

**Oxford Cambridge and RSA Examinations**



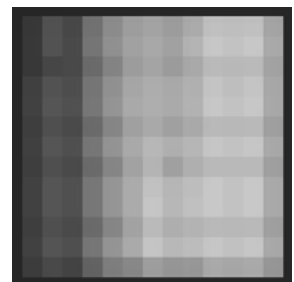
**GENERAL CERTIFICATE OF SECONDARY EDUCATION**

**GCSE 1491**

# **APPLIED BUSINESS (DOUBLE AWARD)**

**COMBINED MARK SCHEME  
AND REPORT FOR THE UNITS  
JANUARY 2005**

**GCSE**



1491/MS/R/05J

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RECOGNISING ACHIEVEMENT

Mark Scheme 4865  
January 2005

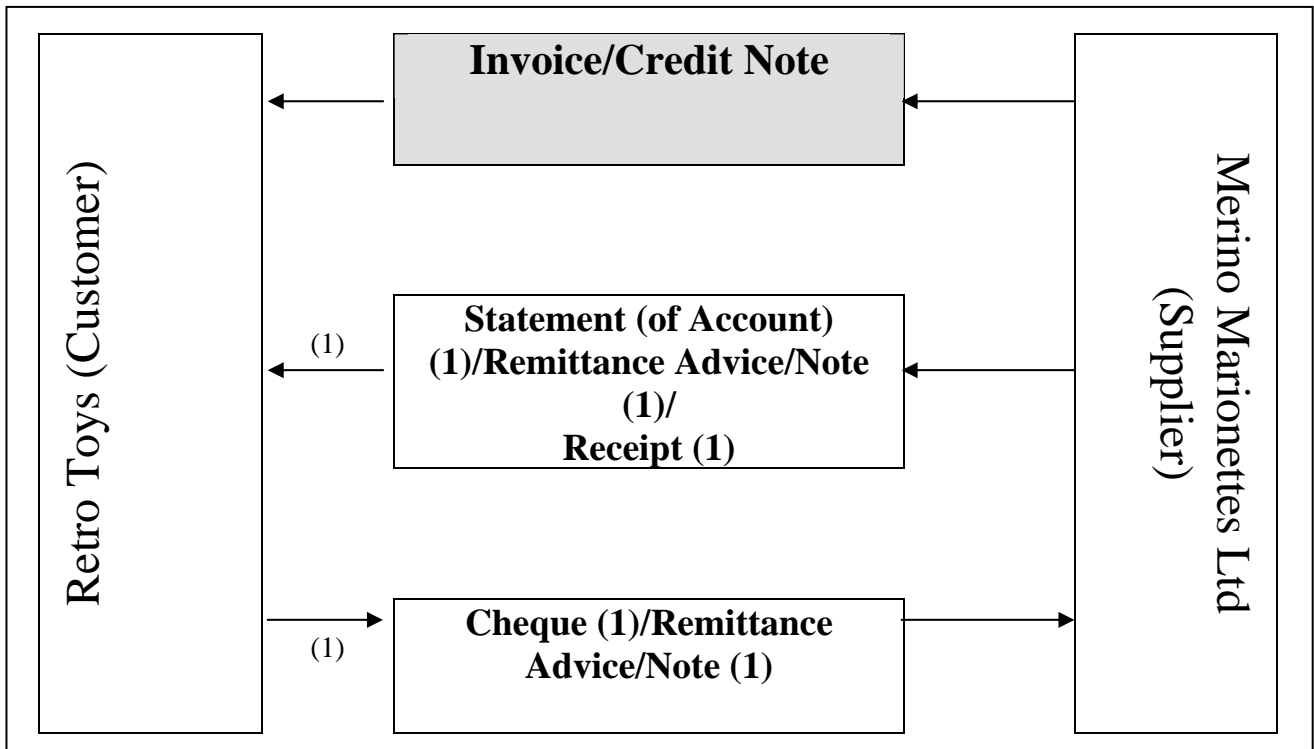
Question Ref.	Answer	Grade Reference s	Assessment Objective	Marks
<b>Question 1</b> (a) Complete the Credit Note shown below <b>using today's date.</b>	See Credit Note below for accurate allocation of marks.	CDEFG	AO1	<b>10</b>

Quantity	Code	Description	Unit Price (£)	Total (£)
2 (1)	PP128	Pierrot Puppets	50.00 (1)	100.00(1)
(1 for code and description)			Net	<u>£ 100.00 (1 OFR)</u>
			Vat @17.5%	<u>£ 17.50 (1 OFR )</u>
			Gross	£ 117.50 (1 OFR)
<b>OFR allowed if a VAT figure has been included</b>				

(+1 mark for all correct including 0 pence)

(b) Explain the main purpose of a credit note.	<p><b>Up to two marks.</b> <b>Any of the following points could be mentioned.</b></p> <ul style="list-style-type: none"> <li>• Sent from supplier to customer (1) to give credit (1) for faulty (1), damaged (1) or returned goods (1).</li> <li>• To reduce the amount (1) owed on an invoice (1).</li> <li>• To rectify overpayment (1) of an invoice (1).</li> </ul>	CD	AO1	Max 2
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	<ul style="list-style-type: none"> <li>Any other valid explanation.</li> </ul>			
(c) Use the following diagram to show the documents that are likely to flow between the two companies.	<p>1 mark per accurate document. 1 mark per set of accurate arrows.</p> <p><b>See the flow diagram below for accurate allocation of marks.</b></p> <p><b>The sequence of the documents is not important. Remittance Advice could be accepted in either direction.</b></p>	FG	A01	Max 4



<b>Question 2</b>	<b>1 mark for suitable suggestion and 1 mark for reason given.</b>	F	A01	Max 2
(a) MM ltd pays for insurance in regular amounts. Suggest a <b>suitable payment method.</b>	<p><b>The following suggestions could be made:</b></p> <ul style="list-style-type: none"> <li>Direct Debit (1) usually automatic monthly payments directly from the bank account (1).</li> <li>Standing Order (1) – similar to Direct Debit but controlled by MM ltd (1).</li> <li>Cheque, Cash Debit Card, Credit Card etc. – Only accepted if supported by valid reasoning for ‘regular payment’ (1).</li> </ul> <p><b><u>CREDIT TRANSFER NOT ACCEPTABLE</u></b></p> <ul style="list-style-type: none"> <li>Any other valid suggestion.</li> </ul>			


