

# Mark Scheme (Results)

June 2013

GCE Applied Business (6916) Paper 01

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

| Question Number                                    | Exemplar Responses  | Mark Allocation                                |
|--|---|--|
| <b>1a)</b><br><br><b>AO1</b><br><br><b>MB1 = 2</b> | <ul style="list-style-type: none"> <li>To protect Della from unlimited liability</li> <li>To appear to be bigger/more stable as a business</li> <li>So that she will be able to raise money more easily</li> <li>So that she has other directors who can help/give advice</li> <li>Because banks tend to favour limited companies more when offering loans</li> </ul> | 1 mark for each reason<br><br><b>(2 marks)</b> |

| Question Number  | Exemplar Responses   | Mark Allocation  |
|--|--|--|
| <b>1b)</b><br><br><b>AO1</b><br><br><b>MB1 = 2</b><br><b>MB2 = 2</b> | <ul style="list-style-type: none"> <li>Likely to become organised more formally – as the business will have more/new stakeholders - and Della may now have to produce information/reports for stakeholders – rather than just herself</li> <li>Likely to become more open with information – as there will be other directors involved – and they will need to be kept informed – rather than Della keeping all of the information herself</li> <li>Accounts will need to be more formal – and audited by a qualified accountant – as they must be presented to companies house – in a prescribed way</li> </ul> | 1 mark for likely changes (maximum 3 marks)<br><br>+<br><br>1 mark for description that expands on given changes (maximum 3 marks)<br><br><b>(4 marks)</b> |

| Question Number  | Exemplar Responses   | Mark Allocation   |
|--|--|---|
| <b>1c)</b><br><br><b>AO1</b><br><br><b>MB1 = 2</b><br><b>MB2 = 1</b><br><b>MB3 = 1</b> | <ul style="list-style-type: none"> <li>Because they provide the business with income – this means that they are very important to the business – and as existing clients they will have a sales history – which Della can use as the basis for forecasting</li> <li>Because retaining clients is cheaper than trying to gain new clients – as they will not need to be attracted/advertised to – so Della can cut back on her marketing spend – and focus on customer service</li> </ul> | 1 mark for reason (maximum 2 marks)<br><br>+<br><br>1 mark for outlining reason (maximum 3 marks)<br><br><b>(4 marks)</b> |

| Question Number   | Exemplar Responses  | Mark Allocation   |
|---|---|---|
| <p><b>1d)</b></p> <p><b>AO1</b></p> <p><b>MB1 = 2</b></p> <p><b>MB2 = 2</b></p> | <ul style="list-style-type: none"> <li>• People registered with Della Street PAs will be like employees – and it is important that employees present a good image of the company – so that customers are impressed and will want to use their services again – and repeat business will help to make the business successful</li> <li>• They will need to use their skills efficiently to impress the clients – this will give the clients a good impression of the business – which will make it more likely that they will employ the services of Della Street PAs in the future – and this kind of repeat business will help to make it more of a success</li> </ul> | <p>1 mark for ways that registered people help make Della Street PAs successful (maximum 2 marks)</p> <p style="text-align: center;">+</p> <p>1 mark for developing description (maximum 3 marks)</p> <p><b>(4 marks)</b></p> |

| Question Number   | Exemplar Responses  | Mark Allocation   |
|---|---|---|
| <p><b>1e)</b></p> <p><b>AO3</b></p> <p><b>MB1 = 2</b></p> <p><b>MB2 = 2</b></p> <p><b>MB3 = 2</b></p> | <p><u>Features of public sector organisations</u></p> <ul style="list-style-type: none"> <li>• More likely to be a not for profit organisation</li> <li>• Reports to an elected authority</li> <li>• Employees as public servants will be subject to strict rules of operation</li> <li>• Employees as public servants will be subject to politically inspired cutbacks/job changes</li> <li>• Often considered to be more stable as employers</li> <li>• Wages the subject of public scrutiny</li> </ul> <p><u>Features of private sector businesses</u></p> <ul style="list-style-type: none"> <li>• The main objective will be to make a profit on investment</li> <li>• An owner/board of directors will be responsible for managing the business</li> <li>• Can be bought/sold to other businesses</li> <li>• Employees' job stability subject to market forces</li> <li>• Wages the subject of business performance/management decisions</li> </ul> <p>Basic differences may be expressed as features of one type of organisation or the other</p> <p><u>Answer for each difference likely to be in the form of:</u></p> <ul style="list-style-type: none"> <li>• Unlike private sector organisations, those in the public sector are not likely to have profit as their main motivator – this is because the public sector organisation will not have shareholders who are looking for a return on their investment – but more likely to have a governing body that is looking for a certain standard of service and performance from the organisation to meet the needs of its customers/stakeholders</li> </ul> <p><u>Do not give 2 marks for 'mirror answers eg '...private sector is for profit, public sector is not for profit...' – just 1 mark</u></p> | <p>1 mark for each basic difference between private sector and public sector organisations (maximum 2 marks)</p> <p style="text-align: center;">+</p> <p>1 mark for expanding on difference given through further explanation or example (maximum 4 marks)</p> <p style="text-align: center;">(1 + 2) x 2</p> <p><b>(6 marks)</b></p> |

