

Mark Scheme (Results)

Series 2 2014

Pearson LCCI Level 2
English for Business (ASE2041)

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**LCCI IQ SERIES 2 EXAMINATION 2014
ENGLISH FOR BUSINESS
LEVEL 2
MARKING SCHEME**

**DISTINCTION MARK 75%
MERIT MARK 60%
PASS MARK 50%**

QUESTION 1	40
QUESTION 2	30
QUESTION 3	30
TOTAL	100 MARKS

Question 1 (All options)

If a candidate answers more than one option, mark only the first answer.

Understanding of Requirements of Question

Candidate seems not to understand requirements of question	0	
Considerable misunderstanding/wandering	1	fail
Signs of understanding but not adequate for the task	2	borderline fail
Adequate, 'standard' response to task set/recognises line of argument (detail not necessary)	3	pass/merit
Sound/only very minor omissions/wanderings	4	merit/distinction
Successful completion of all requirements/details of task	5	

Format (including Layout)

No suitable format	0	
Format is just recognisable but does very little to help clarity	1	fail
Recognisable format that begins to help clarity of message	2	borderline fail
Format helps to make message clearer	3	pass/merit
Format is sound (paragraphs, white space, etc.)	4	merit/distinction
Format is very good and is a definite aid to communication	5	

Combined marks for Understanding and Format (10 marks)

Selection, Structure and Organisation of Content

Inapt copying OR no recognisable pattern of communication	0/1		(10 marks)
Content selection and 'line of thought' are both inadequate	2/3	fail	
Content selection OR organisation is inadequate	4	borderline fail	
Selection and organisation of material just acceptable	5	borderline pass	
Message is clear and reasonably organised	6/7	pass/merit	
Sound selection, organisation and fluency	8/9	merit/distinction	
Successfully organised, very fluent structure	10		

Communication (Vocabulary and Grammatical Structure)

Communication does not take place OR very 'heavy' lifting	0/1		(10 marks)
Some (occasional) recognisable message/inapt 'heavy' lifting	2/3	fail	
Message is not adequately communicated	4	borderline fail	
Communicates (simple, connected text) despite weaknesses	5	borderline pass	
Message communicates	6/7	pass/merit	
Generally sound use of vocabulary and grammar	8/9	merit/distinction	
Very good vocabulary and grammar	10		

Accuracy (Spelling, Punctuation, Grammar)

Errors prevent communication throughout/very 'heavy' lifting	0/1		(10 marks)
Errors prevent communication in parts of answer/'heavy' lifting	2/3	fail	
Errors impede easy communication/some (considerable) lifting	4	borderline fail	
Errors may be numerous but do not prevent communication	5	borderline pass	
There are errors but they do not impair communication	6/7	pass/merit	
Occasional errors but communication is not hindered at all	8/9	merit/distinction	
Very occasional/or no errors	10		

(Total 40 marks)

Questions 2 and 3

Understanding of Requirements of Question/Format (including Layout)

Understanding of Requirements of Question

Candidate seems not to understand requirements of question	0	
Considerable misunderstanding/wandering	1	fail
Signs of understanding but not adequate for the task	2	borderline fail
Adequate, 'standard' response to task set/recognises line of argument (detail not necessary)	3	pass/merit
Sound/only very minor omissions/wanderings	4	merit/distinction
Successful completion of all requirements/details of task	5	

Format (including Layout)

No suitable format	0	
Format is just recognisable but does very little to help clarity	1	fail
Recognisable format that begins to help clarity of message	2	borderline fail
Format helps to make message clearer	3	pass/merit
Format is sound/appropriate for task	4	merit/distinction
Format is very good and is a definite aid to communication	5	

Combined marks for Understanding and Format (10 marks)

Selection, Structure and Organisation of Content

Inapt copying OR no recognisable pattern of communication	0/1		(10 marks)
Content selection and 'line of thought' are both inadequate	2/3	fail	
Content selection OR organisation is inadequate	4	borderline fail	
Selection and organisation of material just acceptable	5	borderline pass	
Message is clear and reasonably organised	6/7	pass/merit	
Sound selection, organisation and fluency	8/9	merit/distinction	
Successfully organised, very fluent	10		

