COMMERCIAL STUDIES

> **Paper 7101/11**
> **Elements of Commerce**

Key messages

Below are some general suggestions to help candidates provide stronger responses in this examination.

● Revise all sections of the syllabus.
● Note the number of marks awarded on each question.
● Use time effectively. Time spent on answering questions should be directly related to the number of marks allocated.
● Read and re-read questions before answering. Weaker responses were often characterised by not taking enough time to fully register both the general focus of questions and also the level of detail required.
● Look for the key command word in each question.
● Show working out in any calculation questions.
● Candidates should learn succinct and accurate commercial definitions.
● Answers should be developed with examples and/or application.
● Unqualified single words, such as 'easier', 'quicker' and 'cheaper' do not receive credit. These should be explained in order to be awarded marks.

General comments

It was evident that Centres had continued to prepare their candidates well by providing wide coverage of the syllabus content, with candidates possessing generally sound knowledge and understanding of commercial vocabulary.

The majority of candidates had difficulty answering **Question 5(b)(i)** of the examination paper, on the topic of credit cards.

Some candidates did not always answer at the appropriate level of skill. The command words on the examination paper are particularly relevant and each question indicates the level at which it is based:

AO1 (Knowledge and understanding) This assessment objective tests candidates on their ability to demonstrate their knowledge and understanding of commercial terms, ideas or concepts mentioned in the question. For example, **Question 2(a)** asked candidates to 'State **four** features of a hypermarket'. Command words such as 'Name', 'Describe', 'Give' and 'State' confirm that the question is at this level.

AO2 (Application) This assessment objective tests candidates' ability to relate their answer to the context. In this examination, the context to **Question 4** was about a warehouse being insured. For example, **Question 4(d)** asked candidates to show 'Why will insurance cover be provided only if Victor has insurable interest?' Command words such as 'How', 'Draw', 'Why', 'Give an example' and 'Calculate' confirm the question is at this level.

AO3 (Analysis) This assessment objective requires candidates to select, interpret or analyse information presented in the question. For example, **Question 3(a)(ii)** asked candidates to 'Identify the year that the country imports the least goods'. Command words such as 'Identify', 'Compare' and 'Analyse' confirm the question is at this level.

AO4 (Evaluation) This assessment objective tests candidates' ability to formulate judgements. For example, **Question 7(d)** asked candidates to 'Explain why cinema advertising is not a popular advertising medium'. Command words such as 'Explain why', 'Do you consider', 'Discuss' and 'Evaluate' confirm the question is at this level.

Candidates should be reminded to pay close attention to the questions. For example, in **Question 7(c)** candidates were asked to 'Explain **three** factors that might affect whether or not businesses will use online advertising'. Some candidates gave only one or two factors and some gave more than three factors. It should be emphasised to candidates that including less than the question asks for will reduce the maximum marks that a candidate can score; likewise, including more than the prescribed number does not gain any more marks and may waste valuable examination time that could be used elsewhere on the paper to score marks.

Comments on specific questions

Section A

Questions **1, 2** and **3** were the most popular questions in *Section A*.

Question 1

(a)   Candidates generally knew that the term 'distribution' to part **(i)** involved the movement of goods to consumers, and that the term 'exchange' to part **(ii)** involved the buying and selling of goods. Some responses provided examples to support their answers. Overall, the majority of candidates scored at least one mark, for each part, out of the two marks available.

(b)   Many candidates knew one difference between home and international trade but had difficulty in clearly demonstrating a second difference.

(c)   The better answers included examples and supported their answers with relevant application. One good answer is shown below:

'It is important to have efficient air transport so that the goods do not perish and go off, making them unsaleable and worthless. They need to remain in good condition and that can only happen if they are delivered quickly to the shops. This all adds value to the goods, so that they can maintain their price and quality.'

(d)   Candidates, in answering part **(i)** often stated a valid advantage of telecommunications compared to Post Office services but had difficulty in explaining why it was an advantage. Part **(ii)** was not well attempted with a general lack of understanding on the Post Office services. Those candidates who had understanding often missed linking their answers to relevant examples.

Question 2

(a)   Most candidates correctly identified at least two features of a hypermarket.