<p>(b) Explain <b>one</b> advantage of paying the invoice from Treetop Timber PLC by cheque.</p>	<p><b>Up to two marks for one explanation.</b></p> <p><b>Any of the following points are acceptable.</b></p> <ul style="list-style-type: none"> <li>• It can be posted (1).</li> <li>• It can be posted (1) safer than posting cash through the post (1).</li> <li>• It takes 3 days to clear (1) so MM ltd have the use of their money for longer (1).</li> <li>• It needs an authorised signature (1) so less chance of fraud (1).</li> <li>• It can only be cashed by the payee (1) so less chance of fraud if it gets lost in the post or falls into the wrong hands (1).</li> <li>• Any other valid suggestion.</li> </ul>	<p>CD</p>	<p>A01</p>	<p>Max 2</p>
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<p>(c) Complete the following petty cash voucher using the given information.</p>	<p><b>See petty cash voucher below for mark allocation.</b></p> <p><b>Note: IF petty cash is not attempted at all then no mark awarded for leaving signature blank.</b></p>	<p>CD</p>	<p>A01</p>	<p>Max 6</p>
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<h1>PETTY CASH VOUCHER</h1>		<p>Number <b>68 (1)</b> _</p>	
		<p>Date: <b>17 January 2005 (1)</b></p>	
<p><b>Description</b></p>		<p><b>Amount £</b></p>	
		<p><i>£</i></p>	<p><i>Pence</i></p>
<p>50 first class stamps (@ 28p)</p>		<p>14</p>	<p>00 (1)</p>
<p>30 second class stamps (@ 20p)</p>		<p>6</p>	<p>00 (1)</p>
<p><b>Quantity must be included – 1 mark given for each correct row.</b></p>			
<p><b>Total</b></p>		<p>20</p>	<p>00 (1 OFR)</p>
<p>Authorised by: _____ (1 for leaving blank)___</p>			



<p><b>Question 3</b> (a) Look at the following cheque and circle all errors.</p>	<p><b>See the cheque below for mark allocation.</b></p> <p>1 mark for each error circled.</p> <p><b>Note: If more than 3 errors circled then mark 1<sup>st</sup> 3 from top down.</b></p>	<p>ABC</p>	<p>A01</p>	<p>Max 3</p>
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	<p><b>Newtown Bank plc</b></p> <p>7 Front Street</p> <p>Peterborough</p> <p>PE17 6RS</p>	<p>16-37-65</p>
<p>Date: <u>3<sup>rd</sup> January 2006</u></p>		
<p>Pay <u>Timbertop Trees plc</u></p>	<p><u>Five hundred and twenty seven pounds and eighty nine pence only</u></p>	<p>£ 5 <u>7</u> 2 . 8 9</p> <p>Merino's Marionettes Ltd</p> <p><u>Mari a Meri no</u></p>
<p>Cheque Number</p> <p><b>0000458</b></p>	<p>Sort Code</p> <p><b>16-37-65</b></p>	<p>Account Number</p> <p><b>1002468</b></p>

(b) Discuss the possible consequences to MM Ltd if it continues to send cheques containing errors to its suppliers.	<p><b>L1 (1 to 2 marks) for analysis of possible consequence(s).</b></p> <p><b>L2 (3 to 6 marks) for evaluation of possible consequence(s).</b></p> <p><b>Example of L1 answer.</b></p> <ul style="list-style-type: none"> <li>• Supplier may not be happy and refuse to supply any more goods.</li> <li>• Supplier may ask for cash on delivery rather than give credit.</li> <li>• Could incur significant bank charges.</li> <li>• Could damage the reputation and good image of MM Ltd.</li> <li>• Other suppliers may not be happy to give them credit if they have a poor payment history.</li> </ul> <p><b>Example of L2 answer.</b></p> <p>“ If MML send cheques with errors to suppliers the suppliers will not be happy. They may refuse to send any more goods or ask for cash on delivery. This could damage MML’s reputation and other suppliers may refuse to supply them. A bad credit rating could affect them for a long time in the future <b>or</b> they may also have to pay high bank or administration charges.”</p> <ul style="list-style-type: none"> <li>• Any other valid suggestion.</li> </ul> <p><b>Note – maximum 3 marks for ‘ev’ and ‘an’ if reference only made to cheque from 3(a).</b></p>	ABCD	A02	Max 2
			A03	Max 4

<p><b>Question 4</b></p> <p>(a) Use the table to indicate start-up and running costs.</p>	See the table below for correct mark allocation.	EFG	A01	Max 6
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START-UP COSTS	RUNNING COSTS
New Machinery (1)	Wages for new worker (1)
Initial Advertising (1)	Increased Electricity (1)
Design Costs (1)	Packaging (1)

(b) Identify and explain <b>two</b> sources of finance for building a new extension.	<p><b>1 mark for each suggestion and 1 mark for each suitable explanation.</b></p> <p><b>Possible sources could include:</b></p> <ul style="list-style-type: none"> <li>• <b>Internal Finance</b> (1). (retained profits) – no interest charges and it does not need to be paid back. Low risk (1).</li> <li>• <b>Bank Loan and/or Mortgage</b> (1). Paid back over a long period in equal monthly instalments (1). <b>Note: If both used two different explanations required.</b></li> <li>• <b>Venture Capital</b> (1). Often available for risky ventures but usually high rates of interest (1).</li> <li>• <b>Share Issue/Shareholders/Shares/Owners Funds</b> (1). Directors could invite current or new shareholders to buy more shares if authorised capital is still available (1). Time consuming (1) but low risk and relatively cheap (1). <b>Note: No credit given if reference made to partners/sole traders.</b></li> <li>• <b>Government Grants</b> accepted only if Qualified correctly in explanation.</li> <li>• Any other valid suggestion (1).</li> </ul>	CD	A01	Max 4
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<p><b>Question 5</b></p> <p>(a) Calculate the total budgeted sales value for the six months to June 2005.</p>	<p><b>1 mark for each correct answer.</b></p> <p>Sale of puppets = £242500 (1). Sale of toys = £56000 (1). Total Sales = £298500 (1 OFR).</p>	EFG	A01	Max 3
(b) Enrico thinks that the Sales Budget will be useful. Do you agree?	<p><b>L1 (1 to 2 marks) for analysis of the sales budget.</b></p> <p><b>L2 (3 or 4 marks) for evaluation of the usefulness of a sales budget.</b></p> <p><b>Example of L1 answer:</b> “ A Sales Budget would be useful as it estimates the level of sales in the future. This can help with planning production.”</p> <p><b>Example of L2 answer:</b> “ A Sales Budget would be useful to Enrico as he can use it to make plans for the future. If he knows how many toys they are going to sell he will know how much stock to order in. He will also know how many workers are needed and can set targets for them to meet.</p> <ul style="list-style-type: none"> <li>• Any other valid suggestion.</li> </ul>	CD	A02  A03	Max 2  Max 2

<p>(c) Suggest <b>two</b> reasons why the actual sales may be different from the budget calculations above.</p>	<p><b>1 mark for each correct suggestion.</b></p> <p><b>Answers might include:</b></p> <ul style="list-style-type: none"> <li>• There may be more or less demand for products than expected because.....(1).</li> <li>• There may have to be a price change due to a change in demand or a change in the cost of raw materials (1).</li> <li>• There may have been a problem with production meaning fewer goods could be produced (1).</li> <li>• Any other valid suggestion.</li> </ul> <p><b>Note: Simple reference to it being an estimate not sufficient.</b></p>	<p>A*A</p>	<p>A01</p>	<p>Max 2</p>
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<p><b>Question 6</b> (a) Complete the forecast Profit and Loss Statement for the six months to June 2005</p>	<p><b>See Profit and Loss Statement below for correct mark allocation.</b></p>	<p>A*AB</p>	<p>A01 A02</p>	<p>Max 6 Max 2</p>
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Financial Information from the six months to December 2004		Forecast Profit and Loss Statement for the six months to June 2005		
Sales	£250 000	Sales	£298 500 (1 OFR)	
		Cost of Sales	£150 000 (1)	
Gross Profit	£100 000	Gross Profit	£148 500 (1 OFR)	
		Expenses		
		1. Advertising	£15 000 (1)	
		2. Electricity	£17 500 (1)	
		3. Insurance	£12 000 (1)	£44 500 (1 OFR)
Net Profit	£75 000	Net Profit		£104 000 (1 OFR)

