



General Certificate of Secondary Education  
2022

---

# **Business and Communication Systems**

Unit 1: Software Applications for Business

[GSY11]

MONDAY 23 MAY – FRIDAY 27 MAY

---

# **MARK SCHEME**

## **General Marking Instructions**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment Objectives***

Below are the assessment objectives for Business and Communication Systems.

Candidates must:

- AO1** recall, select, and communicate their knowledge and understanding of concepts, issues and terminology;
- AO2** apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; and
- AO3** analyse and evaluate products, make reasoned judgements and present appropriate conclusions.

### ***Quality of candidate's responses***

In marking the examination paper, examiners should be looking for quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Marking calculations***

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

### ***Types of mark schemes***

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### **Levels of response**

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the ‘best fit’ bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is limited.

Level 2: Quality of written communication is satisfactory.

Level 3: Quality of written communication is good.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Limited):** Candidate demonstrates a limited level of accuracy in spelling, punctuation and grammar. The meaning of the text is clear some of the time. The candidate demonstrates a limited level of writing, form and style appropriate to the purpose of the question. The organisation of the work is limited.

**Level 2 (Satisfactory):** Candidate demonstrates a satisfactory level of accuracy in spelling, punctuation and grammar. The meaning of the text is clear most of the time. The candidate demonstrates a satisfactory level of writing, form and style appropriate to the purpose of the question. The organisation of the work is satisfactory.

**Level 3 (High standard):** Candidate demonstrates a good level of accuracy in spelling, punctuation and grammar. The meaning of the text is always clear. The candidate demonstrates a good level of writing, form and style appropriate to the purpose of the question. The organisation of the work is good.

### **COVID-19 Context**

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

**Task 1****AVAILABLE  
MARKS**

- (a) Orientation of the page is portrait  
(AO1 [1]) [1]
- (b) For each piece of information included:
- 'Name of the theme park' – Rocket Adventure [1]
  - Logo [1]
  - Date and time of opening [1]
  - Location [1]
- (AO2 [4]) [4]
- (c) Two other appropriate information about Rocket Adventure, e.g.:
- Telephone Number [1]
  - Email Address [1]
  - Website Address [1]
  - Facebook details [1]
  - Instagram details [1]
  - Information about theme park [1]
  - Any other relevant information [1] Max [2]
- (AO1 [1])  
(AO2 [1]) [2]
- (d) Two of the following used:
- Effective use of boxes/lines/shapes [1]
  - Effective fonts [1]
  - Effective use of tables [1]
  - Effective style [1]
  - Effective page border [1] Max [2]

**Overall quality of flyer****Level 0 ([0])**

Answer not worthy of credit.

**Level 1 ([1])**

The candidate has demonstrated a satisfactory knowledge of flyer design. The candidate demonstrates a satisfactory level of accuracy in spelling, punctuation and grammar. The candidate makes satisfactory use of alignment and white space, and the organisation of the work is satisfactory.

**Level 2 ([2])**

The candidate has demonstrated a good knowledge of flyer design. The candidate demonstrates a good level of accuracy in spelling, punctuation and grammar. The candidate makes good use of alignment and white space, the organisation of the work is good and is printed on one A4 page.

(AO2 [2])

(AO3 [2]) [4]

11

**Task 2 Part A**

(a) Correct text in cells A1 Correct font size and emboldened Cells merged and centred Shading (AO2 [4])	[1] [1] [1] [1]	[4]
(b) Correct text in cells A2:J2 (Some cells correct [1]) (AO2 [2])		[2]
(c) Correct numbers in cells B10:G10 and B11:G11 (Some cells correct [1]) (AO2 [2])		[2]
(d) Cells B3:J13 correctly formatted – number, no decimal places (Some cells correctly formatted [1]) (AO2 [2])		[2]
(e) Correct formula in H3 eg =SUM(B3:G3); =Sum(B3+C3+D3+E3+F3+G3) or suitable alternative (Some formula correct [1]) (AO1 [1]) (AO2 [1])		[2]
(f) Correct formula in I3 eg =AVERAGE(B3:G3); =(B3+C3+D3+E3+FE+G3)/6 or suitable alternative (Some formula correct [1]) (AO1 [1]) (AO2 [1])		[2]
(g) Correct formula in J3 =IF(H3>=10000,"Yes","No") OR =IF(H3>10000,"No","Yes") If part correct marks awarded as below:- Use of IF statement [1] Correct condition – H3>=10000 [1] Yes [1] No [1] (AO1 [3]) (AO2 [1])		[4]
(h) All replication correct (Some replication [1]) (AO2 [2])		[2]
(i) Correct formula in B15 eg =COUNT(E3:E13) (Some formula correct [1]) (AO1 [1]) (AO2 [1])		[2]