(b)   Many candidates to part **(i)** gave relevant points on how bar-coded goods assisted the hypermarket, such as speeding up the payment process thereby making it easier for customers to pay. In answering part **(ii)** many candidates knew that branded goods assisted the customer by making it easier to recognise and serve themselves.

(c)   There were many satisfactory answers to this question where relevant reasons for people buying online were identified and explained. One common example included the convenience of buying from home instead of travelling to shops, with the extra costs of time and money involved.

(d)   The better answers included an example and showed the importance of one relevant way that personal service is still needed in retailing. For example, some candidates discussed the need for advice when choosing to buy technical goods such as a computer.

Question 3

(a)   For part **(i)** a large number of candidates identified 2014 as the correct answer. There were also more correct answers to part **(ii)**. There were many disappointing answers by candidates who clearly did not fully understand the concept of the Balance of Trade to part **(iii)**. Stronger candidates knew that it was the difference between visible exports and visible imports. Some weaker answers simply described the data in Fig. 1.

(b) Stronger answers stated a range of international trade exporting benefits such as earning foreign currency to pay for imports, creating jobs so thereby lowering unemployment and increased friendly relations between countries so reducing conflict/wars. Weaker answers gave fewer points or less explanation in their answers.

(c) A number of candidates explained valid points such as a customs authority collecting tariffs, enforcing quotas and keeping trade statistics.

(d) Candidates lost marks to part **(i)** by stating advantages of containers rather than features. In answering, candidates knew that containers protected goods but often found difficulty in developing the explanations in their answers.

Question 4

(a) The better answers identified two clear valid reasons such as to meet unexpected demand and to enable production ahead of demand, giving a relevant explanation of these reasons. Weaker answers were more generalised and made vague statements.

(b) Only a minority of candidates knew the meaning of the insurance term 'consequential loss'. Some suggested that it was concerned with the partial loss of an item.

(c) Candidates made a fair attempt at this question which was concerned with the factors that determine the level of premium of a warehouse such as its value, age and contents.

(d) This question was generally well answered but some candidates lost marks by confusing insurable interest with the insurance principle of indemnity.

(e) This question proved challenging for the majority of candidates. Candidates needed to analyse and evaluate points such as the need to have adequate insurance cover so as to reduce financial losses and stay in business.

Question 5

(a) Most candidates knew that current accounts did not normally earn interest whereas deposit accounts did. However, it was only the stronger answers that could identify and explain another difference.

(b) The two parts of this question required candidates to apply their knowledge of credit cards and debit cards. Part **(i)** was generally poorly answered. Some candidates simply explained what a credit card was without any explanation of how it operates. In answering part **(ii)** the majority of candidates gained some credit for mentioning that there are no bad debts with a debit card payment.

(c) Standing orders and direct debits were frequently identified as valid answers but it was only stronger answers that included two points of development for each answer.

(d) There was a range of interesting suggested questions that a bank might ask someone before granting a loan. Many of these suggestions centred on the ability to pay and the purpose of the loan. Weaker answers were more limited in terms of suggestions and often repeated the same suggestion simply in another way.

Section B

Question 6

(a) For parts **(i)** and **(ii)** the majority of candidates scored the maximum marks available. The correct answer to part **(ii)** was 19 October. Some candidates missed marks to part **(iii)** by naming commercial documents that would be sent by the buyer after the invoice, instead of before, such as a cheque.

(b) The meaning of the term 'E & OE' was not well known to part **(i)**. Answers to part **(ii)** sometimes confused cash discount with trade discount being given to traders for bulk buying.

(c) There were some reasonable answers to this question.

(d) The abbreviation 'Ltd' to part **(i)** was generally quite well answered. Most candidates knew that it stood for limited liability. In answering part **(ii)**, although many candidates had recognised that 'limited' was used in connection with limited liability, there were few candidates who explained the importance of the concept in detail.

(e) Stronger answers explained various wholesaler advantages such as breaking bulk, storage of goods and risk bearing. These answers were often well supported with appropriate explanation. Weaker answers explained a limited range of advantages without explanation.

Question 7

(a) The majority of candidates correctly applied their answers to the source data provided in Fig. 3 for parts **(i)** and **(ii)**. For part **(iii)** many candidates calculated correctly by adding 11.5% to 27.9% together.

