

GCE Applied
Edexcel GCE
Business(6916)

June 2006

advancing learning, changing lives

Mark Scheme (Results)

General guidance on marking

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing learners to be rewarded for answers showing correct application of principles and knowledge, and for critical and imaginative thinking. Examiners should therefore read carefully and consider every response; even if it is not what is expected it may be worthy of credit. The Principal Examiner or Team Leader should be consulted as necessary.

Applying the mark scheme in general

- 1 The question is identified at the top of the relevant section.
- 2 The first column identifies the associated assessment objectives and mark band levels for the marks that are to be awarded to each part-question. This confirms the relative level of complexity for the part-question.
- 3 The second column identifies how the marks should be awarded.
The (6 marks) or similar is the sub-total allocated to that part of the question and is the same as the sub-total appearing on the question paper.
- 4 The final column identifies the exemplar responses to the question. These are not necessarily exhaustive and so professional judgment should be applied by the marker.
- 5 For some of the exemplar responses, example answers have been supplied to give additional guidance, particularly where the question allows for a wide range of response from the learner.
- 6 Each bullet point '•' illustrates an alternative way of obtaining the mark(s).
The use of a dash '–' indicates the separation of points made, to show where the marks lie. The use of an oblique '/' indicates an alternative point for the same mark.
The use of underscore '___' indicates that the word/phrase is drawn from the question and does not have marks directly allocated to it.

Applying the mark scheme to the final sections of questions 1, 2 and 3

Each question ends with a 10-mark section with the candidate being required to '. . . record details of ONE business . . . studied . . . You will need to refer to this business . . .'

The relevant sections in each question appear on two A4 pages. Candidates complete the 'details of ONE business' section at the top of each page.

There is no stipulation as to the type of 'business'. Examples will include the candidate's centre, a business visited (eg, on work experience), an employer, businesses from private and public sectors, franchises, etc.

NB

- Markers are not expected to be familiar with the businesses named. Many candidates will inevitably refer to businesses about which markers have no knowledge.
- If a marker is suspicious that a business is fictional, give the candidate the benefit of doubt. Markers are requested to keep a record of the occasions when there is good cause to doubt the authenticity of a named business. The name and type of business is to be recorded and this record forwarded to the Principal Examiner as part of the final Report.
- Responses are to be forwarded to the Team Leader where a marker is certain that the response contains a fictional business.
- Markers are to give benefit of doubt on factual matters concerning the named business, unless there is an obvious factual error that affects the quality of the answer (and therefore the marks awarded): for example, a limited company is named, followed by description of unlimited liability.
- Many candidates will use the same business when answering both parts of the final section. (The same business can be used throughout the paper.) This is acceptable. It is possible that a candidate will use one business for one part-answer and then describe and refer to a different business for the next part-answer. Mark and give credit as normal.
- Because candidates must name and refer to a business studied, markers cannot award a candidate any marks where a business cannot be identified from the candidate's answer.

6916 - Investigating People in Business
June 2006 Mark scheme

| AOs | Mark Allocation | Exemplar responses |
|--|--|---|
| Q1(a)(i) | How does this advertisement meet <i>FHL</i> 's responsibilities relating to equal opportunities? | |
| A02 (MB1 = 1) | 1 mark for how responsibilities are met 1 mark | States "Waiter/waitress" in the wording/male and female /meets Sex Discrimination legislation/refers to sex/refers to gender. |
| Q1(a)(ii) | State <u>two other</u> items of information that Natalie should include in this Job Description. | |
| A01 (MB1 = 2) | 1 mark for each item of information 2 marks | <ul style="list-style-type: none"> • Hours/times of attendance. • Shift work/days of attendance. • Specific qualifications/named qualifications. • Post location/place of work. ("Location" is not enough). • Supervisor/person to whom responsible. • Duties/responsibilities. • Contract length/duration. (Do not accept items that would appear in the advert, eg name of person to contact, address of business, email) |
| Q1(b) | Using the Job Description, give <u>one</u> appropriate item of information under each heading | |
| A01 (MB1 = 5) A02 (MB2 = 2) | 1 mark for each statement 5 x 1 = 5 2 marks if all statements based on Job Description (1 mark if at least three based on Job Description) 7 marks | <p style="text-align: center;"><i>PERSON SPECIFICATION: WAITER / WAITRESS</i></p> <p><u>Qualifications</u> Basic general education/5 GCSEs at A*-C/at least English GCSE (do not accept 'GCSEs')</p> <p><u>Experience</u> No experience necessary/customer service experience</p> <p><u>Skills</u> Good communication skills/communication skills for customer service</p> <p><u>Training</u> No previous training required/trained in customer service/training will be given</p> <p><u>Attitude</u> Confident/enthusiastic/friendly</p> |

