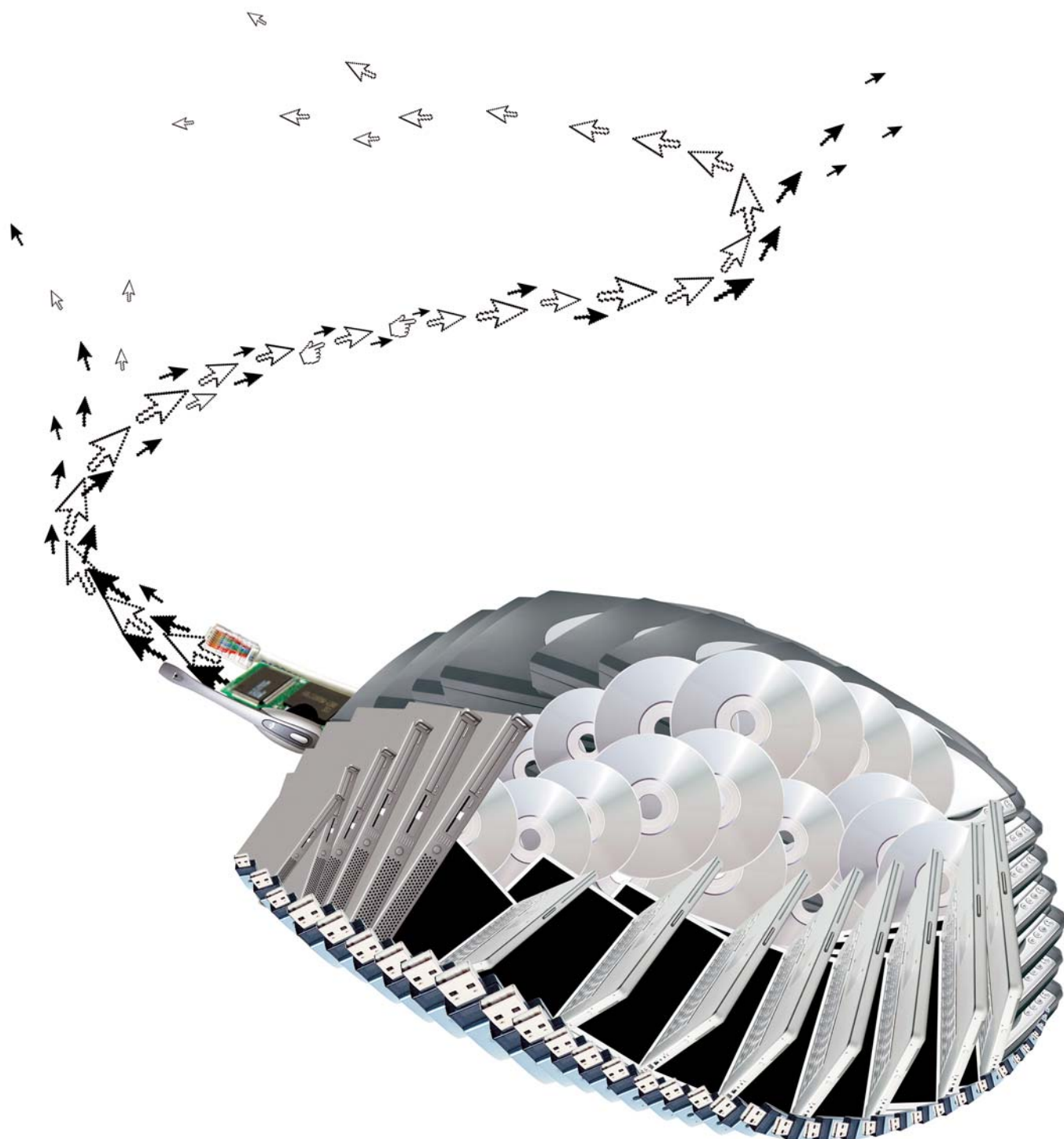


# SPECIMEN MARK SCHEME UNIT 2 - UNDERSTANDING ORGANISATIONS





**Level 3 Diploma Principal Learning**

**Information Technology INF3U2**

**Unit 2**

**Understanding organisations**

**Specimen Mark Scheme**

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting, they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from [www.diplomainfo.org.uk](http://www.diplomainfo.org.uk)

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**Examiners: the answers given in this mark scheme are exemplars. Credit must be given for other correct answers not given in the mark scheme. Please refer to Team Leaders where there is any doubt.**

