



**General Certificate of Education (A-level) Applied  
June 2011**

**Applied Business**

**BS05**

**(Specification  
8611/8613/8616/8617/8619)**

**Unit 5: Business Communication and  
Information Systems (External Test)**

***Report on the Examination***

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## General Comments

Successful students made every effort to use the information contained in the data items, which enabled them to answer the questions in context. They were also able to demonstrate knowledge and understanding across the whole of the specification's content.

Less successful students had either large gaps in their knowledge, eg communication, or failed to relate their answers to the context provided by the data items.

## Question One

- (a) (i) This was completed successfully by most students.
- (a) (ii) It was pleasing to note that only a small percentage of students were unable to format the monetary values as required.
- (a) (iv) The majority of students printed a copy of the amended spreadsheet showing formulae.
- (a) (v) This task produced a variety of responses. Most students produced column charts, although some tried to make their charts too complex, eg 3-D. This made it difficult to read the results and, in some cases, led to inaccuracy. The need for a clear title and axis labels should continue to be stressed, as many students lost marks because they did not think about what the title should include.
- (b) (i) Most students completed this task successfully, although a small number did not notice that only 'Holby Transport Rail' was to be formatted in bold.
- (b) (ii) Most students completed this task successfully.
- (c) (i) All students attempted this task, although there were still a few students who were unable to complete all parts of the task. There were a small number of centres who claimed that their students were unable to access electronic images. This was unfortunate, as the pre-release materials stated that this was a requirement of the assessment.

A significant proportion of students demonstrated a high level of skill when considering layout, formatting, the use of images and use of white space. However, less successful students failed to consider one or more of these aspects of document construction.

### Question Two

- (a) Most students understood the difference between electronic and print media but only the most able students presented an argument for using both.
- (b) Most students understood what databases could be used for in general terms. However, only the most able used the information in the scenario to apply this knowledge to the administration of the Members' Club.
- (c) This question was often not answered well due to a lack of reference to *Holby Transport*. Many students suggested that the newsletter could be posted to members even though the item stated that the newsletter would be sent electronically. Successful students presented a well-balanced discussion that was based on the information in the item.

### Question Three

- (a) The majority of students demonstrated knowledge of different methods of communication but only successful students related their answer to a successful and safe tour. These students used the information in the scenario to support their answer.
- (b) This was a new style of final question and a significant number of students did not spot the opportunity to think about why the actions needed to be taken. A minority of students presented a list of actions with little or no justification. However, those that read the question carefully gave good answers and focused on why the actions needed to be taken and how they would lead to the success of the tours. For example, "They need to contact the Manchester depot because they have no experience of giving tours. This is important because, without the right training, the tours may be dangerous."

### Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

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