



GCSE

Applied Business

Unit **A243**: Working in Business
General Certificate of Secondary Education

Mark Scheme for June 2018

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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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These are the annotations, (including abbreviations), including those used in Web Assessor, which are used when marking

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

Here are the subject specific instructions for this question paper

Subject-specific Marking Instructions

Extended response: 8 mark questions

Level 1 (1-2 marks) marks are awarded for showing knowledge.

Level 2 (3-4 marks) marks are awarded for application.

Level 3 marks are awarded for analysis and evaluation.

The candidate has to have previously correctly applied their knowledge in the context of the case study in order to achieve level 3.

5 – 7 marks are awarded for analysis based on previous application in context.

8 marks are awarded for evaluation based on previous analysis.

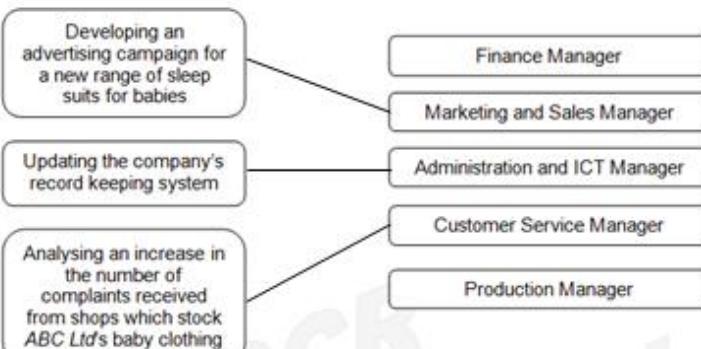
Quality of Written Communication (QWC)

The three 8 mark questions (1d, 2c and 4b) have QWC embedded in the levels. Below are the full descriptors for requirements to meet the level with regard to QWC.

Level 3 - Candidate shows ability to present relevant material in a well planned and logical sequence. Material is clearly structured using appropriate industry 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.

Level 2 - Candidate shows ability to present relevant material in a planned and logical sequence. Appropriate industry terminology is used. Sentences, for the most part, are presented in a balanced, logical and coherent manner which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

Level 1 - Candidate shows ability to communicate at least one point using some appropriate industry 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.

Question		Answer/Indicative content	Mark	Guidance
1	a	Indicative content: <ul style="list-style-type: none">• many, top, bottom• many, top, middle• many, middle, bottom	3	One mark for each correct identification up to a maximum of three identifications.
1	b	Indicative content: <ul style="list-style-type: none">• Level 1 = chief executive• Level 2 = manager• Level 3 = supervisor• Level 4 = operative	4	One mark for each correct identification up to a maximum of four identifications . Accept 'CEO' for 'chief executive'.
1	c	 <p>Developing an advertising campaign for a new range of sleep suits for babies</p> <p>Updating the company's record keeping system</p> <p>Analysing an increase in the number of complaints received from shops which stock ABC Ltd's baby clothing</p> <p>Finance Manager</p> <p>Marketing and Sales Manager</p> <p>Administration and ICT Manager</p> <p>Customer Service Manager</p> <p>Production Manager</p>	3	One mark for each correct identification up to a maximum of three identifications.