**Section 1: Organisation structures**

<b>1(a)</b>	Clear description of the purpose or function of the organisation studied and a structure diagram. The diagram should fit with an acceptable structure type such as hierarchical structure, tall structure, matrix structure, flat structure or cell structure; should show a clear hierarchy; and clearly defined business functions that fit with the context of the student's chosen business scenario.	(2)
<b>1(b)</b>	Award one mark for each reasonable justification point the student provides in relation to the stated business objectives (up to 3 marks in total) and award up to 1 mark for the student's correct and appropriate use of English language and prose. <i>(Use of English: 1)</i>	(4)
<b>1(c)</b>	<p>Functions must be described and not just named. Examples of functions to describe are:</p> <ul style="list-style-type: none"> <li>• Human resources</li> <li>• Marketing</li> <li>• Sales</li> <li>• Purchasing</li> <li>• Production/operations</li> <li>• Customer service</li> <li>• Finance and accounts</li> <li>• Administration</li> <li>• IT</li> <li>• Any other reasonable answer that fits with the context of the student's chosen business scenario</li> </ul> <p>N.B: the example answers provided are general and students' own answers MUST fit with their chosen business scenario. (3x1)</p>	(3)
<b>1(d)</b>	<p>Any reasonable answer that fits with the context of the student's chosen business scenario and business functions they have already listed. Students should be awarded up to three marks for the description of responsibilities that are part of the job role. For example:</p> <ul style="list-style-type: none"> <li>• Human resources – Recruitment Officer - organising interview schedules, carrying out interviews, placing job advertisements in the local press</li> <li>• Marketing – Promotions Manager - developing a marketing plan to introduce a new product/service, managing a new product/service launch event, deciding how to advertise product/services within a given budget</li> <li>• Sales – Regional Sales Manager - setting targets for sales consultants to achieve, monitoring sales performance, analysing historical data sales to help predict future sales</li> </ul>	

	<ul style="list-style-type: none"> <li>• Purchasing - Buyer - sourcing suitable new suppliers, dealing with problem suppliers, minimising procurement costs</li> <li>• Production/operations – Operations Manager - scheduling jobs/production, managing production members of staff, dealing with product quality problems/issues</li> <li>• Customer service – Customer Advisor - advising customers with a technical problem they have with a problem, dealing with customer queries, checking that customers are happy with the product/service</li> <li>• Finance and accounts – Accounts clerk – sending out invoices to customers, ensuring supplier invoices are paid, solving invoice queries</li> <li>• Administration – Director’s PA - managing the Director’s diary/schedule, organising meetings for the Managing Director, Word-processing letters for the Managing Director</li> <li>• IT – Web development consultant - designing, creating and updating web pages on the company website, solving technical problems relating to the company website, finding out user requirements in relation to company website development</li> </ul> <p>N.B: the example answers provided are general and students’ own answers MUST fit with their chosen business scenario.</p>	(3)
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**Section 2: Business processes**

<b>2(a)</b>	<p>Any two reasonable answers that fit with the student's chosen business scenario, for example:</p> <ul style="list-style-type: none"> <li>• An independent health and fitness centre on the outskirts of a large UK town – provision of exercise classes</li> <li>• A multimedia company providing services to local businesses and independent customers – producing high quality videos of corporate and special occasions</li> <li>• A car customisation garage serving a regional geographical area – providing bespoke vehicle trimming</li> <li>• An online florists supplying nationally across the UK mainland – providing high quality bouquets for same day delivery</li> <li>• A hair and beauty salon with nail bar in a town centre location – providing hairdressing/design services</li> <li>• A mountain bike sales and repairs shop in a town centre location – selling new mountain bikes</li> <li>• An independent supplier of handmade, bespoke kitchens – providing a kitchen design service</li> </ul>	(4x1) (4)
<b>2(b)</b>	<p>Any two reasonable answers that fit with the student's chosen business scenario and the business activity they have outlined in question 2(a). One mark for the process and one mark for the description for example:</p> <ul style="list-style-type: none"> <li>• Provision of exercise classes – providing a class timetable to customers</li> <li>• Producing high quality videos of corporate and special occasions – video editing</li> <li>• Providing a bespoke car interior – vehicle trimming</li> <li>• Providing high quality bouquets for same day delivery – processing customer orders</li> <li>• Providing hairdressing/design services – individual colour advice/consultancy service</li> <li>• Selling new mountain bikes – sales processing</li> <li>• Providing a kitchen design service – producing drawings of proposed kitchen designs</li> </ul>	(2 x 2) (4)

**Examiners: the answers given in this mark scheme are exemplars. Credit must be given for other correct answers not given in the mark scheme. Please refer to Team Leaders where there is any doubt.**

<b>2(c)</b>	<p>Students should be awarded one mark for identifying a suitable use of technology in relation to the business process in question 2(b), up to 2 marks for describing how this could improve the business process, up to 2 marks for describing how this could improve competitiveness and award up to 1 mark for the student's correct and appropriate use of English language and prose. Suitable examples for each business scenario are provided below:</p> <ul style="list-style-type: none"> <li>• Providing a class timetable to customers – use of database to process timetable to prevent clashes</li> <li>• Video editing – use of specialist video editing software</li> <li>• Vehicle trimming – use of robotics</li> <li>• Processing customer orders – use of on-line order processing system</li> <li>• Individual colour advice/consultancy service – use of simulation software to show the customer what different colours/style would look like</li> <li>• Sales processing – use of sales processing database</li> <li>• Producing drawings of proposed kitchen designs – use of CAD program to design kitchens</li> </ul> <p><i>(Use of English: 1)</i></p>	<b>(5)</b>
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### Section 3: Success and risk factors

