestoe	ME36 8KM	Tariq	Islam	77 High Road	Mestoe	MP37 8KJ (1)	3	<p>One mark for each correct identification up to a maximum of three identifications</p> <p><b>Grade: EFG</b></p> <p><b>Annotation:</b> ✓ for correct response</p> <p>AO1</p> <p>Bryoie – Bryony 63 More Close – 64 More Close MP37 8KJ – ME34 8KJ</p>
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	(b)	<p>Letters could be sent to the wrong address (1). This could mean that information would not be received by parents (1)</p> <p><i>Mestoe High School</i> would gain a poor reputation (1). This could mean that parents may lose confidence in the school (1)</p>					4	<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><b>Grade: CDEFG</b></p> <p><b>Annotation:</b> ✓ for correct response</p> <p>Candidate responses do not have to be only in the context of the student database BUT must focus on the importance of checking the accuracy.</p> <p>AO2 AO3</p>																									

Question	Answer	Marks	Guidance										
(c)	<table border="1"> <thead> <tr> <th>Job Role</th> <th>Task</th> </tr> </thead> <tbody> <tr> <td>Business Manager</td> <td>Word processing letters to the parents of the students at <i>Mestoe High School</i>.</td> </tr> <tr> <td>Administration Assistant</td> <td>Washing up in the school kitchen</td> </tr> <tr> <td>ICT Technician</td> <td>Plan the <i>Mestoe High School</i> yearly budget.</td> </tr> <tr> <td></td> <td>Updating the software on <i>Mestoe High School</i> ICT system.</td> </tr> </tbody> </table> <p>1 mark for correct identification</p>	Job Role	Task	Business Manager	Word processing letters to the parents of the students at <i>Mestoe High School</i> .	Administration Assistant	Washing up in the school kitchen	ICT Technician	Plan the <i>Mestoe High School</i> yearly budget.		Updating the software on <i>Mestoe High School</i> ICT system.	3	<p>One mark for each correct identification up to a maximum of three identifications</p> <p><b>Grade: EFG</b></p> <p><b>Annotation:</b> ✓ for correct response</p> <p>AO1</p>
Job Role	Task												
Business Manager	Word processing letters to the parents of the students at <i>Mestoe High School</i> .												
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Question	Answer	Marks	Guidance
(d)	<p>To: allparents@mestoe.co.sch.org</p> <p>Cc:</p> <p>Bcc: John Hodge, Headteacher</p> <p>Subject: student absence</p> <p>OR John Hodge OR john.hodge@mestoe.co.sch.org</p> <p>Priority: Normal ▾ Receipt: <input type="checkbox"/> On Read <input type="checkbox"/> On Delivery</p> <p><b>Signature</b> <b>Addresses</b> <b>Save Draft</b> <b>Send</b> <b>Check Spelling</b></p> <p>When students are absent parents should phone the school before registration. If parents would like school work for their child all subjects have put appropriate work on the school website which is <a href="http://www.mestoe.co.sch.org">www.mestoe.co.sch.org</a> When students return to school they must have a note in their planner to show their from tutor. Students must make sure that they catch up on any work they have missed when they were away.</p> <p>Exemplification of a 2 mark body of email response.</p> <p>Send</p>	4	<p><b>Grade: CDEFG</b></p> <p><b>Annotation:</b> ✓ for correct response PLUS CONT for the five points in the body.</p> <p>AO1/AO2</p> <p>1 mark for 2 points taken from the list produced in a logical order.</p> <p>2 marks for all 5 points taken from the list produced in a logical order.</p> <p>1 mark for appropriate format of the body creation of the email.</p> <p>No credit in the body for straight copying of bullet points</p>
6 (a)	<ul style="list-style-type: none"> <li>Students will be happy at school (1)</li> <li>Parents will not complain about the school (1)</li> <li>Brothers and sisters will also attend the school (1)</li> <li>So students and parents can positively promote the school (1)</li> <li>Move the students to another school if the parents are not kept happy (1)</li> </ul> <p>Can be generic response</p>	4	<p>One mark for each correct identification up to a maximum of four identifications</p> <p><b>Grade: EFG</b></p> <p><b>Annotation:</b> ✓ for correct response</p> <p>Students or parents</p> <p>AO1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)*	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>Parents not at all satisfied with the way they are greeted at the reception as 60% are not satisfied.</li> <li>Parents not at all satisfied with the quality of the reception area as 60% are not satisfied.</li> <li>Parents generally very satisfied with passing on messages as 40% of parents are very satisfied.