<p>(b) Would Sergio Merino be pleased with the outcome of the P &amp; L statement above?</p>	<p><b>Up to four marks for depth and breadth of reasoning.</b></p> <p><b>Answers are likely to be positive as long as calculations show a profit rather than a loss. Credit should be given to answers that reflect Own Figure Rule and students own answers.</b></p> <ul style="list-style-type: none"> <li>• Yes because they will make/made a good net profit (1).</li> <li>• The sales would be/are almost 20% higher than 2004 (1).</li> <li>• The net profit will be/is more than 33% higher than 2004 (1).</li> <li>• Gross profit will be/is around 50% higher than 2004 (1).</li> <li>• This (would) show(s) that wooden toys are adding value to the business (1).</li> <li>• It would appear(s) that by introducing wooden toys to the business (1), the effect of falling sales of puppets would be/is reduced (1).</li> <li>• Any other valid suggestion.</li> </ul>	A*AB	A03	Max 4
<p>(c) Would you recommend to Sergio that MM Ltd start to make the wooden toys.</p>	<p><b>Up to two marks for a reasoned answer.</b></p> <p>This should be a positive response backed up by reference to the P &amp; L Statement, the budget or the falling sales of the puppets.</p> <p>The business would be better off with £298 500 coming in every six months (1) and they will have more profit and won't be worrying about the next four to five years to come (1).</p> <p>A negative response is acceptable as long as it is appropriately reasoned, i.e. they may not have the necessary expertise or experience to make a different type of toy.</p> <p>Any other valid suggestion.</p> <p><b>Note: Answers must reflect future tense and be conditional (could/might e.t.c).</b></p>	AB	A03	Max 2

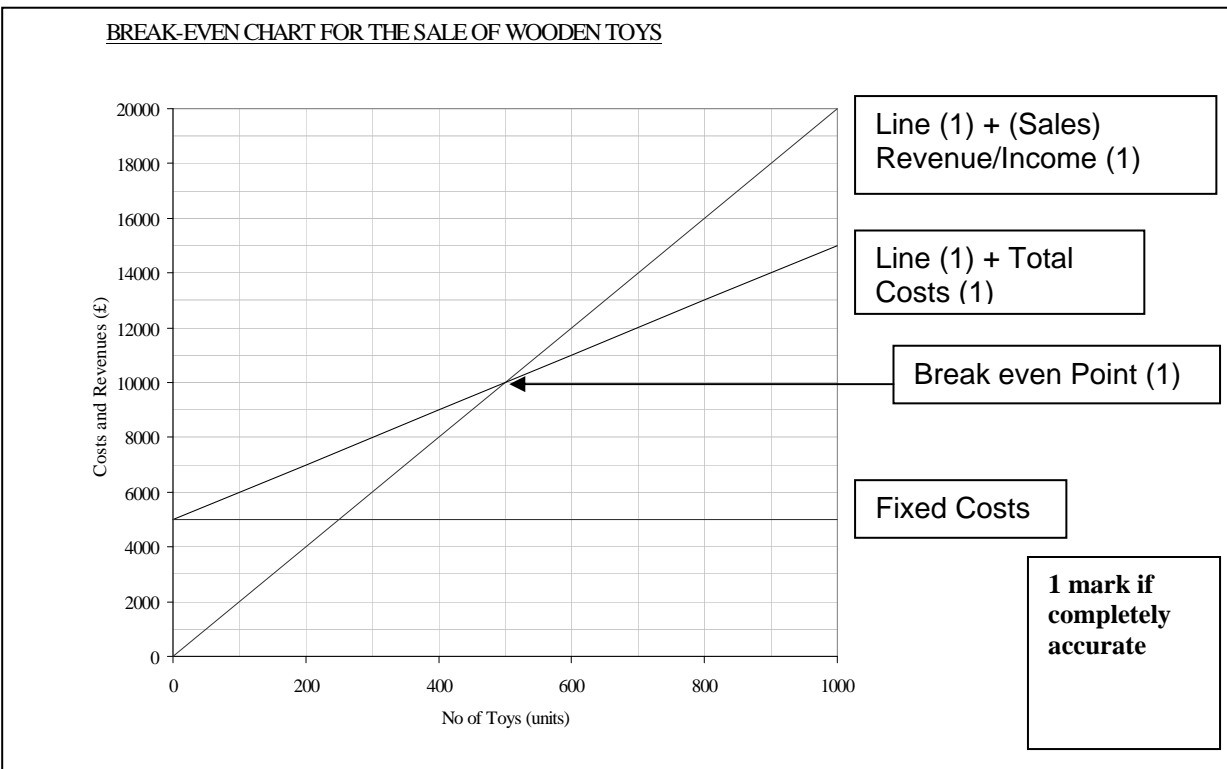
(a)	<p><b>Question 7</b></p> <p>Complete a memo explaining <b>two</b> advantages and <b>two</b> disadvantages of purchasing a new computer system.</p>	<p>1 mark each for identification of up to two advantages and two disadvantages. An extra 1 mark for a reasonable explanation of each advantage and disadvantage.</p> <p><b>OR</b></p> <p>Up to 2 extra marks can be awarded for a very detailed explanation of one advantage or disadvantage.</p> <p>Examples of what memo could contain include:</p> <ul style="list-style-type: none"> <li>• Presentation (1) – documents are neater and templates can be set up and used (1).</li> <li>• Saves Time (1) – using features such as auto calculations, templates. (1) E-mails are quick and invite speedy response (1).</li> <li>• Accuracy (1) – spelling and grammar checks and formulae. (1) Also easier to correct mistakes (1).</li> <li>• Integration (1) – sales data from a budget could be automatically produced in the P &amp; L Statement for example (1).</li> <li>• Cost of training staff (1) – this might have to be external training courses as few in MM Ltd are likely to have the skills (1).</li> <li>• Resistance from staff (1) – some employees may not be confident or willing to learn new skills (1).</li> <li>• Hardware (1) – although they have a computer it may not be sufficiently modern to meet their needs (1). Also need suppliers, customers etc. to have computing facilities if e-mail is to work (1).</li> <li>• Software (1) – the production of source documents such as invoices etc. need more specialist software (1).</li> </ul> <p><b>Example (advantage):</b> A new computer system could save the business a lot of time (1). Templates or mail merge could be used for writing letters (1) and the use of formulae can make calculations much quicker and more accurate (2).</p> <p><b>Example (disadvantage):</b> A new computer system would be very expensive (1). The actual computer will cost around £2000. It may be necessary to buy specialist software to use on the computer and the staff will also need to be trained to use it. When all these costs are added together the total cost could be very high (2).</p> <ul style="list-style-type: none"> <li>• Any other valid suggestion.</li> </ul> <p>Take care not to reward twice for repetition. Any other valid suggestion. TAKE CARE NOT TO REWARD TWICE FOR REPETITION</p>	FG  CDE	A01  A01	Max 4  Max 4
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<p>(b) Do you think the new computer system would be useful to Sergio for financial planning? Give reasons for your answer.</p>	<p><b>L1 (1 to 2 marks) for analysis of how the system might be useful to Sergio for financial planning.</b></p> <p><b>L2 (3 to 4 marks) for evaluation of how useful the system might be to Sergio for financial planning.</b></p> <p><b>Reasons could include:</b></p> <ul style="list-style-type: none"> <li>• Cashflow forecast (1) – automatic calculations using formulae. Can also be used for ‘what if’ scenarios (1).</li> <li>• Budgets (1) – calculations of variances made easier (1).</li> <li>• P&amp;L or balance sheet (1) – Automatic calculations. Accurately and neatly presented (1).</li> </ul> <p>Other examples should be accepted if validly explained.</p> <p><b>Example of L1 answer:</b></p> <p>The new computer could be used for creating cashflow forecasts (or budgets or final accounts). This would help Sergio plan how much money he will need in the future (or estimate sales or produce accurate profit figures for tax calculations).</p> <p><b>Example of L2 answer:</b></p> <p>The new computer could help Sergio plan for the future as he could create cashflow forecasts, budgets and forecast final accounts quickly and easily. However, the cost of a new system is quite high, and he would need to make sure that the benefits of speed and accuracy are enough to make the investment worthwhile.</p> <p>Any other valid suggestion.</p> <p><b>Marks are awarded for the arguments or reasons and not for repeating the content of answers to part (a).</b></p>	EF	A02	Max 2
			A03	Max 2