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| AOs | Mark Allocation | Exemplar responses |
|---|---|--|
| Q1(e) | Give <u>two</u> reasons why this business will need to recruit staff, <u>other than</u> , because it may be growing. | |
| AO2 (MB1 = 2) (MB3 = 2) | 1 mark for each reason (maximum 2 marks) 1 mark for development or example related to business (maximum 2 marks) 4 marks | <u>Eg Virgin Megastore, Oxford Street</u> <ul style="list-style-type: none"> • Staff leaving through retirement/other job/dismissal - need to cover because job still required. • Sales floor employee promoted to Supervisor – so vacancy of old job was created. • Changing job roles – eg Net Developer post. • Seasonality - extra staff needed in January sales. <u>Eg local Kitchen Centre</u> <ul style="list-style-type: none"> • Emigration – salesman emigrated to Canada/replacement needed because department understaffed. • Maternity leave – Accounts Supervisor off for 6 months. • Specialist skills - needed for electrics/stone work. |
| Q1(f)(i) & (ii) | Give <u>two</u> examples of open questions for this job role that an interviewer should ask. Justify the importance of asking <u>each</u> of the above questions for this job role. | |
| AO2 (MB1 = 2) AO4 (MB1 = 2) (MB2 = 2) | No mark for job role (i) 1 mark for each question (2 marks) (ii) 1 mark for each point of justification (4 marks) NB: Any combination, eg (1 + 2) + (1 + 2) OR (1 + 1) + (1 + 3) 6 marks | <u>Eg local Kitchen Centre</u> <u>Job role Sales team member</u> <ul style="list-style-type: none"> • (i) What qualities would you bring to the job of Salesman/Saleswoman? – (ii) to see what is different about this interviewee – or what similarities there are between candidates – so she/he can be compared with others on the shortlist/selection decision can be made. • (i) Why do you want to work for us? – (ii) to discover if the interviewee is interested in this job in particular – and not looking for just 'another' job. • (i) What are your interests outside work? – (ii) to discover what type of person the interviewee is – to see if her/his personality or interests are relevant to the work. • (i) Tell us about your selling experience – (ii) to find out if she/he is a good communicator – and has relevant experience in selling kitchens. |