(b) Although most candidates could explain magazine advertising they were often unable to explain its difference with mail advertising.

(c) Stronger answers to this question explained various factors of online advertising that accounted for the reasons why it is used such as cost, coverage and competitors use of online media. Other answers gave less detailed factors or simply explained the growth of online advertising in terms of its advantages.

(d) There were some very good answers on why the cinema is not a popular advertising media. Many candidates developed their answers with strong analysis and evaluation.

(e) The better answers were balanced, with both benefits and disadvantages of advertising discussed. Weaker answers focussed on benefits and lacked development.

COMMERCIAL STUDIES

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Paper 7101/12
Elements of Commerce
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Key messages

Below are some general suggestions to help candidates provide stronger responses in this examination.

● Revise all sections of the syllabus.
● Note the number of marks awarded on each question.
● Use time effectively. Time spent on answering questions should be directly related to the number of marks allocated.
● Read and re-read questions before answering. Weaker responses were often characterised by not taking enough time to fully register both the general focus of questions and also the level of detail required.
● Look for the command and key command words in each question.
● Show working out in any calculation questions.
● Candidates should learn succinct and accurate commercial definitions.
● Answers should be developed with examples and/or application.
● Unqualified single words, such as 'easier', 'quicker' and 'cheaper' do not receive credit. These should be explained in order to be awarded marks.

General comments

All candidates had difficulty in answering **Question 6** of the examination paper, particularly **parts (b)(i)(ii)** and **(c)** on the topic of commercial documents. Notwithstanding this, it was evident that Centres had prepared their candidates well by providing wide coverage of the syllabus content, with candidates possessing generally sound knowledge and understanding of commercial vocabulary.

The command words on the examination paper are particularly relevant and each question indicates the level at which it is based:

AO1 (Knowledge and understanding) This assessment objective tests candidates on their ability to demonstrate their knowledge and understanding of commercial terms, ideas or concepts mentioned in the question. For example, **Question 5(a)(iii)** asked candidates to 'Describe **two** documents sent to customers after the invoice'. Command words such as 'Name', 'Describe', 'Give' and 'State' confirm that the question is at this level.

AO2 (Application) This assessment objective tests candidates' ability to relate their answer to the context. In this examination, the context to **Question 2** was about a tea and coffee exporting business. For example, **Question 2(c)(i)** asked candidates to show 'Why would Tuckers Ltd use sea transport?' based on information supplied in the question. Command words such as 'How', 'Draw', 'Why', 'Give an example' and 'Calculate' confirm the question is at this level.

AO3 (Analysis) This assessment objective requires candidates to select, interpret or otherwise analyse some point presented in the question. For example, **Question 6(a)(i)** asked candidates to 'Identify **one other** type of retailer not shown in Fig. 1'. Command words such as 'Identify', 'Compare' and 'Analyse' confirm the question is at this level.

AO4 (Evaluation) This assessment objective tests candidates' ability to formulate some judgements. For example, **Question 6(d)** asked candidates to 'Discuss the reasons why many retailers are now offering online shopping'. Command words such as 'Explain why', 'Do you consider', 'Discuss' and 'Evaluate' confirm the question is at this level.

Candidates should be reminded to make sure they give the number of responses required by the question. For example, in **Question 1(b)** candidates were asked to 'Explain **three** effects which might arise from manufacturers selling directly to retailers without the services of wholesalers'. Some candidates gave only one or two effects and some gave more than three effects. It should be emphasised to candidates that including less than the question asks for will reduce the maximum marks that a candidate can score; likewise, including more than the prescribed number does not gain any more marks and may waste valuable examination time that could be used elsewhere on the paper to score marks.

Comments on specific questions

Section A

Questions **1**, **2** and **3** were the most popular questions in **Section A.**

Question 1

(a)   Candidates generally knew that the term 'trade' to **part (i)** involved the buying and selling of goods. 'Aids to trade' was a term well known in **part (ii)**. In answering **part (iii)** the term 'human wants' was sometimes confused with human needs. Many responses provided examples to help support answers. Overall, the majority of candidates scored at least one mark for each part.