<p><b>Question 8</b> (a) Calculate the variable costs , total costs and sales revenue for each level of sales in the table provided.</p>	<p><b>Marks to be allocated as indicated in the table below. 1 mark for each correct row.</b></p>	<p>CDE</p>	<p>A01</p>	<p>Max 5</p>
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No of toys sold	Fixed Costs	Variable Costs	Total Costs	Sales Revenue
200	£5 000	£2 000	£7 000	£ 4000 (1)
400	£5 000	£4 000	£9 000 (1 for row)	£ 8000
600	£5 000	£6 000	£11 000 (1)	£12 000
800	£5 000	£8 000	£13 000	£16 000 (1 for row)
1000	£5 000	£10 000	£15 000	£20 000 (1 for row)

<p>(b) Use your calculations to draw and label the following break-even chart.</p>	<p><b>Marks to be allocated as indicated on the break-even chart below.</b></p> <p><b>OFR can be allowed for lines drawn if calculations in box above are inaccurate.</b></p>	<p>A*AB</p>	<p>A01</p>	<p>Max 3</p>
			<p>A02</p>	<p>Max 3</p>





(c) Explain what would happen to the break-even point if Enrico decided to charge a selling price of £30 per toy instead of £20.	<p><b>Up to 3 marks.</b></p> <p><b>1 mark for a simple statement that the BEP would be lower.</b></p> <p><b>2 or 3 marks for a valid explanation of why it would change. A recalculation of the BEP is not necessary to gain the marks if a suitable explanation is given.</b></p> <p><b>Answers should indicate that:</b></p> <ul style="list-style-type: none"> <li>The BE point would be lower because fewer would need to be sold to cover the costs (1).</li> <li>However the total costs would be the same as they have not changed (1) so the BEP in value would still be £10 000 (1) but the units sold would reduce from 500 to 250 (1).</li> </ul> <p>If candidates know the formula they could use this to work out the difference or they could work it out in their heads. Credit could be given for this.</p> <ul style="list-style-type: none"> <li>Any other valid suggestion.</li> </ul>	A*AB	A01	Max 1
		A02	Max 2	

<p><b>Question 9</b></p> <p>(a) Complete the unshaded boxes in the cashflow forecast shown below.</p>	<p><b>See cashflow forecast below for correct allocation of marks. Credit can be given where indicated for Own Figure Rule (OFR).</b></p>	A*AB	AO1	Max 5
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<i>CASH-FLOW FORECAST FOR MERINO MARIONETTES LTD IN 2005</i>						
	Jan-05	Feb-05	Mar-05	Apr-05	May-05	June-05
	£	£	£	£	£	£
<b>INCOME</b>						
1 Sales of wooden toys	8000	8000	12000	9000	9000	10000
2 Sales of puppets	42500	40000	45000	37500	37500	37500
<b>Total</b>	<b>50500</b>	<b>48000</b>	<b>57000</b>	<b>46500</b>	<b>46500</b>	<b>47500(1)</b>
<b>EXPENDITURE</b>						
1 New machinery	50000	-	-	-	-	-
2 Raw materials	10000	10000	12000	10500	9000	9500
3 Wages and Salaries	15000	15000	17000	15000	13000	14000
4 Insurance costs	2000	2000	2000	2000	2000	2000
5 Electricity costs	-	-	8500	-	-	9000
6 Advertising costs	-	4000	-	5000	-	6000
<b>Total</b>	<b>77000</b>	<b>31000</b>	<b>39500</b>	<b>32500</b>	<b>24000</b>	<b>40500(1)</b>
<b>OPENING BALANCE</b>	4500	-22000	-5000	12500	26500	<b>49000(1)</b>
<b>INCOME – EXPENDITURE</b>	-26500	17000	17500	14000	22500	<b>7000 (1 OFR)</b>
<b>CLOSING BALANCE</b>	-22000	-5000	12500	26500	49000	<b>56000 (1 OFR)</b>

1 mark for each correct answer in the unshaded boxes

(b) Suggest why the first two months of 2005 show a negative closing balance.	<b>For 1 mark, explanations could indicate any of the following.</b> <ul style="list-style-type: none"><li>• In January the expenditure was greater than the income (1).</li><li>• In February the income was greater than the expenditure but the surplus was less than the opening balance at the bank (1).</li><li>• Any other valid suggestion.</li></ul>	D	A02	Max 1
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## VGCSE Business

## Unit 3

Jan '05

Question	A01	A02	A03	Total	A*		A		B		C		D		E		F		G	
1a	10			10							2	A1	2	A1	2	A1	2	A1	2	A1
1b	2			2							1	A1	1	A1						
1c	4			4													2	A1	2	A1
2a	2			2													2	A1		
2b	2			2							1	A1	1	A1						
2c	6			6							3	A1	3	A1						
3a	3			3			1	A1	1	A1	1	A1								
3b		2	4	6							1	A2	1	A2						
							1	A3	1	A3	1	A3	1	A3						
4a	6			6											2	A1	2	A1	2	A1
4b	4			4							2	A1	2	A1						
5a	3			3											1	A1	1	A1	1	A1
5b		2	2	4							1	A2	1	A2						
											1	A3	1	A3						
5c	2			2	1	A1	1	A1												
6a	6	2		8	3	A1	3	A1	2	A2										
6b			4	4	1	A3	1	A3	2	A3										
6c			2	2			1	A3	1	A3										
7a	8			8							1	A1	1	A1	2	A1	2	A1	2	A1
7b		2	2	4											1	A2	1	A2		
															1	A3	1	A3		
8a	5			5							2	A1	2	A1	1	A1				
8b	3	3		6	1	A2	1	A2	1	A2										
					1	A1	1	A1	1	A1										
8c		1	2	3			1													
					1	A3	1													
9a	5			5	1	A1	2	A1	2	A1										
9b		1		1									1	A2						
Total	71	13	16	100	9		14		11		17		17		10		13		9	
A01					6		8		4		13		12		8		11		9	