Communication (Vocabulary and Grammatical Structure)

Communication does not take place OR very 'heavy' lifting	0		(5 marks)
Some (occasional) recognisable message/inapt 'heavy' lifting	1	fail	
Message is not adequately communicated	2	borderline fail	
Communicates despite weaknesses	3	pass/merit	
Message communicates	4	merit/distinction	
Very sound use of vocabulary and grammar	5		

Accuracy (Spelling, Punctuation, Grammar)

Errors prevent communication throughout/very 'heavy' lifting	0		(5 marks)
Errors prevent communication in parts of answer/'heavy' lifting	1	fail	
Errors impede easy communication/some (considerable) lifting	2	borderline fail	
There are errors but they do not impair communication	3	pass/merit	
Occasional errors but communication is not hindered at all	4	merit/distinction	
Very occasional/or no errors	5		

(Total 30 marks)

Question 1(a) – Article

A possible answer is:

WHAT MAKES A GOOD CUSTOMER?

A 'good customer' is usually thought of as a customer who buys lots of things from a firm, and that meaning will remain the commonest use of the term. However, being a good customer in this sense is often a sign of the firm having 'good' products and/or giving 'good' customer service. The term reveals the qualities of the seller rather than of the user. But there are qualities central to the customer that can allow the term to be properly used in different circumstances.

Think of the times that a customer annoys a seller. Imagine a seller constantly receiving phone calls from a customer complaining about the goods he or she has bought, and when the complaints are investigated it is found that there is nothing wrong with the purchases. Perhaps the customer hasn't listened to advice from the seller and has bought products that are not fit for the job that the customer intended them to do. Perhaps the customer refused to accept the seller's offer to demonstrate the use of the product. Such situations lead to our realisation that a 'good' customer may be one who listens to advice from the seller.

Imagine a situation when the customer is too familiar with the persons selling a product or service, or when a customer is brusque and argumentative. The first type of customer may call staff by 'pet' names that are not welcomed: "Hello, Shorty," or "Nice to see you, Scruffy". Such greetings are sometimes followed by the telling of questionable jokes, "Now, have you heard this one?" The second type of customer will be objectionable in a very different way and may speak to staff in an off-hand, rude manner, for example: "Fetch the boss; I don't deal with subordinates." Neither type will be seen as a 'good' customer, no matter how much he or she buys. Highly thought of customers are pleasant and polite.

Buying and selling, whether over the phone, by personal visit, or by contact in any way, are business transactions. Unpleasant comments or actions are unacceptable and cannot lead to a comfortable atmosphere. A customer should always act in ways that are appropriate to the situation and by doing so be worthy of the term 'a good customer'.

(40 marks)

Question 1(b) – Memo

A possible answer is:

Memorandum

To: Parents of children at Whitegable School
From: Ann Candidate
Date: 2 April 2014
Subject: How Whitegable School Will Deal With Complaints

Happily, the relationship between parents and our school is close and friendly. However, parents sometimes have worries about events that affect their child; if the concerns are not dealt with immediately, they can grow into complaints. Whitegable School has always tried to deal with such situations as quickly as possible and aims to reach fair and satisfactory solutions to all problems.

Speed is important so that the problem is quickly solved. With this aim, the post of **Complaints Coordinator** has been introduced and I, Ann Candidate, have been appointed to the role. Initially, you are asked to make an appointment to see me, at school or at your home, to discuss the problem. This request does not deny you your right to speak to the Head Teacher or governors, if that becomes necessary, or if you are not satisfied with the way I investigate and deal with your problem.

To make an appointment, please email or telephone me:

- **Miss Ann Candidate**
- **complaints@whitegable.com**
- **01902 563215**

I am available:

- **immediately before school**
- **immediately after school**
- **10.30 am to 11.30 am**
- **1.30 pm to 2.30 pm**

At other times I shall be teaching and, therefore, unavailable.

I look forward to our working together to solve any concerns that you have.