| AOs | Mark Allocation | Exemplar responses |
|--|---|--|
| Q2(a) | Choose <u>one</u> of these Services, and outline <u>one</u> activity that it is likely to carry out. | |
| AO1 (MB1 = 1) (MB3 = 1) | 1 mark for activity 1 mark for outline 2 marks | <u>IT and E-Government</u> <ul style="list-style-type: none"> IT development/electronic storage/electronic record keeping – Council computers can be used for database of residents. Website information – so residents can access information/contact Council by email. <u>Support Services</u> <ul style="list-style-type: none"> Reception – provide assistance for visitors to the offices. Telephones –take calls from public/allow Council staff to be contacted/to contact outside agencies/contact residents. Central purchasing – of stationery/resources. Information/advice - to help staff carry out duties. (Accept supporting the public & admin support in ways not identified in chart). |
| Q2(b) | In the table, give an example of a suitable aim for <u>three other</u> areas of responsibility. | |
| AO2 (MB2 = 3) AO1 (MB1 = 3) | 1 mark for aim that meets the context of the heading 1 mark for acceptable wording (1 + 1) x 3 6 marks | See below. Accept any valid objective and any valid wording/phrasing. (more than 3 aims, award marks for best 3) |
| <p><i>Environment</i> We will protect and enhance our local environment and encourage the use of sustainable resources.</p> <p><i>Regeneration and Economy</i> We will support Wellingley businesses, and encourage investment in our local economy and tourism.</p> <p><i>Learning and Skills</i> We will support people's learning, regardless of their age, by ensuring access to education and training and by promoting personal development of Council staff.</p> <p><i>Housing</i> We will provide opportunities for people to live in a decent home.</p> <p><i>Crime and Disorder</i> We will work in partnership with other bodies to reduce both the level of crime and the fear of crime in Wellingley.</p> | | |

| AOs | Mark Allocation | Exemplar responses |
|-------------------------------|---|---|
| Q2(c) | How will <u>any two</u> of these HR specialisms make a contribution to the successful operation of <i>Wellingley Council</i> ? | |
| AO2 (MB1 = 2) (MB2 = 2) | <p>1 mark for how HR specialism relates to staff</p> <p>1 mark for how specialism contributes to successful operation</p> <p>(1 + 1) x 2</p> <p>4 marks</p> | <p><u>Training & Development</u></p> <ul style="list-style-type: none"> • Staff have up-to-date knowledge/skills – so Council can work efficiently/ residents dealt with efficiently/staff are less stressed. • Ensures trained health & safety staff – means that visitors/other staff can be treated efficiently if unwell. <p><u>Employee Relations</u></p> <ul style="list-style-type: none"> • Helps improve morale/motivation – which improves output. • Helps individuals with problems – they can work more efficiently/be more relaxed at work. <p><u>Payroll</u></p> <p>Ensures staff paid on time/paid right amount – reduces chance of disputes/helps create good atmosphere/means staff work more efficiently.</p> <p><u>Recruitment</u></p> <ul style="list-style-type: none"> • Helps ensure retention of staff – so Council can meet its aims. • Ensures staff who leave are replaced – means Council can continue operating with sufficient staff. • Staff will leave for variety of reasons – Council must ensure remaining staff can cope/unless new staff are recruited efficiently, Council's work will suffer. <p>(Combined eg “All work together to...”, maximum 2 marks)</p> |