				71					18			25					28		
A02					1		2		3		2		3		1		1	0	
				13					6				5					2	
A03						2		4		4		2		2		1		1	0
				16					10				4					2	
									34				34					32	



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RECOGNISING ACHIEVEMENT

**REPORT ON THE UNITS**  
January 2005



## **Chief Examiner's Report**

Centres are advised to make optimum use of the support that OCR is providing in relation to the qualification. Guidance on assessment best practice and examination technique is available from a number of sources. Exemplification of the assessment criteria is provided on the web-site and OCR offers a free coursework consultancy service to Centres. In addition, a range of INSET courses will be running in autumn 2005 which amongst other things will provide teachers with useful feedback from the June 2005 examination session. These sessions provide a useful forum in which to discuss issues that new Centres may have experienced in planning or running the course in addition to any issues that have arisen from the June examination session.

The main issues from January that Centres should address in preparation for the June session are as follows.

For the coursework units:

- Candidates need support in structuring their coursework to meet the specific needs of the unit specifications. Effective use of templates and/or writing frames can be useful, especially for weaker candidates.
- Coursework must relate to the investigation of real businesses as purely theoretical evidence can rarely be rewarded.
- Candidates need support in their approach to the development of the higher level skills of comparison, analysis, evaluation and justified suggestions for improvement(s).
- Centres where team-teaching occurs should take advantage of this arrangement by setting up a system of internal moderation between team members. Single teacher Centres may find the OCR coursework consultancy service of benefit as feedback is given on the effectiveness of assessment.

For the examination:

- Candidates must use a range of different resources to enable them to experience the application of financial knowledge in a variety of business situations.
- Centres should continue to make good use of past papers and mark schemes so that candidates become more familiar with the style and requirements of the external assessment.
- Centres should be looking beyond textbooks and finding innovative ways of incorporating vocational experiences into teaching and learning on the course, perhaps through focused use of case study materials that are now more widely available.

Please consider the following reports carefully as they offer useful advice and feedback on the moderation of both portfolio units and the marking of the examined unit. It is hoped that once taken on board, these comments will better prepare candidates for forthcoming examination sessions.

**4863 – Investigating Business**

**4864 – People and Business**

**General Comments**

**Administration**

Moderators were in agreement that those Centres that followed OCR procedures, adhered to set deadlines and accurately completed documentation enabled the moderation process to progress smoothly. However, many Centres did not adhere to the 10 January deadline for the receipt of the completed MS1 forms by the allocated Moderator and failed to inform OCR or the Moderator of the delay. This did cause difficulty for Moderators in the scheduling of their work. Centres should note that it is their responsibility to forward MS1 forms and candidate work to the allocated Moderator by the set deadlines, e.g. the sample must be returned within 3 days of receiving the sample request. Centres should also note that their failure to meet such deadlines could delay the receipt of results for their candidates.

Where there are 10 or fewer candidates for any unit, Centres are required to send the candidate portfolios with the MS1 forms to the Moderator.

Centres must ensure that all sections of the Unit Recording Sheet have been completed accurately, including correct total marks for the unit, candidate number and centre number, teacher comments and location of evidence, in order to facilitate the moderation process.

Some Centres recorded marks on MS1 forms which were different from those entered on the Unit Recording Sheets. This did cause delays. Centres must ensure the marks on the MS1 form match the marks on the Unit Recording Sheet for each candidate and for each unit.

In some instances the packing of parcels was inadequate to protect candidates' work. Sometimes this resulted in damage occurring during transit.

**Assessment**

Assessors are required to make assessment decisions for each strand within each unit using the Determining the Mark grids for Units 1 and 2 (see attached grids).

Many Assessors demonstrated good practice by annotating candidate work with assessment criteria references and by giving clear and constructive written feedback which related to the assessment criteria. The teacher comments section of the Unit Recording Sheet enabled Assessors to justify the marks awarded for each strand. Many candidates had been encouraged to present work logically and clearly, strand by strand, using headings, boldening, page numbers and a contents sheet. It was also helpful when page numbers were included within the location section of the Unit Recording Sheet. However, some Assessors failed to provide written comments or annotate candidate work. In these circumstances it was not clear to the Moderator how assessment decisions had been made.

Some Centres provided copies of internal moderation records, which were most useful and helped the moderation process. Internal moderation is crucial to ensure consistent assessment practice and decisions across Assessors and units within a



Centre and is the key to good practice. However, there was, in some cases, limited evidence of internal moderation having taken place.

Where assignments had been used, it was most helpful for copies to be submitted with the actual work. This gave a clear indication of the tasks that were given to candidates. Good practice in assignment design included breaking down the unit into a number of tasks for each strand. OCR training events focus on good practice in delivery, portfolio building and assessment.

Lenient assessment decisions had been made by some Assessors for a variety of reasons. Some leniency was the result of misunderstanding of the assessment criteria e.g. Unit 1 C2. Leniency was also apparent where candidates had not applied their knowledge to the business under investigation and merely regurgitated textbook theory. This is not sufficient. In addition to content coverage, the candidates need to demonstrate skills as per the trigger words in the assessment criteria e.g. explain, analyse, evaluate. Some Assessors awarded marks for an assessment criterion, e.g. Unit 1 B3, even though candidates had not evaluated effectiveness. As a consequence, marks from some Centres have been adjusted.

It is the responsibility of Assessors to ensure that each candidate has produced authentic/original evidence. A Centre Authentication Form for Coursework must be signed by the Assessor(s) and must accompany each candidate's coursework. Where entire cohorts use the same business(es), there is a tendency for the same inputs to be used in many, if not all, portfolios. It is, therefore difficult to assess whether work is a candidate's own or is plagiarised/shared/copied. If appropriate, use of different businesses would avoid this problem. For Unit 1, the model outlined on page 50 of the Guidance for Teachers should be considered.

Where web-based case studies were used, there was a tendency for candidates' work to be very similar to the content of the case study. Candidates must ensure that sources are correctly attributed. Where material is taken directly from the source, candidates must supplement with their own explanation, demonstrating their understanding. Where candidate work contains inaccuracies, Assessors should annotate the work to this effect, thus enhancing the candidate's own learning.

## **UNIT 1: INVESTIGATING BUSINESS**

The banner of the assessment evidence grid requires candidates to investigate two contrasting businesses. In order to facilitate the evidencing of A2, the businesses should ideally have a range of contrasts e.g. industrial sector, type of ownership, activities, size (see Guidance for Teachers on page 51).

The general weakness in this unit was the lack of application of theory to the two contrasting businesses. Many candidates have attempted the unit without conducting sufficient research. Some Centres relied on the websites of large organisations, which often contain insufficient information for the level 2 and level 3 criteria.

### **STRAND A**

A1 Candidates are required to describe each of the four features of their two chosen businesses. Some candidates produced very brief evidence in a bullet point list. This format identified features rather than described them. Location was the weakest feature with many instances of evidence merely comprising a

map and address. Good evidence for location comprised a map showing location of the business, its address and a description of factors that affected its location (see What You Need To Learn on page 41). The descriptions of ownership should demonstrate understanding of limited/unlimited liability.