| Question Number  | Exemplar Responses  | Mark Allocation  |
|--|---|--|
| <b>1f)</b><br><br><b>AO3</b><br><br><b>MB1 = 2</b><br><b>MB2 = 2</b><br><b>MB3 = 2</b> | <p><u>Name of Business:</u> Darn Shirts Ltd</p> <p><u>Main Activities:</u> manufacturing fashion shirts and blouses</p> <ul style="list-style-type: none"> <li>Most of the employees at Darn Shirts are working on sewing machines – producing the shirts and blouses for customers – the supervisors make sure that each employee has plenty of work to do – and carry out quality checks on the work – in general they have a good working relationship – as the supervisors want to keep the workforce happy so that production output is not affected</li> </ul> <p>Answers may focus on the way that supervisors communicate the needs/objectives/targets of senior management to the workforce/employees – which is good, and should be given marks.</p> <p>Do not award mark for ‘supervisors supervise’ or similar.</p> | <p>1 mark for description of employee role (maximum 2 marks)</p> <p>1 mark for description of supervisor role (maximum 2 marks)</p> <p>1 mark for points about the relationship between supervisors and employees. (maximum 4 marks)</p> <p><b>(6 marks)</b></p> |

| Question Number                                    | Exemplar Responses   | Mark Allocation  |
|--|--|--|
| <b>1g)</b><br><br><b>AO2</b><br><br><b>MB1 = 4</b> | <p><u>Name of Business:</u> McMullens Brewery</p> <p><u>Main Activities:</u> bottling beer and running pubs</p> <ul style="list-style-type: none"> <li>One of the main aims of this business is to maintain its market share – the pub business is very competitive – what with low price drinks being sold in supermarkets – and McMullens needs to maintain its market share so that it can survive in the current economic climate</li> </ul> | <p>1 mark for stating a main aim</p> <p>+</p> <p>1 mark for developing explanation of main aim (maximum 3 marks)</p> <p><b>(4 marks)</b></p> |

| Question Number |              | Indicative Content  |
|-----------------|--------------|---|
| 2a)             |              | <p>When recruiting a new applicant Della will no doubt be presented with a lot of CVs. These will be in different formats and the applicants will list out all of their qualifications and work experience in an attempt to impress Della. CVs may be a good place to start when selecting the right applicant but they may not be strictly accurate or truthful as applicants are known to make their CVs look better than they really are. To overcome this problem, and to really see what skills the applicants have, Della will need to use different techniques. She could interview each applicant face-to-face and get them to talk about their skills. Having established this, Della could then ask each applicant to demonstrate the skills that they say they have. Perhaps a better way of assessing applicant's skills would be for Della to decide beforehand what skills she wants the new employee to have – to then decide the best way to test these skills. For example, she may decide that they new employee has keyboarding skills – to test this Della could ask each person to enter information onto a computer screen; she could then check what they have done for accuracy and check how long it took them to do the task. This is known as an aptitude test as it tests the skills of the person when carrying out a real task. She may need the new employee to have telephone skills for use when dealing with new customers. Della could set up a telephone interview and see how the applicant responds, how well they handle the call, whether they speak clearly and so on. Each applicant should be given the same test so that Della can make a direct comparison and so that there is no chance of bias or discrimination.</p> |
| Level           | Mark         | Descriptor  |
|                 | <b>0</b>     | No rewardable material  |
| <b>Level 1</b>  | <b>1 – 3</b> | <p>Candidate shows some knowledge and a basic understanding of ways of identifying skills as part of the employment process.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation and is difficult to comprehend. Spelling, punctuation and the rules of grammar are used with little accuracy.</p>  |
| <b>Level 2</b>  | <b>4 – 6</b> | <p>The candidate applies their knowledge and understanding to show that they understand not only different ways that skills can be identified as part of the employment process, but can also apply their knowledge to link the different ways with the different skills that they identify.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation and is difficult to comprehend. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>   |