| AOs | Mark Allocation | Exemplar responses |
|---|---|--|
| Q2(d) | Analyse the likely effect of Jane's expected long-term absence on the work of the <u>other three</u> HR specialisms - Training and Development, Payroll, Recruitment. | |
| <p data-bbox="156 376 280 454">AO2 (MB1 = 4)</p> <p data-bbox="156 712 280 790">AO3 (MB1 = 4)</p> | <p data-bbox="316 376 587 477">1 mark for how the specialism will be affected</p> <p data-bbox="316 533 587 566">(maximum 4 marks)</p> <p data-bbox="316 701 587 768">1 mark for analysing the effect</p> <p data-bbox="316 824 587 857">(maximum 4 marks)</p> <p data-bbox="483 2056 595 2089">8 marks</p> | <p data-bbox="619 376 946 409"><u>Training & Development</u></p> <ul data-bbox="619 432 1394 947" style="list-style-type: none"> • Discuss work pressures with other staff in Financial Services – see if stress is a common problem/discover if Jane is the only person so affected. • Check if any training/courses exist for Jane – so she will be better able to cope on her return/if not, plan what can be done to help Jane on her return. • Offer to/plan to re-train Jane on her return to work – so she can avoid recurrence in the future. • Be prepared to offer Jane retraining to another department/offer redeployment – so Jane can avoid future recurrence/can start afresh. • Train new/existing members of staff - to take on Jane's duties. <p data-bbox="619 969 715 1003"><u>Payroll</u></p> <ul data-bbox="619 1014 1394 1462" style="list-style-type: none"> • Record Jane's absence – so sick pay can be calculated. • Arrange to forward payslip – because Jane will not be at work to collect it. • Note length of absence – so when Jane returns she will be paid the correct amount. • Record details of any changes when Jane returns – so correct pay can be calculated/so Jane's payroll details can be updated. • Arrange to pay a temp - collect personal details/agency details. <p data-bbox="619 1485 786 1518"><u>Recruitment</u></p> <ul data-bbox="619 1529 1394 1888" style="list-style-type: none"> • Check to see if a temporary member of staff needed – so Financial Services can still operate efficiently/so the remaining staff do not also suffer from stress. • Plan advert/contact recruitment agency – to get a temporary replacement for Jane. • Plan for Jane's possible non-return to work – so a new full-time member of staff can be recruited quickly. • Restructure interviews - to assess whether applicant can cope with stress. <p data-bbox="619 1910 1305 1977">(Do not award marks for how Employee Relations is involved.)</p> <p data-bbox="619 2000 1394 2067">(If specialism not separately identified, award marks available (maximum 4) for analysis of effects on HR work)</p> |

| AOs | Mark Allocation | Exemplar responses |
|--------------------------------------|---|--|
| Q2(e)(i) & (ii) & (iii) | What is the main aim or mission statement of this business? Why is this main aim or mission statement appropriate for this business? To what extent would this main aim or mission statement be appropriate for <i>Wellingley Council</i> ? | |
| AO1 (MB2 = 1) | (i) 1 mark for aim or mission statement (1 mark) | <u>Eg Argos</u> (i) "We provide our customers with the best value for money through the most convenient shopping experience". (ii) Appropriate because <i>Argos</i> operates in an extremely competitive and price-sensitive market. |
| AO2 (MB1 = 1) | (ii) 1 mark for why appropriate (1 mark) | (iii) The Council will set out to provide good-value services to residents – so the <i>Argos</i> reference to value for money is appropriate to the Council – but the Council provides services rather than retail products so the <i>Argos</i> mission statement is only partly relevant. |
| AO3 (MB3 = 1) | (iii) 1 mark for analysing what the Council's aim/mission statement is likely to include (may be implied) | <u>Eg NSPCC</u> (i) To end cruelty to children. <ul style="list-style-type: none"> • (ii) Appropriate because all its charity work is targeted at overcoming child cruelty. • (ii) Appropriate because the <i>NSPCC</i> runs campaigns, such as FULL STOP that are linked directly to its mission, eg 'To end cruelty to children. Full Stop.' |
| AO3 (MB3 = 1) AO4 (MB1 = 1) | 1 mark for comparing the aims/mission statements (maximum 2 marks) (3 marks) 5 marks | (iii) The Council is likely to acknowledge the importance of treating children correctly/the Council's objectives refer to crime and disorder – but the Council will have a wider concern/the <i>NSPCC</i> focuses only on children whereas the Council will be concerned for all residents – so the reference to child cruelty is appropriate to some degree. |