(b)(i)   This proved to be a challenging question for many candidates. Candidates had to recognise that leaving out the wholesaler from the chain of distribution created extra functions for both manufacturers and retailers. Some good answers recognised that it was likely to reduce the price of goods and create buying problems for small-scale retailers with manufacturers having to warehouse their goods.

(ii)   The majority of candidates scored at least one mark for this question.

(iii)   Strong answers recognised that the consumer was important for buying and using the goods from the manufacturer. Weaker answers simply described the channel of distribution.

(iv)   Many candidates scored two out of three marks in their drawing of another channel of distribution chart. The mark that was often lost was the omission of an overseas agent.

Question 2

(a)(i)   The limited company features of limited liability and being owned by shareowners were valid answers given by many candidates. However, they do not necessarily have to distribute all profits to shareholders.

(ii)   Many candidates knew that the production department was responsible for making goods but often found difficulty in stating another valid function.

(b)   This proved to be a challenging question for many candidates. Candidates had to recognise that by operating a public limited company it is easier to raise finance as shares are open to the public on the Stock Exchange. Some candidates needed to develop their answers more fully and others confused the two types of limited company.

(c)(i)   Many candidates knew that ships could carry heavy and bulky goods over long distances.

(ii)   The difference between cargo liners and tramp ships was not well known. Some candidates thought that one was quicker than the other or carried more goods.

(d)   Candidates demonstrated good subject knowledge and understanding on the topic of bonded warehouses. Stronger answers developed and explained a number of relevant points. Weaker answers were narrower in terms of points mentioned and were less detailed.

Question 3

(a)(i)   Many candidates could name correctly two relevant examples of electronic methods of communication. Social media and videoconferencing were frequent answers.

(ii) Relevant answers included the telephone benefits of immediate contact, and being able to explain and discuss points.

(iii) Candidates demonstrated good subject knowledge and understanding on the topic of using emails. The majority of candidates gained some credit for this question. Answers focussed on the need for written proof in order to confirm details or to reduce any future disagreements. Stronger answers developed and explained a number of relevant points. Weaker answers were narrower in terms of points mentioned and were less detailed. Please note that unqualified word comments such as 'cheaper', faster' and 'easier' do not receive credit unless they are explained.

(b) Many candidates recognised that people may choose to obtain quotations from different insurance companies in order to secure the best premium but they needed to develop their answers with relevant information.

(c) The need for insurable interest and whether there is utmost good faith were frequently identified as valid factors but it was only the stronger responses that included two points of development in each of their answers.

(d) This question was not well attempted and there was a general lack of understanding on the Post Office services. Those candidates who had understanding often missed linking their answers to relevant examples.

Question 4

(a) (i) Features of loans, such as a fixed interest rate and for a set amount, were generally provided by the majority of candidates.

(ii) Candidates made a fair attempt at this question which was concerned with the factors that need to be considered before a person applies for a bank loan such as the amount to be borrowed and how long the loan is needed for.

(iii) This was only reasonably attempted, with few maximum scores. Good answers knew what an overdraft was and when it was used. Many answers confused overdrafts with loans and gave irrelevant information.

(b) The better answers identified two clear valid reasons such as to meet unexpected demand and to enable production ahead of demand, giving a relevant explanation of these reasons. Weaker answers were more generalised and made vague statements.

(c) (i) The stronger answers looked specifically at the benefits of using local radio such as the points that it is reasonably cheap, can target local audiences and there's easy access at home or in the car. Weaker answers were characterised by a lack of evaluative skills and there were limited attempts to develop answers in sufficient detail to gain development marks.

(ii) There were many valid reasons given on why plastic bags are not suitable for advertising including the point that the advertising would not last long as the bags tend to be thrown away.

Question 5

(a) (i) Many candidates obtained one mark, out of the two marks available, for stating that catalogues show the range of the seller's products.

(ii) Good knowledge of the function of an invoice was demonstrated.

(iii) Some candidates missed marks to **part (iii)** by naming commercial documents that would be sent by the seller to the customer before the invoice (instead of after) such as a quotation.

(b) It was surprising that only a minority of candidates could correctly name a road transport document to **part (i)** and an air transport document to **part (ii)**. Many answers focussed on the advantages of the two types of transport instead of on documentation.