|                    |                    |   |
|--------------------|--------------------|---|
| <b>Level<br/>3</b> | <b>7 – 9</b>       | <p>The candidate starts to compare different techniques for identifying skills during the employment process, applies their knowledge to link the different ways with the different skills that they identify, and starts to make some objective comparison of the strengths and weaknesses of different techniques.</p> <p>The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy</p>               |
| <b>Level<br/>4</b> | <b>10 -<br/>12</b> | <p>The candidate has assessed the situation thoroughly, and in addition to describing and comparing different techniques, their strengths and weaknesses of different techniques, a fluent consideration of the effectiveness of different techniques for identifying skills is required for this level of answer.</p> <p>The candidate uses appropriate specialist terms and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> |

| Question Number   | Exemplar Responses  | Mark Allocation  |
|---|---|--|
| <p><b>2b)</b></p> <p><b>AO2</b></p> <p><b>MB1 = 2</b></p> <p><b>MB2 = 2</b></p> | <p><u>No marks for sex/gender discrimination as this is given in the question</u></p> <p><u>Other anti-discrimination legislation could be:</u></p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Sexual orientation</li> <li>• Race</li> <li>• Religion / culture</li> <li>• Ability / disability</li> </ul> <p><u>Answer could be in the form of:</u></p> <ul style="list-style-type: none"> <li>• Anti-discrimination in terms of age/applicant cannot be turned down just because they are perceived to be 'too old'</li> <li>• Anti-discrimination in terms of religion/even if you disagree with the religion of an applicant you cannot turn them down if they are suitable for the job in all other respects</li> </ul> | <p>1 mark for anti-discrimination legislation (maximum 2 marks)</p> <p>1 x 2</p> <p><b>(2 marks)</b></p> |

| Question Number   | Exemplar Responses   | Mark Allocation  |
|---|--|--|
| <p><b>2c)</b></p> <p><b>AO2</b></p> <p><b>MB1 = 2</b></p> <p><b>MB2 = 2</b></p> <p><b>MB3 = 2</b></p> | <p><u>Reasons could include:</u></p> <ul style="list-style-type: none"> <li>• Short-term upsurge in work</li> <li>• Because they do not want the costs involved with permanent employees</li> <li>• Because they do not want to get involved with the paperwork of employing people on a permanent basis</li> <li>• So that they can get rid of employees quickly/easily if there is a downturn in business</li> <li>• To provide holiday cover</li> <li>• To cover maternity/paternity leave</li> <li>• Seasonal fluctuation</li> <li>• To complete a rushed order/meet a deadline</li> <li>• To cover short term sickness/absenteeism</li> </ul> <p><u>Answer could be in the form of:</u></p> <ul style="list-style-type: none"> <li>• If an employee is off work for maternity leave – they will be returning at some point in the future – but their work will still need to be done – so a temporary employee could be taken on to do the work while they are away – this is so that the work of the person on leave will not pile up – and the business will be able to function as normal</li> <li>• Seasonal business could be one reason - during summer they may need more employees because there are more customers about – rather than take on people a permanent employees and have to pay them during winter when there are fewer customers – they could find it better to take on temporary staff which can be let go easily – this will mean that customer service levels will not be affected – and that the business will be able to retain its core staff when the season ends</li> </ul> | <p>1 mark for reasons why temporary staff may be needed (maximum 3 marks)</p> <p style="text-align: center;">+</p> <p>1 mark for points of examination that develop answer (maximum 4 marks)</p> <p><b>(6 marks)</b></p> |

| Question Number  | Exemplar Responses   | Mark Allocation   |
|--|--|---|
| <p>2d)</p> <p><b>AO1</b></p> <p><b>MB1 = 2</b></p> <p><b>MB2 = 1</b></p> <p><b>MB3 = 1</b></p> | <p><u>Name of Business:</u> HiFi Stores Ltd</p> <p><u>Main Activities:</u> retailing TVs and electrical equipment</p> <ul style="list-style-type: none"> <li>If one of the staff gets caught stealing – the manager will need to interview the person to find out what’s going on – during the interview a member of the Human Resources team will also be present – and they may need to give the employee a formal warning</li> </ul> <p>As well as disciplinary matters, answers could also be based on internal promotion, appraisal, selection for training, etc.</p> | <p>1 mark for the situation</p> <p>+</p> <p>1 mark for points outlining the situation (maximum 3 marks)</p> <p><b>(4 marks)</b></p> |