| AOs | Mark Allocation | Exemplar responses |
|--|---|--|
| Q2(f) | | How does the ownership of this business make it operate in a different way to <i>Wellingley Council</i> ? |
| <p>AO2 (MB1 = 1)</p> <p>AO2 (MB2 = 2)</p> <p>AO3 (MB3 = 2)</p> | <p>1 mark for knowing ownership of business</p> <p>1 mark for explanation of how ownership affects its operation (maximum 2 marks)</p> <p>1 mark for each point of comparison with the Council (maximum 2 marks)</p> <p>5 marks</p> | <p><u>Eg Argos</u></p> <p>Part of the <i>Argos Retail Group</i>/owned by <i>GUS plc</i>/operates in the private sector – so <i>Argos's</i> operation is geared towards profit – and satisfying shareholders – whereas <i>Wellingley Council</i> does not have shareholders/does not seek to make substantial profits – so its operation focuses on meeting residents' needs/its organisation chart shows that its operations are geared more towards providing a service.</p> <p><u>Eg NSPCC</u></p> <p>A charity so it is also has links with the public sector – its national remit means it operates in teams and projects in five geographic Divisions – and its financial operations are organised nationally/although it also has a central HQ in London – whereas the Council is a local organisation so operations focus on its locality – and its funding operations are based locally (Council Tax and Business Rates)/although it also deals centrally eg with central government.</p> <p>(Another Council used, 3 marks maximum [none available for comparison])</p> |

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| Q3(a)(i) & (ii) | Using the information opposite, identify <u>three</u> relevant items of legislation that seek to protect the well-being of the new employees Sunita and Jon. For each item of legislation, give <u>one</u> example of how it will protect the new employees in this situation. | |
| AO1 (MB1 = 3) | (i) 1 mark for each item of legislation 3 marks | <ul style="list-style-type: none"> • Sex Discrimination – Sunita should be treated the same as male employees. • Race Relations – new member of staff protected against discrimination based on Sunita's race/Jon's race. • Employment Equality (Sexual Orientation) – Jon and Sunita must be protected fairly regardless of their sexual orientation. • Employment Equality (Religion or Belief) – Jon and Sunita must be protected fairly regardless of their religious beliefs. • Minimum wage legislation – Sunita and Jon must be paid the minimum wage for their age. |
| AO2 (MB1 = 3) | (ii) 1 mark for way each item protects in this situation 3 marks | <ul style="list-style-type: none"> • European Working Time Directive/Working Time Regulations – protects Sunita and Jon regarding working hours/rest breaks/statutory leave of 4 weeks a year. • Employment Relations Act – ensures Sunita is not disadvantaged by being a part-timer. • Employment Act – Sunita can request flexible working time because of her young children. • Employment Relations Act/trade union rights - Sunita & Jon cannot be discriminated against for membership/non-membership of TU. • Employment Rights Act - Sunita & Jon must be informed about contractual conditions. • Part-time Workers Regulations - Sunita cannot be treated less favourable because of part-time status. |

| AOs | Mark Allocation | Exemplar responses |
|-------------------------------|--|---|
| Q3(b) | State <u>two</u> ways that Meg can help her employees meet the three elements of Maslow's hierarchy of needs listed below. | |
| AO1 (MB2 = 3) (MB3 = 3) | <p>1 mark for each way</p> <p style="text-align: right;">2 marks</p> <p>1 mark for each way</p> <p style="text-align: right;">2 marks</p> <p>1 mark for each way</p> <p style="text-align: right;">2 marks</p> | <p><u>Physiological (Basic) needs</u></p> <ul style="list-style-type: none"> • Paying the employees/minimum wage/basic pay/tips. • Lunch breaks. • Making food available. • Providing toilets. <p><u>Safety (Security) needs</u></p> <ul style="list-style-type: none"> • Offering stable employment/security of employment. • Adequate rest periods. • Pension/sick pay schemes/medical insurance. • Safe working environment/safe tools and equipment. • Protection from unfair treatment. • Paid holidays. • Fixed/permanent contract. <p><u>Self-esteem (Ego) needs</u></p> <ul style="list-style-type: none"> • Status through job title. • Personal perks, eg own work area/own tools/own office. • Giving responsibility. • Opportunity to make decisions. • Praise for job well done. |

