

## **Applied Business**

General Certificate of Secondary Education

Unit **A243**: Working in Business

### **Mark Scheme for June 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.

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## Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Context
	Level 1
	Level 2
	Level 3
	Not answered question
	Repeat
	Noted but no credit given also to be used on blank pages.
	Too vague
	Tick
	Development of point
	Own figure rule
	Cross

Question		Answer	Marks	Guidance	
1	(a)	Employee A – Billy Bounce (CEO)  Employee B – Craig George, Finance Director  Employee C – 4 Production Staff	3	<b>Grade: EFG</b> <b>Annotation:</b> ✓ for correct response	One mark for each correct identification up to a maximum of three identifications.  AO1 AO2
	(b)	<b>Correct response:</b> Flat	1	<b>Grade: EFG</b> <b>Annotation:</b> ✓ for correct response	For one mark
	(ii)	<b>Indicative content:</b> <ul style="list-style-type: none"> <li>• Easier co-ordination (1)</li> <li>• Easier communication (1)</li> <li>• More effective for promotion of new ideas (1)</li> <li>• Employees given more responsibility (1)</li> <li>• Shorter chain of command (1)</li> <li>• Easier decision making (1)</li> </ul>	1	<b>Grade: EFG</b> <b>Annotation:</b> ✓ for correct response	AO1 For one mark  Related to the business.  DO NOT allow response which could be applied to all structures.  OFR if incorrect response for 1bi
	(iii)	<b>Indicative content:</b> <ul style="list-style-type: none"> <li>• Managers span of control could be wide (1)</li> <li>• Employees could be confused (1)</li> <li>• Employees may not be aware of their roles (1)</li> <li>• Lower motivation as may no room for promotion (1)</li> </ul>	1	<b>Grade: EFG</b> <b>Annotation:</b> ✓ for correct response	AO1 For one mark  Related to the business.  DO NOT allow response which could be applied to all structures.  OFR if incorrect response for 1bi

Question		Answer	Marks	Guidance	
(c)		<p><b><u>Indicative content:</u></b></p> <ul style="list-style-type: none"> <li>• Chairing meetings of the directors (1)</li> <li>• Long term planning (1)</li> <li>• Lead the workforce (1)</li> <li>• Accountable to the shareholders (1)</li> <li>• Setting targets for directors</li> </ul>	2	<p><b>Grade: EFG</b>  <b>Annotation:</b> ✓ for correct response</p>	<p>AO2  One mark for each correct identification up to a maximum of two marks.  No repeats</p>
(d)		<p><b><u>Exemplar responses:</u></b></p> <ul style="list-style-type: none"> <li>• Clerical tasks (1) typing a letter, filing invoices (1)</li> <li>• Collection and distributing mail (1) going around the functional areas delivering and collecting the mail (1) making sure that the mail that is going out is correct, eg are the correct enclosures included? (1)</li> <li>• Organising meetings (1) making sure that all the participants know the meeting arrangements (1) take and produce the minutes (1)</li> <li>• Respond to external and internal enquiries (1) may have to respond by letter, phone, email etc to simple enquiries, eg for prices, brochures, etc (1).</li> </ul>	4	<p><b>Grade: CD</b>  <b>Annotation:</b> ✓ and ✓ for correct response</p>	<p>AO2  One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two descriptions. Identification can be in the description.  Accept ICT tasks as per specification.</p>