Question			Answer/Indicative Content	Marks	Guidance
					Content Levels of response
1	d	*	<p>Exemplar response:</p> <p>Employees like working for a boss who is kind and caring (CONT) (L1). Having an understanding manager is likely to make workers feel more comfortable about coming to work (L2). If <i>ABC Ltd</i> appointed a Production Manager who is kind and caring the company should experience lower absenteeism and labour turnover (L3).</p> <p>The Production Manager would need lots of ideas (CONT) in order to keep improving the way in which the company makes baby clothes (L1). If the Production Manager does not act in an enterprising way then the company could be left behind by the competition (L2), losing market share (L3).</p> <p>Being good at meeting deadlines (CONT) is important as the new production manager needs to ensure that production targets are met (L1). If not, the company may lose customers (L2) and therefore profits (L3).</p> <p>A kind and caring manager might be too lenient. A manager with lots of</p>	8	<p>Indicative content:</p> <ul style="list-style-type: none"> • role of a manager • skills required of a manager • requirements of production function • newly appointed manager. <p>Context:</p> <ul style="list-style-type: none"> • being good at meeting deadlines • having lots of ideas • being kind and caring <p>There is no definitive answer – each of these specific skills/qualities could be argued to be the most important for a Production Manager to have.</p> <p>Level 3 (context required) 8 marks – makes a reasoned judgement as to which skill/quality is the most important for <i>ABC Ltd</i>'s new Production manager to have and why the other two are less important, following the analysis of all 3 skills/qualities 7 marks – three skills/qualities analysed. 6 marks – two skills/qualities analysed. 5 marks – one skill/quality analysed.</p> <p>QWC (Quality of Written Communication) is assessed in this question. See guidance on Page 6 of this mark scheme.</p> <p>Required annotation: L1, L2, L3. Use ✓+ for decision (with reason for rejecting the other two).</p> <p>Level 3 (5-8 marks) Candidate makes a reasoned judgement and/or analysis about which skill/quality is the most important for <i>ABC Ltd</i>'s new Production Manager to have.</p> <p>Level 2 (3-4 marks) Candidate explains why specific skills/qualities are needed.</p> <p>Level 1 (1-2 marks) Candidate identifies why skills/qualities are needed.</p> <p>Max one L1, L2, L3 per bulleted attribute.</p> <p>Candidates need to have analysed all three bulleted attributes (i.e. be on 7 marks) before being considered for 8 marks.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		ideas might lose focus on current production activity. For this reason, it may be more important to appoint a manager who is good at meeting deadlines. If deadlines are not met the company will lose out on both sales and profit (✓+).		<p>Level 2 4 marks – explains why two or more skills are needed. 3 marks – explains why one skill is needed.</p> <p>Level 1 (no context required) 2 marks – identifies why two or more skills are needed. 1 mark – identifies why one skill is needed. 0 marks - response does not address the question.</p> <p>Candidates can access Level 2 immediately.</p>	

Question		Answer/Indicative content	Mark	Guidance
2	a	<p>Possible responses may include:</p> <ul style="list-style-type: none"> Advantages - labour saving, cost saving, faster production process, greater output, greater efficiency, increased productivity, improved quality of output, minimises routine tasks, possible motivational benefits. Disadvantages – cost/expensive, training, maintenance, frequent updating, increased pay? resistance to change? reaction of work force? industrial action? reduced productivity? possible reduction in motivation. <p>Exemplar responses:</p> <p>Advantage: Technology is faster, <i>ABC Ltd</i> will be able to make more baby clothes (CONT) in the same amount of time (2).</p> <p>Disadvantage: The production workers may not like their jobs being automated. This may lead to a reduction in morale and motivation at the factory (1).</p>	4	<p>In each case:</p> <p>Two marks for contextual response. One mark for non-contextual response.</p> <p>Advantages and disadvantages must be from the company's perspective to award marks.</p>

Question		Answer/Indicative content	Mark	Guidance
2	b	Indicative content: <ul style="list-style-type: none">• Email – ICT/Written• Telephoning - Oral• Social media – ICT/Written• Meeting - Oral	4	One mark for each correct identification up to a maximum of four identifications. Accept ICT and/or written for email.