<b>3(a)(i)</b>	<p>Political issues to consider:</p> <ul style="list-style-type: none"> <li>• Legal issues such as health and safety where appropriate</li> <li>• Redundancy regulations</li> <li>• Reaction of staff</li> <li>• Involvement of trade unions</li> <li>• Outsourcing of IT or other services</li> <li>• Off shoring/Taking work to areas of lower costs</li> </ul>	<b>(3)</b>
<b>3(a)(ii)</b>	<p>Social issues to consider:</p> <ul style="list-style-type: none"> <li>• Any issue relating to customer preferences for the product</li> <li>• Any issue relating to customer preferences for the service that supports product ordering/delivery</li> <li>• Increased use of on-line services – market potential</li> <li>• Market trends</li> <li>• Any other reasonable answer relating to social issues in the context of the chosen business scenario</li> </ul>	<b>(3)</b>

**Examiners: the answers given in this mark scheme are exemplars. Credit must be given for other correct answers not given in the mark scheme. Please refer to Team Leaders where there is any doubt.**

<p><b>3(b)</b></p>	<p>Please note that ALL answers MUST relate to the student's chosen business scenario. Internal weaknesses:</p> <ul style="list-style-type: none"> <li>• New business</li> <li>• Lack of hands on business experience</li> <li>• Access to data/information</li> <li>• Use of technologies</li> <li>• Access to technologies</li> <li>• Any other reasonable answer in the context of the student's chosen business scenario where wrong decisions could be taken due to lack of internal knowledge</li> </ul>	<p>(3)</p>
<p><b>3(c)</b></p>	<p>External opportunities:</p> <ul style="list-style-type: none"> <li>• Identification of any new market opportunities</li> <li>• Identification of any new product opportunities</li> <li>• Identification of any new service opportunities</li> <li>• Identification of new technological opportunities</li> <li>• Identification of new sites for the organisation</li> <li>• Any other reasonable answer in the context of the student's chosen business scenario</li> </ul>	<p>(3)</p>

**Section 4: Implications of internal and external influences**

<p><b>4(a)</b></p>	<p>Award 1 mark for each reasonable idea given in the context of the student's chosen business scenario. Examples for each business scenario are provided below:</p> <ul style="list-style-type: none"> <li>• An independent health and fitness centre on the outskirts of a large UK town – database to store and process member details to determine individual customer needs and usage</li> <li>• A multimedia company providing services to local businesses and independent customers – use of animation software to enhance multimedia presentations</li> <li>• A car customisation garage serving a regional geographical area – computerised job processing system</li> <li>• An online florists supplying nationally across the UK mainland – use of EDI software to process customer payments on-line</li> <li>• A hair and beauty salon with nail bar in a town centre location – use of customer information database to send relevant information/offers to customers</li> <li>• A mountain bike sales and repairs shop in a town centre location – provision of company website to advertise/provide customers with information</li> <li>• An independent supplier of handmade, bespoke kitchens – Use of extranet technology to provide customers with a facility to design their own kitchen online</li> </ul> <p style="text-align: right;">(1x3)</p>	<p>(3)</p>
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<p><b>4(b)</b></p>	<p>Award 1 mark for each benefit discussed. Award 2 marks if the student has discussed the benefit in relation to the issues raised in the SWOT/PEST analysis. For a reasonable answer, students should identify specific benefits to the company such as:</p> <ul style="list-style-type: none"> <li>• Improving competitiveness</li> <li>• Improving staff motivation and morale</li> <li>• Reducing processing time to increase efficiency</li> <li>• Reducing staff workload</li> <li>• Long term cost reduction</li> <li>• Increasing market share</li> <li>• Improving customer satisfaction</li> <li>• Improving customer relations</li> <li>• Widening the market</li> <li>• Increasing sales</li> <li>• Company growth/expansion</li> </ul> <p>Award up to four marks in total for the content of the answer provided and up to 2 marks for the student's correct and appropriate use of English language and prose. <i>(Use of English: 2)</i></p>	<p>(6)</p>
<p><b>4(c)</b></p>	<p>Award 1 mark for each benefit discussed. Award 2 marks if the student has discussed the cost in relation to the issues raised in the SWOT/PEST analysis. For a reasonable answer, students should identify specific costs to the company such as:</p> <ul style="list-style-type: none"> <li>• Staff morale/motivation issues</li> <li>• Resource costs</li> <li>• Financial costs</li> <li>• Implementation issues</li> <li>• Training issues</li> <li>• Time issues</li> </ul> <p>Award up to four marks in total for the content of the answer provided and up to 2 marks for the student's correct and appropriate use of English language and prose. <i>(Use of English: 2)</i></p>	<p>(6)</p>
<p><b>4(d)</b></p>	<p>Award up to two marks for each set of realistic figures provided depending on the level of accuracy and detail. (2 + 2 = 4 marks) Award up to two marks for the student's discussion on the cost-effectiveness/ comparison of ideas or reference made to costs against benefits and return on investment for the ideas discussed. (2 marks) Award up to two marks for the student's use of correct English language and prose. (2 marks)</p> <p>Up to 8 marks can be awarded in total for this question of which: <i>Use of English: 2</i> <i>Use of Mathematics: 4</i></p>	<p>(8)</p>