**AVAILABLE  
MARKS**

			AVAILABLE MARKS
<p><b>(j)</b> Correct formula in H15 eg =MAX(H3:H13)            (Some formula correct [1])            (AO1 [1])            (AO2 [1])</p>	[2]		
<p><b>(k)</b> Correct formula in H16 eg =MIN(H3:H13)            (Some formula correct [1])            (AO1 [1])            (AO2 [1])</p>	[2]		
<p><b>(l)</b> Correct text in footer – Candidate Number, Centre Number, Rocket Adventure Task 2A [1]            Footer centred [1]            (AO2 [2])</p>	[2]		
<p><b>(m)</b> Data printout landscape and one A4 page</p>	[1]		
<p>Row and column headings and gridlines</p>	[1]		
<p>(AO2 [2])</p>	[2]		
<p><b>(n)</b> Formula printout on one A4 page</p>	[1]		
<p>All formulae visible</p>	[1]		
<p>(AO2 [2])</p>	[2]		32
 <b>Task 2 Part B</b>			
<p>Bar Chart produced</p>	[1]		
<p>Logo included</p>	[1]		
<p>Title Social Media Networks</p>	[1]		
<p>Appropriate X and Y labels</p>	[1]		
<p>Data values shown on each bar</p>	[1]		
<p>Correct bars produced</p>	[1]		
<p>Graph A4 size</p>	[1]		
<p>(AO2 [7])</p>	[7]		7

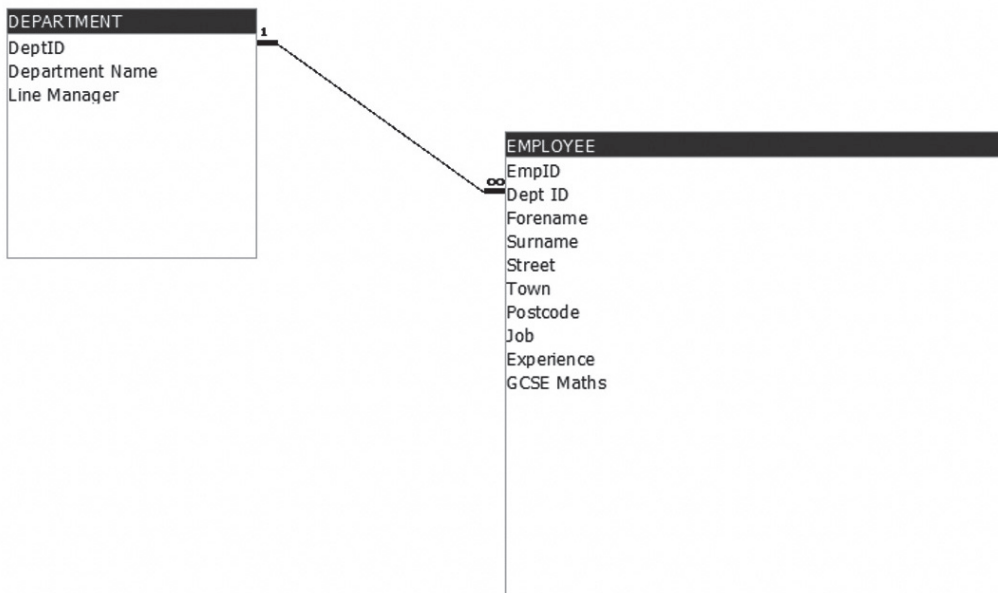
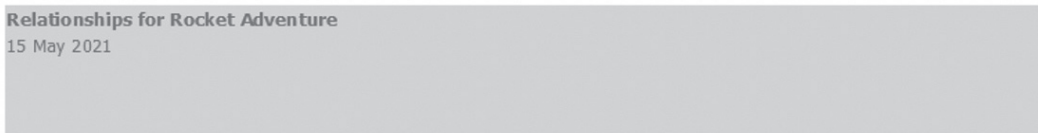
**Task 3**

AVAILABLE MARKS

- (a) Database structure amended – Street field corrected.  
(AO2 [1]) [1]
- (b) All fields entered correctly – [2]  
Some fields entered corrected – [1]  
(AO2 [2]) [2]
- (c) Change made correctly – address changed in EmpID 139 to 21 Manor Road  
(AO2 [1]) [1]
- (d) Correct employee deleted – EmpID160  
(AO2 [1]) [1]
- (e) Jane Brown, Lauren Herron and Nathan McBride only [2]  
Criteria showing only six field names: EmpID / Forename / Surname / Street / Town / Postcode [1]  
Surname ascending [1]  
(AO2 [4]) [4]

EmpID	Forename	Surname	Street	Town	Postcode
138	Jane	Brown	22 Maze Road	Ballymena	BT42 2SA
139	Lauren	Herron	21 Manor Road	Antrim	BT41 9LO
125	Nathan	McBride	17 Carnhill Road	Antrim	BT41 5OP
*					