- A2 Comparisons of the four features varied greatly. Where the features of the two businesses were similar, e.g. ownership or activities, candidates struggled to identify differences. Some candidates merely repeated the descriptions provided for A1 but this was insufficient evidence for a comparison. Candidates are required to show clearly the similarities and differences. Many comparisons were weak, with evidence comprising a table which merely repeated the A1 evidence, without highlighting the similarities and differences.
- A3 Candidates are required to suggest and justify changes that each business could make to each of the four features to enable each business to be more effective. Many candidates failed to achieve this criterion as they made suggestions that were unrealistic or lacked justification. Some candidates provided justified suggestions but then did not show how the changes could enable the business to be more effective.

Worksheets, when used, were often inappropriate and, again, did not give the candidate sufficient opportunity to evidence fully this particular strand.

## **STRAND B**

- B1 Candidates are required to describe (not list) the type of work carried out by at least three functional areas of one of their chosen businesses. The Guidance for Teachers on page 52 states that human resources and customer service should be excluded as these are covered in detail in Unit 2. Some candidates provided weak evidence that was theoretical and not related to their chosen business and demonstrated limited research.
- B2 In order to achieve this criterion, candidates must use examples of specific activities within the business to explain how at least three functional areas worked together to support the business activity. Frequently, candidates discussed how each functional area supported the business activity rather than showing the linkages of how the three work together. Those candidates who have carried out detailed research were able to explain, using examples of specific activities, how the functional areas worked together, e.g. opening a new retail outlet or launching a new product. However, many candidates only focused on two functional areas, rather than three.
- B3 Candidates are required to build on their evidence from B2 to evaluate (make judgements based on research) how effectively the three functional areas work together to achieve the aims and objectives. Some candidates who were successful in achieving the criterion presented their evidence using headings for each aim and objective described in A1. Under each heading they evaluated the effectiveness of the three functional areas working together to achieve each specific aim and objective.

Many candidates who attempted this criterion failed to evaluate effectiveness or attempted to evaluate how each individual functional area helped to achieve the aims and objectives, rather than the three working together. There was little evidence that these candidates had any experience of the business studied and so no evidence was collected to support judgements of effectiveness.

### STRAND C

C1 Generally, candidates were able to describe the oral, written and ICT methods of communication, using examples from the chosen business. However, some candidates merely listed methods of communication lifted from a textbook, with little reference to the chosen business. Many failed to describe, with examples, how the business uses ICT to operate e.g. stock control via the barcode scanning system (EPOS). Where candidates had included the administration/ICT functional area in B1, some of the evidence could be cross referenced to C1.

C2 Those candidates who were successful in achieving this criterion tended to use headings as per the three bullet points. They then analysed the effectiveness of the communication methods described in C1 in relation to each of the bullet points. Evidence was strengthened when candidates analysed specific examples of communication within named functional area(s) or between named functional areas.

Many candidates experienced difficulty in analysing the effectiveness of the business's communication methods; possibly because they had no experience of them. Analysis was weak because of the theoretical nature of most of the work. Some candidates explained why the method was used rather than looking at effectiveness of methods in terms of communicating intended message/information.

C3 Candidates are required to build on their analysis in C2 in order to suggest and justify alternative or improved methods of communication in relation to the three bullet points. Again, the use of headings as per the three bullet points proved helpful to candidates.

Candidates frequently suggested improvements which lacked justification. Suggestions were not always realistic, were not based on analysis in C2 or did not relate to the three bullet points. In these circumstances, the criterion had not been achieved. Some candidates' suggestions were already in existence e.g. Sainsbury's online shopping. This criterion requires detail, which was lacking in many portfolios.

### STRAND D

D1 The majority of candidates were able to identify the main external influences ie competitors, economic conditions and environmental constraints for each of the two chosen businesses. Candidates often described the influences in some depth, as preparation for D2.

D2 In order to achieve D2, candidates must explain the impact that changes in the three external influences would have on the two chosen businesses. For

example, if interest rates were to rise, it could mean that fewer people would purchase their products as they had less disposable income. It could also mean that any plans for further expansion that required external borrowing would have to be put on hold for the immediate future. Many candidates failed to explain the impact of changes to environmental constraints.

- D3 Many candidates attempted D3 without explaining any changes in D2. In order to achieve D3, candidates are required to suggest and justify ways in which the two chosen businesses could respond to the changes explained in D2. Weaker candidates put forward unjustified or unconvincing suggestions and failed to differentiate between the businesses. Some candidates gave suggestions that reflected what the business had already done; not what they should do in response to the changes explained in D2.

## **UNIT 2: PEOPLE AND BUSINESS**

### **STRAND A**

- A1 The majority of candidates were able to identify the stakeholders of their chosen business. Many candidates described the stakeholders in preparation for evidencing A2. However, some candidates gave generic lists which did not specifically relate to the business.
- A2 Candidates are required to explain the nature of stakeholders' interests. For example, employees would be interested in their rates of pay, how much profit the business was making, possible plans for expansion or reduction in the workforce. Customers would be interested in the price of the products, when the shop was open, when the service was available, after-sales service etc. Many candidates explained their role in the business rather than what they wanted from the business.
- A3 Many candidates experienced difficulty in evaluating (judgement based on research) the extent to which each stakeholder has an influence on the business and how it operates. Many did not show the extent to which one stakeholder is more powerful or more likely than the others to cause change in the business. One particularly successful approach was the use of a series of scenarios related to the business. For example, in order to come to a decision to stop selling a product or service. The candidates then had to rank the stakeholders in the order of the likelihood of their views being taken into account. Candidates then justified their ranking decisions using evidence gained from the study of their business.

### **STRAND B**

- B1 Candidates tended to describe briefly the roles of three people in the business. Frequently, there was little differentiation of levels of responsibility. For example, they would describe a till operator, a shelf stacker and a cleaner rather than a manager, a supervisor and operative. Assessors should refer to page 76 of the Guidance for Teachers.
- B2 Candidates are required to explain the content of the Contract of Employment for one of the three people described in B1. However, many candidates gave

generic explanations and did not relate the contact to one of the three people described in B1. Conversely, some candidates submitted a completed contact without explaining it.

- B3 The evaluation of the contract tended to be seen only from the employee's standpoint. Candidates failed to evaluate how well the contract met the needs of the business. Changes to the contract of employment were suggested but not justified. Candidates should clearly explain the purpose of the changes and how they would help the employee and the business. Many candidates who attempted the evaluation tended to describe how the contract was perfect and then recommended changes which contradicted this.

### **STRAND C**

- C1 Candidates were able to describe clearly the rights of employees but often failed to use examples from the selected business. A description of the rights of employers was frequently omitted. Weaker candidates produced generic descriptions, with no reference to the selected business.
- C2 The evidence for this criterion was generally weak. The grievance procedure was often included but not clearly explained in their selected business, nor the influences of trade unions and ACAS. Some candidates provided generic explanations or the procedures used to resolve disagreements were outside the context of their selected business. Where procedures were explained for resolving disagreements, candidates usually neglected to use examples from the business to show how this had worked in practice.
- C3 Candidates experienced difficulty in evaluating the extent to which their business ensures good working relationships; possibly because they had limited observations and information to refer to. Some candidates outlined how different employers looked after their employees but forgot to evaluate – why do they do it and what does it achieve in the long run?