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	c *	<p>Exemplar response:</p> <p>Holding a meeting (CONT) allows for two way communication to take place (L1). Workers can ask Paula questions if they want anything clarifying (L2). This should help the workers feel less fearful about the changes, reducing the risk of a fall in output levels when the changeover takes place (L3 +ve).</p> <p>On the other hand, holding a meeting might not be the best method of communication for Paula to use because some workers may miss the communication (L1) because they are ill or on holiday that day (L2). These workers may feel left out and isolated and may decide to leave, increasing labour turnover (L3 -ve).</p> <p>On balance I think that holding a meeting was the best way to</p>	8	<p>Indicative content:</p> <ul style="list-style-type: none"> • two way communication • instant feedback • able to see body language • can adjust tone • workers can ask questions • Paula can answer queries • Paula can allay fears • resistance to change • inclusion/kept in loop • know communication has been received • some workers may be absent • lacking detail • less formal/more informal • no permanent record? • all workers told at once • time • cost • affects on morale and motivation • other forms of oral/written/ICT communication better? • change management. 	<p>QWC (Quality of Written Communication) is assessed in this question. See guidance on Page 6 of this mark scheme.</p> <p>Required annotation: L1, L2, L3. Use ✓+ for justified decision.</p> <p>Level 3 (5-8 marks) Candidate makes a reasoned judgement and/or analysis about the advantage(s) and/or disadvantage(s) to ABC Ltd of Paula choosing to hold a meeting to communicate her plans to production workers.</p> <p>Level 2 (3-4 marks) Candidate explains advantage(s) and/or disadvantage(s) of holding a meeting/oral communication.</p> <p>Level 1 (1-2 marks) Candidate identifies advantage(s) and/or disadvantage(s) of holding a meeting/oral communication.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		communicate because Paula needs to be able to judge the reaction of the workforce if she is effectively going to manage any resistance to change (✓+).		<p>Context: Holding a meeting.</p> <p>There is no definitive answer.</p> <p>Accept arguments relating to other forms of communication e.g. 'written communication would be better because...'</p> <p>Level 3 (context required) 8 marks – makes a reasoned judgement as to whether holding a meeting was the best way to communicate following a two-sided argument. 7 marks – a minimum of three analytical points made. 6 marks – minimum of two analytical points made. 5 marks – one analytical point made.</p> <p>Level 2 4 marks – explains two or more advantages/disadvantages. 3 marks – explains one advantage/disadvantage</p> <p>Level 1 (no context required) 2 marks – identifies two or more advantages/disadvantages. 1 mark – identifies one advantage/disadvantage</p>	<p>Max one L2 and L3 per advantage/disadvantage.</p> <p>Candidates need to have made two analytical points (i.e. be on 6 marks) for an award of 8 marks to be considered.</p>

Question		Answer/Indicative Content	Marks	Guidance	
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				0 marks - response does not address the question. Candidates can access Level 2 immediately.	