</li> <li>Eighty percent of parents not at all satisfied with the way the reception staff answer the telephone</li> <li>Candidate's response should focus on the improvements needed in greeting customers, the quality of the reception area and the way the phone is answered.</li> <li>A*AB candidates could focus on the impression that the poor reception service could have on their attitude to Mestoe High School.</li> <li>All other information can be taken by candidates from the table in <b>Text 6</b></li> </ul> <p>Parents are not generally satisfied with the way that <i>Mestoe High School</i> presents itself at the reception area.</p>	8	<p><b>Level 3 8 marks</b> Makes a judgement having analysed two or more aspects from <b>Text 6</b> in context of whether the parents at <i>Mestoe High School</i> are happy with the quality of reception services. This must be supported by previous correct analysis.</p> <p><b>7 marks</b> Makes a judgement about one aspect from <b>Text 6</b> in context of whether the parents at <i>Mestoe High School</i> are happy with the quality of reception services. This must be supported by previous correct analysis.</p> <p><b>6 marks</b> Analyses one or more aspect from <b>Text 6</b> in context of whether the parents at <i>Mestoe High School</i> are happy with the quality of reception services.</p> <p><b>5 marks</b> Analyses one aspect from <b>Text 6</b> in context of whether the parents at <i>Mestoe High School</i> are happy with the quality of reception services OR summary analysis which is not specifically linked to the data.</p>	<p><b>Grade: A*ACDEFG</b> <b>Annotation: L1 L2 L3</b></p> <p><b>Level 3 (5–8 marks)</b> Candidate makes reasoned judgements about whether the parents are happy with the reception services at <i>Mestoe High School</i>.</p> <p>NB. If candidate only analyses with not appropriate conclusions, a maximum 6 marks can be awarded.</p> <p>Candidate shows ability to present the relevant material in a well planned and logical sequence. Material is clearly structured using appropriate business terminology confidently and accurately. Sentences, consistently relevant, are well structured in a way which directly answers the question. There will be few, if any errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (3–4 marks)</b> Candidate explains whether the parents are happy with the reception services at <i>Mestoe High School</i>.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>This can be shown by the eighty percent of parents (L1) not at all satisfied with the way that they are greeted when they visit the school. (L2) and this will reflect badly on the school as parents will obviously be very unhappy. (L3). Only 5 % are satisfied with the way they are dealt with when they phone the school (L2) and this is a very low figure. <i>Mestoe High School</i> must try and find ways to solve this problem, for example, they could train all the staff on telephone technique and also have a set of common phrases which would be used by the staff when answering the phone. (L3) The data is very limited and <i>Mestoe High School</i> will have to find out how the parents are dissatisfied with the service. It could be that staff are rude and disinterested or that if they cannot get hold of staff their messages are never delivered. (L3)</p>	<p><b>Level 2</b> <b>4 marks</b> Candidate explains two or more aspects from <b>Text 6</b> in context of whether the parents at <i>Mestoe High School</i> are happy with the quality of reception services.</p> <p><b>3 marks</b> Candidate explains one aspect from <b>Text 6</b> in context of whether the parents at <i>Mestoe High School</i> are happy with the quality of reception services.</p> <p><b>Level 1</b> <b>2 marks</b> Candidate correctly identifies two or more figures from <b>Text 6</b>.</p> <p><b>1 mark</b> Candidate correctly identifies one figure from <b>Text 6</b>.</p> <p>Candidates can access Level 2 straight away</p>	<p>Candidate shows the ability to present relevant material in a planned and logical sequence. Appropriate business terminology is used. Sentences, for the most part relevant, are presented in a balanced, logical and coherent manner which answers the question. There will be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–2 marks)</b> Candidate identifies the information whether the parents are happy with the reception services at <i>Mestoe High School</i>.</p> <p>Candidate shows 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 the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> = no response or response does not address the question</p>	

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