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| Q3(c) | Analyse <u>two</u> problems for <i>CarCare</i> if Sunita and Jon become demotivated at work. | |
| AO1 (MB2 = 2) | 1 mark for each problem (maximum 2 marks) | <ul style="list-style-type: none"> • Slow work/lower quality work/loss of output – unfulfilled orders/dissatisfied customers – loss of future custom/poor business reputation. |
| AO3 (MB2 = 4) | 1 mark for analysing effect of each problem on the business (maximum 4 marks) | <ul style="list-style-type: none"> • Worsening relations with Meg /with Saeed – more difficult to work together/work suffers – costs rise eg through wastage/affects sales/affects profits. |
| | Any combination eg (1 + 1) + (1 + 3) (1 + 2) + (1 + 2) | <ul style="list-style-type: none"> • Sunita or Jon may decide to leave – need to replace/costs of replacing – may need to train up new staff/may be difficult to recruit another person/new person may turn out to be unsuitable/will need time to train/lost output whilst new member of staff trained. |
| | | (Problems must relate to the business, not to the employees) |
| | 6 marks | |

| AOs | Mark Allocation | Exemplar responses |
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| Q3(d) | In addition to the fine and costs for Meg, describe <u>one other</u> business effect on <i>CarCare</i> as a result of this article appearing in the local paper. | |
| AO1 (MB1 = 1) (MB2 = 1) | 1 mark for stating effect 1 mark for describing effect 2 marks | <ul style="list-style-type: none"> • Bad publicity/customers avoid using <i>CarCare</i> – affects profits/survival chances/may lead to lay-off of staff. • Change in how oil disposed – increase in business costs/reduces profits. |
| Q3(e) | Discuss <u>two</u> ways in which the work of this business is influenced by the need to avoid creating pollution. | |
| AO2 (MB3 = 2) AO3 (MB1 = 2) | 1 mark for issue of pollution 1 mark for response of business (1+1) x 2 4 marks | <p><u>Eg <i>Best Western Hotels</i></u></p> <ul style="list-style-type: none"> • Waste food thrown away by kitchen staff – care needed to avoid vermin being attracted. • Disposal of old refrigerator – need to ensure disposed of correctly because of coolant being a pollutant. • Chemicals in the Hair and Beauty salon at <i>Best Western</i> – staff need to handle/dispose of carefully to avoid contamination. <p><u>Eg <i>McDonalds</i></u></p> <ul style="list-style-type: none"> • Waste food disposal – controlled by separating and categorising at point of source (restaurant)/care needed to avoid vermin being attracted. • Reviewing food – eg move towards ecological milk to eliminate pesticides in the production process. • Changing packaging – making compostable/moving from foam packaging to paper/changing ice cream containers from paper to edible cone. • Getting rid of used cooking oil – crew cannot pour down the sink/must dispose of to avoid polluting water courses. • Use of chemicals and detergents – crew now use less toxic ingredients/some are biodegradable. • Location of distribution centres – located more strategically to reduce travel distance to restaurants. • Office equipment – choice influenced by energy efficiency and non-toxic factors. |

| AOs | Mark Allocation | Exemplar responses |
|---|---|---|
| Q3(f) | Evaluate the effect that pressure groups have on the work of this business. | |
| <p data-bbox="156 309 280 383">AO2 (MB3 = 2)</p> <p data-bbox="156 479 280 595">AO4 (MB1 = 2) (MB3 = 2)</p> | <p data-bbox="316 309 592 454">1 mark for example of pressure group concern/issue (maximum 2 marks)</p> <p data-bbox="316 506 592 622">1 mark for justifying business's response (maximum 4 marks)</p> <p data-bbox="483 920 592 952">6 marks</p> | <p data-bbox="619 300 1027 331"><u>Eg <i>McDonalds</i>: Pressure groups</u></p> <ul data-bbox="619 344 1385 913" style="list-style-type: none"> <li data-bbox="619 344 1385 725">• Effect on menu – changed menu as a result of pressure groups such as PETA and the Vegetarian Society/bad publicity through cases such as the 'McLibel 2' Helen Steel and David Morris – now <i>McDonalds</i> includes items such as salads, carrot sticks and Quorn burgers as 'healthy' options on its menu – but pressure still exists, eg 'Supersize Me'/criticism of high calorie content of salads – <i>McDonalds</i> response to increase information about food products – greater information for consumers as a result of pressure on the business. <li data-bbox="619 741 1385 913">• Effect on type of outlet – plan to turn South Harrow outlet into a 'Drive-through' turned down due to pressure from local residents – pressure led to Harrow Council originally rejecting planning permission. |