Question		Answer/Indicative content				Mark	Guidance																								
3	a		<table border="1"> <tr> <td>Business</td><td>Contact number</td><td>Supplies</td><td>Minimum order</td></tr> <tr> <td>Easy Textiles plc</td><td>02005267457</td><td>Fabric</td><td>100 metres</td></tr> <tr> <td>Watson Ltd</td><td>01618679521</td><td>Stationery</td><td>£1000 (1)</td></tr> <tr> <td>Print World</td><td>02478644664 (1)</td><td>Printers and ink</td><td>No minimum</td></tr> <tr> <td>Popper plc (1)</td><td>01482698567</td><td>Zips and fastenings</td><td>£50</td></tr> <tr> <td>Desk Designs Ltd</td><td>01482867513</td><td>Office furniture</td><td>£250 (1)*</td></tr> </table>	Business	Contact number	Supplies	Minimum order	Easy Textiles plc	02005267457	Fabric	100 metres	Watson Ltd	01618679521	Stationery	£1000 (1)	Print World	02478644664 (1)	Printers and ink	No minimum	Popper plc (1)	01482698567	Zips and fastenings	£50	Desk Designs Ltd	01482867513	Office furniture	£250 (1)*			4	<p>One mark for each correct identification up to a maximum of four identifications.</p> <p>Do not condone spelling errors</p>
Business	Contact number	Supplies	Minimum order																												
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Question		Answer/Indicative content		Mark	Guidance											
3	b		Indicative content: <ul style="list-style-type: none">• a price list• a promotional leaflet• a customer contact form.	3	One mark for each correct identification up to a maximum of three identifications.											
4	a		<table border="1"> <thead> <tr> <th>Task</th> <th>Order to be completed (1 being first, 4 being last)</th> </tr> </thead> <tbody> <tr> <td>Analyse the research data</td> <td>3</td> </tr> <tr> <td>Design the questionnaire</td> <td>2</td> </tr> <tr> <td>Decide on the purpose of the research</td> <td>1</td> </tr> <tr> <td>Document the findings</td> <td>4</td> </tr> </tbody> </table>	Task	Order to be completed (1 being first, 4 being last)	Analyse the research data	3	Design the questionnaire	2	Decide on the purpose of the research	1	Document the findings	4	4	One mark for each correct identification up to a maximum of four identifications.	
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Question		Answer/Indicative content	Mark	Guidance	
				Content	Levels of response
4	b	*	<p>Exemplar response:</p> <p>The market research findings should allow the company to identify its target market (L1). If <i>ABC Ltd</i> can find out the customer profile of its typical customers it can try and better meet their needs (L2), leading to more sales (L3).</p> <p>The market research findings should help to confirm whether or not the company has lost touch with its market (L1). If, as Marti fears, the brand is now seen as old fashioned then the market research might suggest how to modernise the company image (L2). <i>ABC Ltd</i> may need to introduce online selling to meet the needs of a new generation (L3).</p> <p>If <i>ABC Ltd</i> acts on the findings from its market research it should stop them losing sales to the competition and lead to the company making more profit in future years (✓+).</p>	<p>8</p> <p>Indicative content:</p> <ul style="list-style-type: none"> identify target market identify market trends find out who buys the baby clothing find out what consumers really want meet the needs of today's consumers change product range update baby clothing designs change channel of distribution eg online sales sell to a wider range of customers eg supermarkets and independents create an appropriate USP develop new marketing/ promotional material new advertising campaigns enhanced reputation increased sales increased profit. <p>Context: market research findings.</p> <p>Level 3 (context required) 8 marks – reaches an evaluative conclusion as to how the findings from market research could be used to improve the future performance of <i>ABC Ltd</i>.</p>	<p>QWC (Quality of Written Communication) is assessed in this question. See guidance on Page 6 of this mark scheme.</p> <p>Required annotation: L1, L2, L3. Use ✓+ for evaluation.</p> <p>Level 3 (5-8 marks) Candidate makes a reasoned judgement and/or analysis about how the findings from market research could be used to improve the future performance of <i>ABC Ltd</i>.</p> <p>Level 2 (3-4 marks) Candidate explains how findings from marketing research can be used.</p> <p>Level 1 (1-2 marks) Candidate identifies how findings from market research can be used.</p> <p>Max one L2/L3 per use.</p> <p>Candidates need to have analysed two uses (i.e. be on 6 marks) for an award of 8 marks to be considered.</p>

Question	Answer/Indicative content	Mark	Guidance	
			Content	Levels of response
			<p>7 marks – three or more analytical points made. 6 marks – two analytical points made. 5 marks – one analytical point made.</p> <p>Level 2 4 marks – explains two or more ways in which market research findings can be used. 3 marks – explains one way in which market research findings can be used.</p> <p>Level 1 (no context required) 2 marks – identifies two or more ways in which market research findings can be used</p> <p>1 mark – identifies one way in which market research findings can be used</p> <p>0 marks - response does not address the question.</p> <p>Candidates can access Level 2 immediately.</p>	

Question		Answer/Indicative content	Mark	Guidance	
5	a	i	Possible responses may include: <ul style="list-style-type: none">• act as a receipt for a petty cash withdrawal• to record small purchases• to claim reimbursement for incidentals• to track petty cash funds• to avoid suspicion of theft• to provide an audit trail.	1	For one mark.
5	a	ii	Indicative content: <ul style="list-style-type: none">• Sugar (some form of description required) £1.35 (1)• Milk (some form of description required) £1.96 (1)• Total = £3.31 (1)• 7 June 2018 (1).	4	Up to 4 marks.
5	b	i	Possible responses may include: <ul style="list-style-type: none">• Debit card - takes funds from bank account, like a cheque, sufficient funds required in account, immediate deduction of funds.• Credit card - form of borrowing, statement of account, to be paid later, payment protection, charges interest. <p>Exemplar responses:</p> <p>A credit card is a form of borrowing (1) whereas paying with a debit card takes funds directly from your bank account (1).</p> <p>A debit card will take money out of <i>ABC Ltd's</i> bank account immediately (1). A credit card does not (0).</p>	2	<p>One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of explanations.</p> <p>Explicit difference required for full marks.</p> <p>No context required.</p> <p>One mark for point. One mark for contrasting point.</p>