Question		Answer	Marks	Guidance	
	(e)	<p><b><u>Exemplar responses:</u></b></p> <p><b>Finance:</b></p> <ul style="list-style-type: none"> <li>• Making sure there is enough funding for a promotional campaign (1). This means that marketing and sales will have the funds to pay the costs(1).</li> <li>• Setting marketing and sales a budget (1) so that the <i>Daily Bugle</i> can maintain some financial control (1).</li> <li>• Paying the wages/salaries of the marketing and sales functional area (1) which will keep the employees motivated and keen to work (1).</li> </ul> <p><b>Production:</b></p> <ul style="list-style-type: none"> <li>• Can create the promotional material designed by the marketing and sales functional area (1) which should enhance the sales of the <i>Daily Bugle</i> (1).</li> <li>• Can make sure that it produces the correct number of newspapers (1). This will be linked to the marketing and sales market research (1).</li> </ul>	4	<p><b>Grade: CDEFG</b>  <b>Annotation:</b> ✓ and ✓<sup>+</sup> for correct response</p>	AO1 AO2 One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations.  For the second mark candidates must explain how the Finance/Production functional areas help marketing and sales specifically.  Not Research and Development
2	(a)	<p><b><u>Correct response:</u></b>  People at the meeting can ask questions if they are not certain about some of the decisions made.</p>	1	<p><b>Grade: EFG</b>  <b>Annotation:</b> ✓ for correct response</p>	AO1 For one mark
	(b)	<p><b><u>Correct response:</u></b>  Meetings can last a long time and lose their focus.</p>	1	<p><b>Grade: EFG</b>  <b>Annotation:</b> ✓ for correct response</p>	AO1 For one mark

Question		Answer	Marks	Guidance	
(c)	(i)	<p><b><u>Exemplar responses:</u></b></p> <p><b>Advantage x 1</b></p> <ul style="list-style-type: none"> <li>• Emails mean that directors do not have to be there in person (1) which will mean that work will not be interrupted (1)</li> <li>• Emails are written documentation (1) so there is a record of what is being requested (1)</li> </ul>	2	<p><b>Grade: CDEFG</b></p> <p><b>Annotation:</b> ✓ and ✓<sup>+</sup> for correct response</p>	AO1 AO2 AO3 One mark for a correct identification, plus a further one mark for an explanation.  The response must relate to the email to the directors and NOT generic ICT.
	(ii)	<p><b><u>Exemplar responses:</u></b></p> <p><b>Disadvantages x 2</b></p> <ul style="list-style-type: none"> <li>• Emails are not an immediate two way process (1) so discussion on a topic is difficult (1)</li> <li>• Emails may not be looked at by the directors (1) so the business will have to have a protocol for looking at emails (1)</li> <li>• Distraction from other tasks (1) which means that the directors will not get their work done quickly. (1)</li> <li>• Emails are short (1) so full detail of the discussion cannot be included (1)</li> </ul>	4	<p><b>Grade: A*AB</b></p> <p><b>Annotation:</b> ✓ and ✓<sup>+</sup> for correct response</p>	One mark for each correct identification, plus a further one mark for each of two explanations.

Question		Answer		Marks	Guidance	
3	(a)	Description of Documents	Name of Document		Grade: EFG	Annotation: ✓ for correct response
		<b>Nemesis Newspaper Ltd</b> sends this document to a supplier when it needs to buy more printing ink.	Purchase Order (H)	5		AO1 One mark for each correct identification up to a maximum of five identifications.  Letter and/or document name should be given credit.  If both document name and the letter are included both must be correct for 1 mark.
		The supplier sends this document to <b>Nemesis Newspaper Ltd</b> with the printing ink.	Delivery Note (D)			
		When the supplier wants payment this document is sent to <b>Nemesis Newspaper Ltd</b> .	Invoice (G)			
		At the end of the month the supplier send this document which shows debit and credits to <b>Nemesis Newspaper Ltd</b> .	Statement of Account (C)			
		<b>Nemesis Newspaper Ltd</b> sends this document to the supplier with the payment.	Remittance Advice Note (F)			
		The supplier sends this document when <b>Nemesis Newspaper Ltd</b> has paid for the printing ink.	Receipt (A)			