Working relationships proved to be a difficult concept for some candidates who discussed rather than evaluated relationships in a broader way than was asked for in C3. Often candidates described what the employers did in order to try to establish good working relationships. They rarely evaluated these actions, using a survey, to find out whether they worked.

### **STAND D**

- D1 Many candidates produced flowcharts, with no description of what happened at each stage. Many candidates who did describe the recruitment process failed to describe the selection process. Some candidates produced textbook theory, with very little application to the selected business.
- D2 Those candidates, who described in detail the recruitment and selection process for the selected business in D1, were able to explain why the business used the procedures, together with relevant legislation.
- D3 Many candidates struggled to evaluate the effectiveness of the recruitment and selection process. They suggested improvements to procedures but tended not

to recommend improvements to documentation. The inclusion of copies of recruitment documentation would facilitate the evaluation and suggested improvements. Few candidates gave evidence to support evaluation such as turnover of staff, customer complaints.

## **STRAND E**

- E1 Many candidates did not demonstrate understanding of the training and appraisal processes related to the selected business and generic descriptions were frequently provided. Candidates should have described the process that their chosen business follows for each of the five bullet points. Many candidates only covered one or two of the bullet points, demonstrating very little understanding of how training and appraisal were conducted within their chosen business.
- E2 As a result of the weak evidence for E1, E2 evidence was generally poor. Many candidates only commented on how training helped people work more effectively and not how it helped maintain a safe and secure working environment. Generic explanations were frequently produced, rather than an analysis of the effectiveness of procedures.
- E3 As E1 and E2 were generally weak, few candidates achieved E3. Candidates struggled to improve on the training procedures because they had often covered all possibilities in their textbook responses to E1. In some Centres, candidates tended to have the same improvements. Generally, suggestions were not built on the analysis in E2 or were not justified. Alternative or additional procedures were required that might improve the effectiveness of employees and the safety of the working environment. Unrealistic suggestions were made by some candidates.

## **STRAND F**

- F1 Generally, candidates provided a great deal of evidence to describe the rights of customers under consumer law, but failed to identify the features within their chosen business that contributed towards good customer service. Some candidates identified the features within the business that contributed towards good customer service but failed to describe the rights of customers under customer law.
- F2 Many candidates did not identify the needs and expectations of the customers. Therefore, they could not analyse how effectively their needs and expectations were being met by the customer service provision.
- F3 As F2 was seldom achieved, candidates were unable to build on their analysis in F2 to suggest and justify ways in which the customer service provision could be improved to further meet the needs and expectations of customers. Insufficient knowledge of the business prevented candidates from suggesting improvements to customer service, except in a generic way. Frequently, suggestions made were not linked to improving the ability of the business to meet the needs and expectations of customers.

**Recommendations to centres**

- Please adhere to deadlines for submitting MS1 forms and candidate work to the appointed Moderator.
- Please ensure that marks entered on MS1 forms match marks awarded on the Unit Recording Sheet.
- Please ensure that the total marks for all strands of a unit are correctly totalled on the Unit Recording Sheet.
- Please ensure that all sections of the Unit Recording Sheet have been completed accurately including candidate number, centre number, teacher comments and location of evidence.
- Where there are 10 or fewer candidates for any unit, send all the candidate portfolios with the MS1 forms to the Moderator.
- Where assignments are used, please ensure that they meet the requirements of the banner and the assessment criteria for the unit.
- If used, please include copies of assignment briefs with the candidate work.
- Please ensure that the businesses being investigated enable candidate to achieve the requirements of all the assessment criteria within a unit.
- Assessment decisions for each strand within each unit must be made using the Determining the Mark grids (see attached).
- Care must be taken during assessment to ensure that evidence comprises theoretical concepts applied to the business being investigated. Textbook theory alone does not constitute evidence.
- Assessors and candidates must fully understand the meaning and use of the trigger words within the assessment criteria e.g. identify, describe, explain, compare, analyse and evaluate.
- Assessors should provide clear written feedback to candidates, including what has and what has not been achieved, additional evidence requirements and a submission date.
- Candidates should be encouraged to adapt a structured approach to their work and present evidence clearly e.g. use of headings, page numbers and a contents sheet.
- Please include page numbers within the location section of the Unit Recording Sheet.
- Please encourage the use of Assessor annotation of candidate work.
- Please ensure that Assessors check the authenticity of the evidence. Pages downloaded do not constitute evidence.
- Ensure that internal moderation is carried out prior to external moderation.

## **4865 Business Finance**

### **General Comments**

The examination paper appears to have been very accessible to the whole ability range of candidates. As intended, some questions proved to be very good differentiating questions that enabled the stronger candidates to use their analytical and evaluative skills, whilst allowing the weaker candidates to demonstrate application of their subject knowledge. There is strong evidence to suggest that the majority of candidates have been very much better prepared for the examination than in the two previous sessions, both in terms of coverage of the specification and the handling of examination-style questions.

One particular area of improvement relates to questions requiring candidates to explain the 'suitability' of payment methods and sources of finance. Whilst there were still examples of 'text book' answers, a pleasing number of candidates were able to consider the context in which the questions were set and answer with confidence that reflects good subject knowledge and understanding. There was some evidence of the usual 'quick and easy' type responses but this was largely from the weaker candidates, as is to be expected. Another area of vast improvement was the question on break-even analysis. A very high proportion of candidates were able to draw the graph accurately and the labelling was also correct by the majority of candidates. One or two weaker candidates attempted to draw a bar chart or failed to attempt the question at all, but on the whole it was very well attempted.

One weakness that has prevailed throughout each session relates to budgeting. Few candidates were able to explain the usefulness of the sales budget with any conviction and many confused it with expenses or departmental spending budgets. This is definitely an area that needs further attention by Centres.

The scenario-based context of the paper, relating to a manufacturing company, appears to have been appropriate for the level of candidates taking the examination as many were able to apply the context within their answers. However, too many candidates are still failing to read the questions carefully enough, and this applies across all ability ranges. It is often the contextual focus within particular questions that enables some differentiation between the papers for different sessions. Centres therefore need to pick up on the different style of questioning used for topics such as the 'Use of ICT' to highlight what is being asked and how answers should be phrased. Marks are being lost through candidates failing to apply their knowledge to the specific context indicated in the question.