Question			Answer/Indicative content				Mark	Guidance																
5	b	ii	Indicative content: <ul style="list-style-type: none">• Payee - Poppet Ltd (1)• In words: One hundred and forty seven pounds and fifty pence/One hundred and forty seven pounds 50p (1)• In figures: 147.50 (1)• 7 June 2018 (1).				4	Up to 4 marks. Do not award 'Poppet plc'. Condone spelling errors.																
5	c	i	Indicative content: <ul style="list-style-type: none">• a – (total) (sales) revenue• b – total cost(s)• c – fixed cost(s)				3	One mark for each correct identification up to a maximum of three identifications.																
5	c	ii	<table border="1"> <thead> <tr> <th>Number of items of baby clothing made and sold in 2017</th> <th>Make a profit</th> <th>Break even</th> <th>Make a loss</th> </tr> </thead> <tbody> <tr> <td>0.5 million</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>1 million</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>1.5 million</td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>				Number of items of baby clothing made and sold in 2017	Make a profit	Break even	Make a loss	0.5 million			✓	1 million			✓	1.5 million	✓			3	One mark for each correct identification up to a maximum of three identifications.
Number of items of baby clothing made and sold in 2017	Make a profit	Break even	Make a loss																					
0.5 million			✓																					
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5	c	iii	Indicative content: Output 2 million: Sales revenue £6m Total costs £5m $Profit = £6m - £5m (1) = £1m$ Exemplar responses: £1m (2) £1000000 (2)				2	Up to two marks. Award full marks for the correct answer: £1 million (or £1m). Award max 1 mark for '£1' (when million not stated) If answer incorrect, award max 1 for '6-5', if seen.																

Question		Answer/Indicative content	Mark	Guidance
		£1 (1) 6 – 5 (1)		
5	c	iv	<p>Possible responses may include:</p> <ul style="list-style-type: none"> • calculations automatic • can be edited • easy to correct if mistake made • can use colour • different fonts and styles • size/format can be changed • clear and easy to read • can be inserted into a report or presentation • easy to change if data changes • can produce multiple copies • can be saved for future reference. 	<p>2</p> <p>One mark for each correct identification up to a maximum of two identifications.</p> <p>Do not award 'quick' or 'easy', unless further detail given.</p> <p>Do not award avoid human error unless reason given.</p>
6	a		<p>Possible responses may include:</p> <ul style="list-style-type: none"> • reference to complaint • an apology • some attempt at a solution • polite/courteous • appropriate tone. <p>Exemplar response:</p> <p>The letter is specific to Sylvia's complaint (1). This should help to communicate to Sylvia that the company takes her complaint seriously (1).</p>	<p>2</p> <p>One mark for a correct identification, plus a further one mark for an explanation.</p> <p>Must relate to content rather than layout.</p> <p>One mark for content. One mark for explanation.</p>

Question		Answer/Indicative content	Mark	Guidance
6	b	<p>Indicative content:</p> <ul style="list-style-type: none"> • no date • assumed Sylvia is married i.e. Mrs rather than Ms • should be to Mrs S Simpson not Mrs Sylvia Simpson at the beginning of the address • mismatch between salutation and complimentary close (Dear Madam, Yours faithfully or Dear Mrs Simpson, Yours sincerely) • informal signature/missing name of signatory • missing designation (Customer Service Advisor) • 'Wee' should be 'we'/incorrect spelling of 'we' • 'standards' repeated/needs deleting. 	4	<p>One mark for each correct identification up to a maximum of four identifications.</p> <p>Must identify actual errors. Do not award vague weaknesses e.g. Do not award 'poor proof reading' or 'spelling mistakes'.</p>

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

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Telephone: 01223 553998
Facsimile: 01223 552627
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 **Cambridge
Assessment**