(40 marks)

Question 1(c) – Leaflet

A possible answer is:

Driving in Portugal

Because our new factory is being built in Lisbon, Portugal, many of us are likely to need to stay there for several weeks to oversee the work. Cars and accommodation will be provided, but because I have stayed in Portugal for several weeks, I think that some advice on driving in that wonderful country would be helpful to you.

Here are some points to remember:

- Radar traps and unmarked police cars are used to enforce speed limits and most fines are payable on the spot.
- You can be fined around €600 for using a handheld mobile phone when you are driving and, if you can't pay immediately, the police may seize your vehicle.
- If you're caught driving above the blood-alcohol limit of 50 mg, you will be fined. If you have a blood-alcohol level of 120 mg or above, you can expect some considerable time in a prison cell.
- The driver and all car passengers must wear seatbelts.
- When driving, you must have some form of identification with you that includes your photograph.

A less well-known rule is:

- It is illegal to run out of fuel when crossing Lisbon's *Ponte 25 de Abril*.

Staying in Portugal is a marvellous experience and I'm sure those of us who are lucky enough to have that experience will enjoy it tremendously. The Portuguese are friendly people and our new factory is welcomed by them. It would be regrettable if we spoiled that welcome by not following the 'rules of the road'.

Best wishes

Alan Candidate

Marketing Director

2 April 2014

(40 marks)

Question 2

A possible answer is:

TRIBUTE YOUTH THEATRE
Chater Street
Kidderminster DY11 4AG

2 April 2014

Mr John Martineau
Bridge House Theatre
Severn Road
Kidderminster
DY11 7GH

Dear Mr Martineau

Performance of 'Zabata'

Mrs Pagonis has shown me your letter and we are both thrilled by your kind comments. We are genuinely honoured that you thought so highly of our theatre's performance of 'Zabata'. Its production was a considerable challenge to us, but our members know that we expect them to meet such challenges and to enjoy doing so.

All our performers, actors, singers and instrumentalists are 21 or younger. The only exception is the conductor of the orchestra (me) and I am 'rather older' than 21. The choir consists of members of our Junior Theatre and they are between the ages of 11 and 13. The important role of Maria was played by a member of the Junior Theatre, too.

Tribute Youth Theatre began in 2005 with 12 members and it has grown to having 40 members in the Junior Theatre, and 65 in the Youth Theatre. Except for a few sponsorship arrangements, we are entirely self-financing and take part in many activities to raise money.

You ask if you can help us in some way. I wonder if you would consider talking to our members, and perhaps holding a workshop. Our usual meeting times are:

- | | |
|------------------------------------|-------------------------------|
| ▪ Orchestra | Tuesday and Thursday evenings |
| ▪ Junior Theatre | Saturday mornings |
| ▪ Youth Theatre | Wednesday and Friday evenings |
| ▪ Rehearsals for specific projects | Sundays |

Obviously, if you were able to help us, we could make almost any arrangements you wished.

Again, we thank you for your positive appraisal of our work. All involved in the production of 'Zabata' have been congratulated on your behalf.

Yours sincerely

Alan Candidate

Alan Candidate
Producer

(30 marks)

Question 3

A possible answer is:

**A list of the main points from the article
“Our Experience of Working at Night”.**

When a firm’s trade becomes worldwide it is often worthwhile to introduce a shift system that allows clients to have immediate contact at a time suitable to them.

Negative considerations

- The system worries some workers, especially those asked to work the night shift.
 - There are concerns about possible adverse effects on family life.
 - There are concerns about possible adverse effects on social life.

Positive considerations

- A smaller number of staff work night shift.
 - There is less likelihood of ‘social’ interruptions.
 - More work is accomplished and this leads to increased personal fulfilment.
- Travelling time to and from work is usually shorter.
- Family life and social activities are not necessarily worsened.
 - They simply take place at different times.

Important note

- The adjustment time needed for staff to accommodate to the change of working at night means that night work is only beneficial to staff when they do it over a lengthy period of time.
- Night work for a short time or in a rotational shift system causes depression and discontent.

(30 marks)