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(b)		<table border="1"> <thead> <tr> <th>Revenue</th> <th>£</th> <th>£</th> </tr> </thead> <tbody> <tr> <td>1 - Sales</td> <td>60000</td> <td>(1 for both correct revenues)</td> </tr> <tr> <td>2 - Advertising income</td> <td>40000</td> <td></td> </tr> <tr> <td>Total revenue</td> <td></td> <td>100000 (1)</td> </tr> <tr> <td><b>Cost of sales</b></td> <td></td> <td>30000 (1)</td> </tr> <tr> <td><b>Gross profit</b></td> <td></td> <td>70000 (1)</td> </tr> <tr> <td><b>Expenses</b></td> <td></td> <td></td> </tr> <tr> <td>1 - Salaries and wages</td> <td>60000</td> <td>(1 for both correct expenses)</td> </tr> <tr> <td>2 - Other costs</td> <td>15000</td> <td></td> </tr> <tr> <td>Total expenses</td> <td></td> <td>75000 (1)</td> </tr> <tr> <td><b>Net Profit/Loss</b></td> <td></td> <td>-5000 (1)</td> </tr> </tbody> </table>	Revenue	£	£	1 - Sales	60000	(1 for both correct revenues)	2 - Advertising income	40000		Total revenue		100000 (1)	<b>Cost of sales</b>		30000 (1)	<b>Gross profit</b>		70000 (1)	<b>Expenses</b>			1 - Salaries and wages	60000	(1 for both correct expenses)	2 - Other costs	15000		Total expenses		75000 (1)	<b>Net Profit/Loss</b>		-5000 (1)	7	<b>Grade: CDEFG</b> <b>Annotation:</b> ✓ for correct response	AO1 AO2 One mark for each correct identification up to a maximum of seven notifications.  OFR Gross and Net Profit
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(d)		<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Total Fixed Assets are £160 000</li> <li>• Debtors are £45 000</li> <li>• Money in bank is £50 000</li> <li>• High amount of money in bank which could encourage the bank to lend money</li> <li>• Debtors owe a large amount of money which means that Nemesis Newspaper Ltd is not very efficient at getting monies in. This may not make a very good impression on the financier lending money</li> <li>• Profit and Loss account and Balance Sheet are not at the same date.</li> </ul> <p><b>Exemplar responses:</b> The fixed assets are what Nemesis Newspaper Ltd own (L1). This is £160 000, which is quite a large amount of money and could be used to borrow money (L2). The bank manager would struggle to grant the loan because there is a loss of £5000 (L3). This means that the bank manager may feel that the bank will not get its money back if it gives out the loan (L3). The bank manager could lend the money to Nemesis Newspaper Ltd because the bank would easily be able to sell the fixed assets and get its money should the business fail. (L3)</p>	8	<p><b>Level 3</b> <b>8 marks</b> Makes a judgement about the impact of the balance sheet when requesting a loan which is supported by the previous correct analysis <b>AND</b> shows the need to look at other financial information in order to make an informed decision.</p> <p><b>7 marks</b> Makes a judgement about the impact of the balance sheet when requesting a loan which is supported by the previous correct analysis</p> <p><b>6 marks</b> Analyses the impact of two or more of the aspects explained in the context of obtaining a loan from the bank.</p> <p><b>5 marks</b> Analyses the impact of one of the aspects explained in the context of obtaining a loan from the bank.</p>	<p><b>Grade: A*ABCD</b> <b>Annotation: L1, L2 L3</b> AO2 AO3</p> <p><b>Level 3 (5–8 Marks)</b> Candidate makes reasoned judgements about how the balance sheet would have an impact on Nemesis Newspaper Ltd's ability to obtain a loan from its bankers. NB. If candidate only analyses with inappropriate conclusions, a maximum 6 marks can be awarded. 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 identifies how the information on the balance sheet of Nemesis Newspaper Ltd could help the loan process.</p>

Question	Answer	Marks	Guidance
			<p><b>Level 2</b>  <b>4 marks</b>  Candidate explains two or more aspects from the balance sheet in context of obtaining a loan from the bank.</p> <p><b>3 marks</b>  Candidate explains one aspect from the balance sheet in context of obtaining a loan from the bank.</p> <p><b>Level 1</b>  <b>2 marks</b>  Candidate correctly identifies two or more figures from the balance sheet or makes two or more correct statements about the balance sheet.</p> <p><b>1 mark</b>  Candidate correctly identifies one figure from the balance sheet or makes a correct statement about the balance sheet.</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 that is included on the Nemesis Newspaper Ltd balance sheet.</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>ACCEPT OFR</p>