Content area distribution

| Question | Content area | | | |
|--------------|--------------|-----------|-----------|-----------|
| | 1.1 | 1.2 | 1.3 | 1.4 |
| 1 a) | | 3 | | |
| 1 b) | | 7 | | |
| 1 c) | | 6 | | |
| 1 d) | | 4 | | |
| 1 e) | | 4 | | |
| 1 f) | | 6 | | |
| 2 a) | 2 | | | |
| 2 b) | 6 | | | |
| 2 c) | 4 | | | |
| 2 d) | 8 | | | |
| 2 e) | 5 | | | |
| 2 f) | 5 | | | |
| 3 a) | | | 6 | |
| 3 b) | | | 6 | |
| 3 c) | | | 6 | |
| 3 d) | | | | 2 |
| 3 e) | | | | 4 |
| 3 f) | | | | 6 |
| Marks | 30 | 30 | 18 | 12 |

| Question | AO1 Band equivalent | | | AO2 Band equivalent | | | AO3 Band equivalent | | | AO4 Band equivalent | | | |
|----------|---------------------|----|---|---------------------|---|---|---------------------|---|---|---------------------|---|---|----|
| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | |
| 1 a) | 2 | | | 1 | | | | | | | | | 3 |
| 1 b) | 5 | | | | 2 | | | | | | | | 7 |
| 1 c) | 3 | 3 | | | | | | | | | | | 6 |
| 1 d) | | 2 | 2 | | | | | | | | | | 4 |
| 1 e) | | | | 2 | | 2 | | | | | | | 4 |
| 1 f) | | | | 2 | | | | | | 2 | 2 | | 6 |
| | | | | | | | | | | | | | |
| 2 a) | 1 | | 1 | | | | | | | | | | 2 |
| 2 b) | 3 | | | | | 3 | | | | | | | 6 |
| 2 c) | | | | 2 | 2 | | | | | | | | 4 |
| 2 d) | | | | 4 | | | 4 | | | | | | 8 |
| 2 e) | | 1 | | 1 | | | | | 2 | 1 | | | 5 |
| 2 f) | | | | 1 | 2 | | | | 2 | | | | 5 |
| | | | | | | | | | | | | | |
| 3 a) | 3 | | | 3 | | | | | | | | | 6 |
| 3 b) | | 3 | 3 | | | | | | | | | | 6 |
| 3 c) | | 2 | | | | | | 4 | | | | | 6 |
| 3 d) | 1 | 1 | | | | | | | | | | | 2 |
| 3 e) | | | | | | 2 | 2 | | | | | | 4 |
| 3 f) | | | | | | 2 | | | | 2 | | 2 | 6 |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Total | 18 | 12 | 6 | 16 | 9 | 6 | 6 | 4 | 4 | 5 | 2 | 2 | 90 |
| | 36 | | | 31 | | | 14 | | | 9 | | | |

Analysis of paper

The overall target for each Assessment Objective is based on 40%, 35%, 15% and 10% as agreed for Unit 1, which, on a 90 mark paper, gives

36 marks for AO1; 31.5 (= 31) marks for AO2; 13.5 (= 14) marks for AO3; 9 marks for AO4.

MB level analysis: MB1 18+16+6+5 = 45 (50%)
 MB2 12+9+4+2 = 27 (30%)
 MB3 6+6+4+2 = 18 (20%) (weightings as per Specimen

Paper)