| Question Number  | Exemplar Responses   | Mark Allocation  |
|--|--|--|
| <p>2e)</p> <p><b>AO1</b></p> <p><b>MB1 = 2</b></p> <p><b>MB2 = 2</b></p> <p><b>MB3 = 2</b></p> | <p><u>Name of Business:</u> Tesco</p> <p><u>Main Activities:</u> food supermarket</p> <ul style="list-style-type: none"> <li>If you are working in the warehouse at Tesco they train you on safe lifting techniques – this is because most of your work will involve lifting and moving heavy boxes – which could cause injury if they are not lifted in the correct way – the training teaches you that you should use your legs for lifting – and not strain your back – this is designed to help keep the workplace safe for employees</li> </ul> | <p>1 mark for areas of training</p> <p>+</p> <p>1 mark for points of description (maximum 5 marks)</p> <p><b>(6 marks)</b></p> |

| Question Number   | Exemplar Responses  | Mark Allocation   |
|---|---|---|
| <p><b>3a)</b></p> <p><b>AO2</b></p> <p><b>MB1 = 4</b></p> | <p><u>Methods of retention could include:</u></p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Contract of employment</li> <li>• Paying a wage that is higher than for similar jobs elsewhere</li> <li>• Really good working conditions e.g. free refreshments/lunch etc.</li> <li>• Additional fringe benefits/perks of the job</li> <li>• Offer opportunities for development of skills e.g. training</li> <li>• Offer opportunities for promotion/additional responsibilities within the business as it develops</li> <li>• Scaled salary/bonus for staying with the business over time</li> </ul> <p><u>Answer could be in the form of:</u></p> <ul style="list-style-type: none"> <li>• To keep Tony, Della could make sure that the working conditions are better than he will find elsewhere – she could pay him a competitive salary – and on top of that she could make the working conditions really good by providing office equipment is modern and up-to-date – as well as free teas and coffee</li> </ul> | <p>1 mark for method that could be used to retain employee</p> <p>1 mark for developing explanation of given method (maximum 3 marks)</p> <p><b>(4 marks)</b></p> |

| Question Number   | Exemplar Responses  | Mark Allocation   |
|---|---|---|
| <p><b>3b)</b></p> <p><b>AO4</b></p> <p><b>MB1 = 2</b></p> <p><b>MB2 = 1</b></p> <p><b>MB3 = 1</b></p> | <p><u>McGregor Theory Y:</u></p> <ul style="list-style-type: none"> <li>• Workers see work as a natural activity which can be enjoyable.</li> <li>• Working conditions will affect how workers feel about their work so the right conditions need to be provided</li> <li>• Workers can be committed and should be recognised and rewarded.</li> <li>• Motivated workers will seek additional responsibility and need less directing.</li> </ul> <p><u>Answer could be in the form of:</u></p> <ul style="list-style-type: none"> <li>• Because Della believes in Theory Y she will see work as a natural activity which can be enjoyable – as a result, she will try to make sure that anyone who works for her will enjoy what they do – she can start to do this by carefully matching people on her database with the positions that occur – so that they end up working somewhere/doing something that they are good at and enjoy</li> </ul> | <p>1 mark for feature/knowledge of Theory Y (maximum 2 marks)</p> <p style="text-align: center;">+</p> <p>1 mark for applying Theory Y to people who work for Della (maximum 3 marks)</p> <p><b>(4 marks)</b></p> |

| Question Number |       | Indicative Content  |
|-----------------|-------|---|
| 3c)             |       | <p>All businesses will be subjected to external issues from many different sources. The kind of external issues can be summed up by using the acronym STEEPLE as the basis for analysis, although there are other ways that external issues can be analysed. STEEPLE stands for Social, Technological, Economic, Environmental, Political, Legal and Ethical. To analyse external issues you take a look at each of the parts of STEEPLE and see how they each affect the business. For example, external Technological issues for Della Street PAs could be something like the speed of their broadband connection – is it too slow or could it be improved to help make the business more efficient? Other technical issues could relate to the requirement for external ICT support, communications such as mobile phones and other new technologies and how they will impact on the business, or what the business may need to do to keep up-to-date with developments in technology. Other parts of STEEPLE would be treated in this way for the analysis. Other external issues that could impact on this business include: Social – how the local employment levels affect the number of people applying for work with Della; Economic – whether her clients have enough money to spend on temporary and business support staff during the current economic climate; Environmental – pressure from clients to use recycled paper; Political – could be something like whether the local council will allow Della to put up a sign outside her office; Legal could involve changes in employment legislation that affect her ability to hire or fire people; and Ethical would be something like the code of conduct that all business agencies are expected to follow to uphold the standards of the industry trade association.</p> |
| Level           | Mark  | Descriptor  |
|                 | 0     | No rewardable material  |
| Level 1         | 1 – 3 | <p>Candidate shows some knowledge and a basic understanding of external issues based on PEST, STEP, STEEPLE or similar analysis techniques, and will list one or two basic external issues in their answer which may or may not be relevant to this business.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation and is difficult to comprehend. Spelling, punctuation and the rules of grammar are used with little accuracy.</p>   |