(c) There was generally inadequate knowledge and understanding on why different documents are needed for home and international trade, resulting in many low scores for this question.

Section B

Question 6

(a)   For **part (i)** a large number of candidates gave one of the types of retailers shown in Fig. 1 instead of identifying another type. In **parts (ii)** and **(iii)** the majority of candidates scored the maximum three marks for each of the calculations in these parts.

(b)   This question was generally poorly answered with many candidates describing characteristics of department stores instead of chain stores.

(c)   Many candidates gave relevant reasons on how packaging helps supermarkets to promote their sales, such as making the goods look attractive and giving the impression of better value with goods in coloured boxes. Weaker responses did not develop their answers.

(d)   Strong answers to this question explained various reasons of why retailers are offering online shopping such as the need to expand markets, keep up with their competitors and lessen labour costs. Other answers gave limited reasons or simply explained the reasons solely from the consumers' perspective.

Question 7

(a)   The vast majority of candidates stated that 'manufactured goods' had the highest value of exports.

(b)   A large number of candidates correctly calculated the total value of invisible imports, that is, $13.4bn.

(c)   Good answers defined clearly the term 'balance of trade'. Some weaker answers simply described the data in Fig. 2 or defined the term balance of payments instead.

(d)   Strong answers stated a range of international trade benefits of importing such as the need to import goods/services not available, creating jobs thereby lowering unemployment and increased friendly relations between countries so reducing conflict/wars. Many of these answers supported their points with applied examples. Weaker answers were characterised by limited reasons that lacked detail.

(e) (i)   Many candidates lost marks by describing home, instead of international, methods of payments.

   (ii)   There was generally good knowledge demonstrated by many candidates about the functions of custom authorities with regard to trade restrictions, such as enforcing quotas and collecting tariffs.

COMMERCIAL STUDIES

Paper 7101/21
Arithmetic

Key messages

- Candidates should be aware that all the commercial terms contained in the syllabus may be used on this paper.
- Candidates need to be clear about their use of percentage signs and 7% should be written as $\frac{7}{100}$ in calculations.

General comments

The level of the paper was such that all candidates were able to demonstrate their knowledge and ability. The paper was challenging for the most able with no candidates scoring full marks. However, it was pleasing to see that almost all the candidates scored more than 50%. The general standard of mathematics was excellent and the presentation of the answers was also very good.

There was no evidence at all that any candidates were short of time as some even attempted all four questions in **Section B**.

Comments on specific questions

Question 1

Part (a) was very well done and most candidates knew what was required. Those making mistakes usually calculated 27.2 – 6.9. The nearest cent in **part (b)** caused some difficulties with many candidates not realising that this required accuracy to 2 decimal points. Similarly in **part(c)** many candidates thought that the leading zeros were significant so that 0.01 was a frequent wrong answer.

Answers: **(a)** –20.3 **(b)** 37.97 **(c)** 0.0141

Question 2

In **part (a)** the two errors observed were either to add on the principal to the interest or to use compound interest. In **part (b)** many responses compound interest and some just used simple interest.

Answers: **(a)** 9680 **(b)** 30 470.89

Question 3

In **part (a)** the weaker responses multiplied the quantities instead of dividing them. Others responses did not give the answer as pence per share. In **part (b)** most candidates knew what was required to find the mode. In **part (c)** most responses scored full marks, some incorrectly divided by 0.83 instead of multiplying.

Answers: **(a)** 32p **(b)** 0.83 **(c)** 1726.40

Question 4

Part (a) was not very well answered. Common errors were to add 3% to the 20% or to find 3% of the trade discount instead of 3% of the price after trade discount. **Part (b)** was not well answered. Some responses multiplied the basic hourly rate by ½ or by 2½. Others multiplied total basic earnings by 1½ or by these figures.

Answers: **(a)** 7372 **(b)** 417.10

Question 5

Many good quality diagrams were produced for this question. However, quite a large percentage of the responses included a misreading of the vertical scale, particularly for the 2011 bar.

Question 6

Most responses gained some marks on this question. Many responses did not receive full marks due to incorrect final totalling or assuming 100 minutes in an hour.