### **Comments on individual questions**

- 1** This is the third session where the paper has started with source documents and evidence suggests that most candidates were comfortable with this aspect of the specification. However, the completion of the credit note caused some difficulties, especially in terms of the invoice reference (many gave the order reference) and the calculation of VAT. Clearly some candidates were not equipped with a calculator. Part (b) produced some rather disappointing explanations at times, the most common inaccurate answer suggesting that a credit note could be used against future purchases of goods (as from a shop) rather than as a refund for faulty or damaged goods already received. Most candidates attempted part (c) but a failure to read the question carefully enough meant that many candidates simply listed any two source documents that they could remember instead of two that would be used 'after' a credit note.
- 2** This question relates to payment methods and again follows the pattern from previous papers. Most candidates were able to identify direct debit as the most suitable payment method, but many failed to support this with an answer that highlighted the suitability for the given context. Part (b), however, was generally very well explained by the majority of candidates, which suggests that past papers have been used effectively in preparation for this examination. Once again, the completion of documentation relating to payment methods met with a rather mixed response. Very few candidates scored six out of six for this, the most common errors being that they signed the petty cash voucher or put Sergio's name on it. From the very beginning, one of the features of this examination has been the expectation that candidates should apply their knowledge in a manner that would be appropriate to a real business situation. Centres, therefore, need to impress upon their candidates the importance of authorised signatures, who would sign the various documents and when. Many candidates also failed to complete the description and amount sections correctly, suggesting that they were not familiar with petty cash vouchers. There are a number of different payment methods indicated within the specification and all of these have a particular type of documentation that is used to record the transaction. Centres, therefore, need to ensure that candidates are given the opportunity to familiarise themselves with these documents and practice completing them in preparation for the examination.
- 3** The majority of candidates were able to identify at least two of the three errors on the cheque, which was pleasing to see. However, part (b) was often answered merely in the context of the errors previously noted on the cheque, instead of considering the consequences if such mistakes continue to be made. A maximum of three marks out of six were allowed when candidates had merely considered the consequences of sending this particular cheque. For those who did read the question and answered accordingly, there was an excellent opportunity for the demonstration of higher level skills and some excellent answers were given by stronger candidates. Judgements relating to consequences were often backed up by an accurate analysis of the situation, the most sophisticated arguments being awarded full marks. One common error on this question was confusing 'customers' with 'suppliers', i.e. some candidates suggested that they would lose customers but were unable to explain how this conclusion had been reached.

- 4 Part (a) was attempted by almost all candidates with a large number attaining full marks. The most common mistake was to indicate packaging as a start-up cost and design costs as a running cost. In part (b) most candidates were able to suggest 'loan' as a suitable source of finance but those who qualified this as a 'short-term loan' missed out on the mark as this is not suitable for an extension to the factory. The explanations for 'suitability' were often rather weak and failed to highlight the significance of the quantity of money required or the period of time required to pay it back. In one or two cases, Government Grant was accepted as suitable where the candidate had justified this, i.e. "the factory could be situated in an area of high unemployment..." but there were still a disappointing number of candidates who were merely suggesting any source of finance that they could think of without relating it to the given context. Weaker candidates are still confusing sources of finance with payment methods and answers such as 'cash' or 'cheque' are still occasionally being given.
- 5 Most candidates were able to accurately calculate the total sales values, although those without calculators were at a distinct disadvantage. Where a candidate made a mistake in adding the figures together, they were still awarded an Own Figure Rule (OFR) mark for correctly adding their totals together. Few candidates, if any, were unable to make an attempt at this question. Part (b), however, did cause some problems as many candidates were not really familiar with the purpose of a sales budget, despite it having been on a previous paper. Some candidates think all budgets are to control spending. Many candidates were able to access one mark for alluding to the predictive nature of a sales budget, but few gained full marks for a detailed evaluation of its usefulness. Part (c) was also poorly answered by most candidates, the majority suggesting that actual sales would be different because the budget is only an estimate. Answers indicating that there might be a change in demand failed to highlight **why** demand might have changed. A pleasing number of candidates were able to suggest that a price change could result in a different sales value. Some of the stronger candidates also hinted that there may be difficulties with production or that there could be an increase in competition in the area. Budgets are definitely an area where Centres need to focus more attention when preparing candidates for the examination.
- 6 The Profit and Loss Statement was very well attempted by most candidates and a high proportion were able to pick up the correct sales value from the previous question. A few were unable to identify raw materials as the Cost of Sales (although this was in a previous paper), but the majority of candidates knew how to calculate gross and net profit from their own figures, enabling them to access OFR marks for the process. A few candidates were confused by the given figures for 2004 having failed to understand the significance of these from the text. However, a pleasing majority of candidates did understand the significance of the 2004 figures and used them very effectively in their reasoning for part (b). The mark scheme allowed for answers that reflected the present or past tense here, although technically answers should reflect the fact that the Profit and Loss Statement was only a forecast or prediction. In part (c), however, the mark scheme required candidates to understand that the forecast is only a prediction and that the actual sales value might well be different in reality. As many candidates failed to appreciate this fact they suggested that Merino should make the toys as they would make more profit. Answers that did not reflect a future tense or were not conditional could not be rewarded.

- 7** The vast majority of candidates failed to answer part (a) in relation to the given context. Few made mention of how it could help the finance department and most advantages and disadvantages given were simply textbook responses. Accurate advantages and disadvantages were rewarded, but a number of candidates gave a number of different advantages instead of fully explaining the two required. Part (b) was very poorly answered as most candidates failed to understand what the question was asking of them. The vast majority merely summarised the points made in part (a). A few candidates mentioned cashflow forecasts and balance sheets but no real understanding of financial planning was shown. This may have been a failure to read the question carefully enough, but Centres should understand that financial planning is a key aspect of the specification and candidates need to be conversant with what it entails.
- 8** This question was remarkably well answered by the majority of candidates. Most understood what was required of them in part (a) and a pleasingly high proportion attained full marks for completing the table. The graph in part (b) was also very well attempted and, again, many candidates achieved full marks. There was however still some confusion over variable and total costs but on the whole there was a vast improvement on previous sessions. In part (c) many candidates were able to determine that the break-even point would be lower but some were unable to follow this through and explain why. However, a number of stronger candidates were able to give a very thorough and accurate explanation that warranted full marks. This is one area of the specification that is being very well covered by Centres.
- 9** This question provided a relatively straightforward final task and was well attempted by most candidates. A few without calculators, produced some implausible answers to the cashflow but, as with the Profit and Loss Statement, most attained OFR marks for applying the correct process. As only five figures needed to be input many candidates scored full marks and very few were unable to make some attempt at this question. Part (b) enabled most candidates to attain one mark, although weaker candidates were unable to analyse the first two month's figures to determine what had caused the negative cashflow. Most of the correct answers identified the start-up cost of purchasing machinery as the reason for the negative cashflow, whilst others stated that expenditure was greater than income. Some answers given were far too lengthy as there was only one mark to allocate - Centres need to prepare their candidates more effectively in relating marks to time spent.

**General Certificate of Secondary Education  
Applied Business (Double Award) 1491  
January 2005 Assessment Session**

**Unit Threshold Marks**

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
4863	Raw	50	45	40	33	26	21	16	12	8	0
	UMS	100	90	80	70	60	50	40	30	20	0
4864	Raw	50	47	41	34	28	23	18	14	10	0
	UMS	100	90	80	70	60	50	40	30	20	0
4865	Raw	100	89	81	71	62	53	44	36	28	0
	UMS	100	90	80	70	60	50	40	30	20	0

**Entry Information**

Unit	Total Entry
4863	1070
4864	222
4865	5029

**Specification Aggregation Results**

GRADE	A*A*	AA	BB	CC	DD	EE	FF	GG	UU
UMS	270	240	210	180	150	120	90	60	0
Cum %	0	0	8.33	58.33	75	75	83.33	100	100

438 candidates were entered for aggregation this session







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