|                       |                       |   |
|-----------------------|-----------------------|---|
| <p><b>Level 2</b></p> | <p><b>4 – 6</b></p>   | <p>The candidate applies their knowledge and understanding to show that they understand how PEST, STEP, STEEPLE or similar analysis techniques are used to identify external issues, and will list some basic external issues in their answer that could apply to this business.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation and is difficult to comprehend. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> |
| <p><b>Level 3</b></p> | <p><b>7 – 9</b></p>   | <p>In addition showing knowledge and understanding of external issues, and listing and describing some relevant that would be relevant to this business, candidate starts to explain why they would have an impact on the business, how the business will be affected etc.</p> <p>The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy</p>                                   |
| <p><b>Level 4</b></p> | <p><b>10 - 12</b></p> | <p>The candidate has assessed the situation of external issues thoroughly, and can put forward a fluent discussion of which are directly relevant to this type of business, and in addition the candidate explains fluently how and why they would have an impact on this type of business.</p> <p>The candidate uses appropriate specialist terms and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>  |

| Question Number  | Exemplar Responses   | Mark Allocation   |
|--|--|---|
| <b>3d)</b><br><br><b>AO2</b><br><br><b>MB1 = 2</b><br><b>MB2 = 2</b><br><b>MB3 = 2</b> | <u>Name of Business:</u> Canterbury Cars<br><u>Main Activities:</u> VW main dealer <ul style="list-style-type: none"> <li>If you start as a sales trainee at Canterbury Cars you can work your way up to becoming a sales manager – first you have to have been working there for a year or so – and also have n=been trained in product knowledge – as well as sales skills – there is always a turnover of sales staff – so there will usually be a good opportunity for promotion once you are trained</li> </ul> | 1 mark for stating opportunities for internal promotion (maximum 3 marks)<br><br>+<br><br>1 mark for points developing answer (maximum 5 marks)<br><br><b>(6 marks)</b> |

| Question Number  | Exemplar Responses  | Mark Allocation  |
|--|---|--|
| <b>3e)</b><br><br><b>AO1</b><br><br><b>MB1 = 2</b><br><b>MB2 = 2</b> | <u>Name of Business:</u> McDonalds<br><u>Main Activities:</u> selling burgers <ul style="list-style-type: none"> <li>Every employee at McDonalds will have a holiday entitlement as outlined in the contract of employment – this will means so many days each year – in addition they have the right to days off on Bank Holidays such as the Spring Bank Holiday – these are statutory holidays although they could work and take other days off in lieu</li> </ul> | 1 mark for stating employees' entitlement (maximum 2 marks)<br><br>1 mark for developing outline (maximum 3 marks)<br><br><b>(4 marks)</b> |



| Question            | Content Area |           |           |           |
|---------------------|--------------|-----------|-----------|-----------|
|                     | 1.1          | 1.2       | 1.3       | 1.4       |
| 1a)                 | 2            |           |           |           |
| 1b)                 | 4            |           |           |           |
| 1c)                 | 4            |           |           |           |
| 1d)                 | 4            |           |           |           |
| 1e)                 | 6            |           |           |           |
| 1f)                 | 6            |           |           |           |
| 1g)                 | 4            |           |           |           |
| 2a)                 |              | 12        |           |           |
| 2b)                 |              | 2         |           |           |
| 2c)                 |              | 6         |           |           |
| 2d)                 |              | 4         |           |           |
| 2e)                 |              | 6         |           |           |
| 3a)                 |              |           | 4         |           |
| 3b)                 |              |           | 4         |           |
| 3c)                 |              |           |           | 12        |
| 3d)                 |              |           | 6         |           |
| 3e)                 |              |           | 4         |           |
|                     |              |           |           |           |
|                     |              |           |           |           |
| <b>Marks</b>        | 30           | 30        | 18        | 12        |
| <b>Target Marks</b> | <b>30</b>    | <b>30</b> | <b>18</b> | <b>12</b> |

Aims = general indication

Objectives = defined/measurable

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