Answer: 45.5

Question 7

A large number of responses did not give the correct value for the total cost of the bookcase to the dealer. Many responses included incorrect calculations of percentage profit and a variety of values appeared in either the numerator or the denominator.

Answer: 27.5

Question 8

This question was very well done with approximately 75% of responses scoring full marks.

Answer: 68.50

Question 9

Part (a) many responses were not given to the nearest pound. **Part (b)** many responses assumed that the £68 rate applied to all 5 days and applied 75% to that which was not correct.

Answers: **(a)** 1146 **(b)** 272

Question 10

Almost all responses scored full marks in **part (a)**. **Part (b)** proved to be challenging. Some responses inverted the multiplier of 164/185.6 or included the year in the calculation.

Answers: **(a)** 50 **(b)** 51.25

Question 11

Parts (a) and **(b)** were mostly done well. Some responses gave a premium of approximately the value of the building or contents which was incorrect. In **part (c)** was generally answered well, though many responses gave the annual premium instead of the monthly premium as the final answer.

Answers: **(a)** 660 **(b)** 60 **(c)** 54.72

Section B

Question 12

Part (a) was well answered.. **Part (b)** was reasonably well done. The most common error was trying to involve **part (a)** in the calculation. **Part (c)** was well done apart from errors due to reading 0.015% as 1.5%.

Answers: **(a)** 300 **(b)** 382 500 **(c)** 6 **(d)** 22 900

Question 13

In **part (a)** many responses did not include some of the factors involved in calculating the total weight of the passengers and their luggage. **Part (b)** was very well answered. In **part (c)** a high number of responses incorrectly interpreted the 1.4 hours flight time as 1 hour and 40 minutes.

Answers: **(a)** 16.5 **(b)** 65 000 **(c)** 11.04

Question 14

Part (a) was usually correct but very few responses demonstrated an understanding of percentage increase in **part (b)** or of commission in **part (c)**.

Answers: **(a)** August **(b)** 77.27 **(c)** 4032.60

Question 15

This question was well attempted. A common error in **part (a)** being to calculate commission based on the salary instead of the sales and little idea of the tax structure in **part (b)**.

Answers: **(a)** 24 620 **(b)** 19 220

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Key messages

- Candidates need to be clear about their use of percentage signs and 5.69% should be written as $\dfrac{5.69}{100}$ in calculations.
- Candidates need to read the question carefully as large numbers of them did not round their answers as instructed in **Questions 4** and **9**.
- Candidates should be aware that the answers to the questions will always be of a sensible size for the problem and that extremely large or small answers will normally indicate that they have made an error.

General comments

There was a welcome decrease in the number of candidates who showed arithmetic operations in the form

Credit cannot be given when their answer is incorrect unless they write correct mathematical statements such as $x = \dfrac{198}{192} \times 400$

There was no evidence that any candidates were short of time as some even attempted all four questions in Section B.

Examiners reported candidates using log tables again this year. Log tables will cause accuracy problems as they will not deal with all the significant figures involved in, for example, **Question 3**.

Comments on specific questions

Section A

Question 1

This question was done very well. Candidates seemed to be fully aware of the order of operations but many were not sure what was required by the term 'mixed number' and $\dfrac{1885}{54}$ was a common answer. In part **(b)** 0.03 was a common error when giving answers to 2 sf. The calculation in part **(c)** was generally done correctly but the final answer was rarely correct.

(a) $38\dfrac{7}{216}$

(b) 0.032

(c) 34.70

Question 2

There was confusion over the 15% and some candidates found 15% of the number of shares. Those that did find the dividend often found 15% of this but then did not subtract it.

1524.90

Question 3

It was relatively rare for candidates to confuse simple interest and compound interest this year and most candidates were able to attempt both parts of this question. In part **(a)**, despite the bold type in the question, many candidates found the amount in the account at the end of 3 years. In part **(b)** the very common error was to omit the $8000 from the repayments.