Question		Answer	Marks	Guidance	
4	(a)	<p><b>Exemplar responses:</b></p> <ul style="list-style-type: none"> <li>• Vouchers (1) where if the customer buys the paper they are given a voucher to get a free paper on another day (1)</li> <li>• Discount prices (1) where the price of the paper is cut to encourage sales (1)</li> <li>• Joint promotions (1) where the <i>Weekly Bugle</i> joins with another well known brand to encourage sales (1)</li> <li>• Free samples (1) where free CDs or vouchers are given to encourage people to buy the <i>Weekly Bugle</i> (1)</li> </ul>	6	<p><b>Grade: CDEFG</b>  <b>Annotation:</b> ✓ and ✓<sup>+</sup> for correct response</p>	<p>AO2  One mark for each correct identification up to a maximum of three identifications, plus a further one mark for each of three descriptions.</p> <p>Responses must be appropriate methods of sales promotion for a local newspaper.</p> <p>NO repeats</p> <p>For the 2<sup>nd</sup> mark must show how the method promotes the newspaper.</p> <p>Promotions must be applicable to a local newspaper. Not BOGOF or others which are not appropriate.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
(b)*	QWC	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Websites are easy to access</li> <li>• Nearly everybody has access to a computer</li> <li>• Website is the media of the perceived target audience</li> <li>• People may not look at the <i>Weekly Bugle</i>'s website</li> <li>• <i>Weekly Bugle</i> is a local paper so website may not be appropriate</li> <li>• Local radio advertising could be more cost effective as it is targeting the local market</li> <li>• Television advertisements can be expensive</li> <li>• People tend to channel hop when the advertisement come on the television.</li> <li>• Radio audiences are rising so there will be more people listening</li> </ul> <p><b>Exemplar response:</b> Websites are good for advertising as they are relatively cheap to set up (L1) however, people may not want to access the <i>Weekly Bugle</i>'s website which would make this a waste of time. (L2) This would not heighten the awareness of local people to the local events section. Also the website is not purely aimed at local people (L1) so is not very efficient as non-local people would not buy the newspaper. (L2)</p>	8	<p><b>Level 3 8 marks</b> Makes a recommendation in context of the chosen method having considered both the other methods of advertising in relation to the local events section. The chosen method must be analysed PLUS at least one other.</p> <p><b>7 marks</b> Makes a recommendation in context of the chosen method having considered another method of advertising in relation to the local events section.</p> <p><b>6 marks</b> Analyses the impact of two or more of the methods of advertising in relation to the local events section.</p> <p><b>5 marks</b> Analyses the impact of one of the methods of advertising in relation to the local events section.</p> <p><b>Level 2 4 marks</b> Candidate explains two or more methods of advertising the local events section.</p>	AO1 AO2 AO3 CONT  <b>Grade:</b> <b>CDEFG</b> <b>Annotation:</b> L1, L2 L3  <b>Context – Advertising local events section</b> of local or regional newspaper, people etc.  <b>Level 3 (5–8 marks)</b> Candidate makes reasoned judgements about the most suitable method of promotion for the local events section of the newspaper.  NB. If candidate only analyses with not appropriate conclusions, a maximum 6 marks can be awarded.  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.

Question		Answer	Marks	Guidance	
				Content	Levels of response
		I do not think that the local events section from the <i>Weekly Bugle</i> should be advertised purely on a website. I think that linking it to other more specific types of advertising such as flyers would be more productive as it targets the local market. (L3)		<p><b>3 marks</b> Candidate explains one method of advertising the local events section.</p> <p><b>Level 1</b> <b>2 marks</b> Candidate correctly identifies two or more pieces of information about methods of promotion</p> <p><b>1 mark</b> Candidate correctly identifies one piece of information about methods of promotion.</p> <p>Candidates can access Level 2 straight away</p>	<p><b>Level 2 (3–4 marks)</b> Candidate identifies and explains their choice of the most relevant method of advertising the local events section of the <i>Weekly Bugle</i>.</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 about methods of advertising.</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>