- (f) Correct relationship printed [2]  
(Any relationship [1])  
Printed out as a relationship report format [1]  
(AO2 [3]) [3]



- (g) All employees included [1]
  - Correct title [1]
  - All data included (Employee ID, Dept ID, Forename, Surname, Job, Experience and Line Manager) [1]
  - Professional appearance [1]
  - Logo included and appropriately positioned [1]
  - EmplID ascending [1]
  - Landscape mode [1]
  - (AO2 [6])
  - (AO3 [1])
- [7]

Employee Details						
EmplID	Dept ID	Forename	Surname	Job	Experience	Line Manager
125	QP145	Nathan	McBride	Operator	<input checked="" type="checkbox"/>	Paul O'Neill
127	CR143	Patrick	Herron	Cleaner	<input checked="" type="checkbox"/>	Erin Connor
128	CH146	Tony	Hastings	Cashier	<input checked="" type="checkbox"/>	June Brown
130	CH146	Colm	O'Loughlin	Cashier	<input checked="" type="checkbox"/>	June Brown
137	FB144	Paige	McQuiston	Food & Bev	<input checked="" type="checkbox"/>	Molly Mullan
138	QP145	Jane	Brown	Host	<input type="checkbox"/>	Paul O'Neill
139	HT142	Lauren	Herron	Host	<input checked="" type="checkbox"/>	Charlie Owens
144	FB144	Rory	McLuckie	Food & Bev	<input checked="" type="checkbox"/>	Molly Mullan
156	CH146	Clare	O'Neill	Cashier	<input checked="" type="checkbox"/>	June Brown
166	CR143	Pat	Carmichael	Cleaner	<input checked="" type="checkbox"/>	Erin Connor
168	CR143	Paula	Gibson	Cleaner	<input checked="" type="checkbox"/>	Erin Connor
170	FB144	Una	Da Silva	Food & Bev	<input checked="" type="checkbox"/>	Molly Mullan
172	FB144	Ursula	Henry	Food & Bev	<input checked="" type="checkbox"/>	Molly Mullan

- (h) Relevant information for each paragraph [3]

Knowledge of letter design, e.g.:

- Salutation/closure
- Appropriate spacing/style
- Appropriate font size
- Date
- Any other suitable feature [4]

Forename field inserted [1]

Surname field inserted [1]

Street field inserted [1]

Town field inserted [1]

Postcode field inserted [1]

(AO1 [12])

[12]

(i) Quality of letter [4]

AVAILABLE  
MARKS

**Level 0 ([0])**

Answer not worthy of credit.

**Level 1 ([1])**

The candidate has demonstrated limited knowledge of a standard letter layout. The candidate demonstrates a limited level of accuracy in spelling, punctuation and grammar. The meaning of the text is clear some of the time. The candidate displays a limited level of writing, form and style appropriate to the purpose of the question. The organisation of the work is limited.

**Level 2 ([2]–[3])**

The candidate has demonstrated satisfactory knowledge of a standard letter layout. The candidate demonstrates a satisfactory level of accuracy in spelling, punctuation and grammar. The meaning of the text is clear most of the time. The candidate displays a satisfactory level of writing, form and style appropriate to the purpose of the question. The organisation of the work is satisfactory.

**Level 3 ([4])**

The candidate has demonstrated good knowledge of a standard letter layout. The letter must have correct use of salutation and complimentary close and a date included. The candidate demonstrates a good level of accuracy in spelling, punctuation and grammar. The meaning of the text is clear all of the time. The candidate displays a good level of writing, form and style appropriate to the purpose of the question. The organisation of the work is good.

(AO3 [4])

Standard Letter printed [1]

(AO2 [1])

[5]

(j) 3 letters printed: Jane Brown, Lauren Herron and Nathan McBride  
([1] if any missing)

(AO2 [3])

[3]

39

**Task 4**

- (a) Slide 1 Correct title included – “Presence Check” [1]  
 Details of what presence check is [1]  
 An example of a presence check [1]  
 (AO1 [1])  
 (AO2 [1])  
 (AO3 [1]) [3]
  
- (b) Slide 2 Correct title included – “Range Check” [1]  
 Details of what a range check is [1]  
 An example of a range check [1]  
 (AO1 [1])  
 (AO2 [1])  
 (AO3 [1]) [3]
  
- (c) Slide 3 Correct title included – “Type Check” [1]  
 Details of what a type check is [1]  
 An example of a type check [1]  
 (AO1 [1])  
 (AO2 [1])  
 (AO3 [1]) [3]
  
- (d) Slide 1 printed full size [1]  
 Slides 2 and 3 printed on one page in handout mode [1]  
 (AO2 [2]) [2]

**Total**

**AVAILABLE  
MARKS**

11

**100**