(a) 1044.58

(b) 204.60

Question 4

In part **(a)** average speed was clearly understood by most candidates but time continues to be a major source of difficulty. Many candidates had difficulty with 6 days and 4 hours. Large numbers of candidates had no appreciation of the size of a sensible answer and thought that trains would travel at a thousand km/hr or less than one km/hr. The instruction to round to a whole number was often ignored. Part **(b)** was answered well although some subtracted the 6 hours 15 minutes.

Many candidates had problems with the units in this question and again the idea of a sensible sized answer was not a consideration.

(a) 63

(b) 20 03

(c) 40

Question 5

Many candidates found 8% correctly but did not subtract this from the given quantity. Candidates had difficulty in answering part **(b)** correctly, with a majority finding 11% of the production, instead of dividing by 0.89.

(a) 1.296×10^{10}

(b) 3.26×10^7

Question 6

Part **(a)** was done very well with almost all candidates scoring at least 1 mark. The common issue was to use 200 euros instead of 2000 euros. Part **(b)** was not done so well and a surprising number of candidates were unable to work out that the bureau was open for 8 hours and 15 minutes each day, whilst others thought it was open for either 5 or 7 days a week. Part **(c)** was done very well.

(a) 236 360

(b) 49.5

(c) 500

Question 7

Most candidates scored some marks but fully correct solutions were rare and again candidates were perfectly happy to give unreasonable sized answers. The common issue was to not subtract her normal earnings from the amount received.

20

Question 8

Most candidates did not understand the concept of commission. It was very common to see candidates finding $3\frac{3}{4}$ % of the annual salary and then adding or subtracting that from the value of the sales. Only the stronger candidates scored marks in part **(b)**.

(a) 28 687.50

(b) 176 000

Question 9

In part **(a)** the fixed charge was not well understood and 500 was the common mistake. Part **(b)** was generally correct although some candidates did misread the scale. In part **(c)** most candidates used a point on the line instead of the gradient. Giving the answer in pence was also often ignored.

(a) 60

(b) 410

(c) 13

Question 10

Part **(a)** was done very well although many candidates were confused by the two terms 'per year' and 'per month' and all combinations of 12, 400 and 360 were seen. The very common mistake in part **(b)** was to use the answer in part **(a)** instead of the monthly rent. Large numbers of candidates continue to have difficulty with the concept of insurance premiums, as seen in part **(c)**. It was quite common to see the premium being more than the value of the premises.

(a) 5160

(b) 412.50

(c) 613.40

Question 11

Only the strongest candidates scored well on this question. A common mistake in all parts was to add the value of the item to the value obtained from the table. In part **(a)** a large number of candidates gave 1245 as the answer, presumably not understanding the 'up to' in the table. The other common mistake in part **(b)** was to not realise that 400g was 4 lots of 100g and so 31.55 was a common incorrect answer.

(a) 15.15

(b) 36.20

(c) 22.50

Section B

Question 12

This question was attempted by most candidates and all parts of this question were done very well.

The least well answered was part **(b)(ii)** where 65 was a common incorrect answer.

(a) 15

(b)(i) 56.50

(b)(ii) 54

(b)(iii) 55

Question 13

This question was attempted by about half of the candidates and was also done very well. A large number of candidates lost marks for not giving the answer to part **(c)** to the required accuracy. A number of candidates did not fully simplify their fraction in part **(d)**.

(a) 97.2

(b) 9.75×10^7

(c) 27 000 000

(d) $\dfrac{2}{25}$

Question 14

This was the second most popular question. Part **(a)** was done very well with most candidates scoring full marks. Many candidates found part **(b)** difficult. Some tried to find the decrease for each year, and others did not divide by the 2011 value. In part **(c)** many candidates multiplied by 12.4, whilst others did not round their answer down to the nearest whole number. Part **(d)** was not done very well with most candidates finding 6.4% of something instead of dividing by 6.4%.

(a) 900

(b) 24

(c) 12258

(d) 2375

Question 15

Most candidates did not attempt this question and those that did usually scored few marks. Only the stronger candidates did well on this question. The concept of face value was not understood and the value from the table was often used instead in part **(a)**. Another common mistake was to find 20% of the number of shares. Most answers to part **(b)** only scored the first two marks for finding the sale price after commission. The profit and particularly the percentage profit were largely either not attempted or were calculated without involving the purchase price.

(a) 432

(b) 8.88