Question		Answer	Marks	Guidance	
	(c)	<p><b>Exemplar response:</b></p> <p>ASA ensures that advertisements in newspapers, magazines etc. are not misleading (1), harmful (1) or offensive (1). The advertisements of the local events guide cannot claim that they include something they do not. For example, if an advertisement only covers Cheswick, content must reflect this accurately. (1)</p>	2	<p><b>Grade: CDEFG</b></p> <p><b>Annotation:</b> ✓ and ✓* for correct response</p>	<p>AO1 One mark for a correct identification plus a further one mark for an explanation.</p> <p>Explanation must be in the context of advertisements in the <i>Weekly Bugle</i>.</p>
5	(a)	<p><b>Exemplar responses:</b></p> <ul style="list-style-type: none"> <li>• Giving information</li> <li>• Giving advice</li> <li>• Providing after sales service</li> <li>• Accepting different methods of payment</li> <li>• Offering refunds or exchanges</li> <li>• Providing emergency procedures</li> </ul>	3	<p><b>Grade: EFG</b></p> <p><b>Annotation:</b> ✓ for correct response</p> <p>Must be a correct method</p>	<p>AO1 One mark for each correct identification of a correct method up to a maximum of three identifications.</p> <p>No repeats</p>
	(b)	<p><b>Exemplar responses:</b></p> <ul style="list-style-type: none"> <li>• Locals will stop buying the <i>Weekly Bugle</i> (1) which will reduce revenue (1)</li> <li>• Locals will stop believing the content of the <i>Weekly Bugle</i> (1) which will decrease the credibility of the newspaper (1)</li> <li>• Employees will have low morale (1) because of the local impression of the paper and this will stop them working so effectively (1)</li> <li>• The <i>Weekly Bugle</i> may lose market share (1) and this will be difficult to regain in a competitive market (1)</li> <li>• Bad publicity (1) which means that people will not buy the newspaper and this will a drop in sales and profit (1).</li> </ul>	4	<p><b>Grade: A*BCD</b></p> <p><b>Annotation:</b> ✓ and ✓* for correct response</p>	<p>AO2 AO3 One mark for each correct identification, plus a further one mark for each of two explanations.</p> <p>2<sup>nd</sup> mark must be a consequence to the <i>Weekly Bugle</i>.</p> <p>Beware of repeat of consequence and explanation.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
(c)*	QWC	<p><b>Block A:</b></p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> June 2013</li> <li>• Name <b>AND</b> address in correct order with name on the top: Ms D Lombard or Ms Dervla Lombard 37 Roget Road Collins VP45 7HP</li> <li>• Correct Salutation – Dear Ms Lombard OR Dear Madam <b>not</b> Ms Dervla Lombard</li> <li>• Correct complimentary closing Yours sincerely OR Yours faithfully must be correctly matched</li> <li>• An appropriate space (approx 6 lines) for the signature with the name B Lodge or similar <b>and</b> no signature.</li> </ul> <p><b>Block B:</b></p> <ul style="list-style-type: none"> <li>• Reference to the complaint.</li> <li>• An apology</li> <li>• A reasonable solution to the problem explained</li> </ul>	8	<p><b>Level 3</b> 8 marks – all 8 items of the indicative content and meets the QWC criteria (few if any errors). 7 marks – all 8 items of the indicative content included and more than one amendment needed. 6 marks – at least 4 pieces of correct indicative content from Block A <b>and</b> all of Block B.</p> <p><b>Level 2</b> 5 marks – at least 3 pieces of correct indicative content from Block A <b>and</b> all of Block B 4 marks – at least 2 pieces of correct indicative content from Block A <b>and</b> at least 2 from Block B 3 marks – at least 2 pieces of correct indicative content from Block A <b>and</b> at least 1 from all of Block B <b>OR</b> other way around</p> <p><b>Level 1</b> 2 marks – two or more pieces of correct indicative content from Block A <b>OR</b> Block B. 1 mark for one piece of correct indicative content from Block A <b>OR</b> Block B.</p>	<p>Tick the indicative content and then put the appropriate level in the bottom right hand corner of the page.</p> <p>AO1 AO2 AO3</p> <p><b>Grade: CDEFG</b> <b>Annotation:</b> ✓ OR X for Block A ✓* OR X for Block B <b>AND L1, L2, L3 at end of response</b> <b>Highlight amendments (up to 2) if candidate has included all 8 items in the indicative content.</b></p> <p><b>Level 3 (6–8 marks)</b> Candidates will produce a formal letter with all the relevant indicative content which is constructed using business type language.</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 (3–5 marks)</b> Candidates will produce a letter which will have the correct indicative content but will not be expressed in a business style.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
				<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> Candidates will include items from the indicative content.</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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