CONTENTS

Cambridge Career Award in Business - Modules

BUSINESS ORGANISATION AND ENVIRONMENT

Paper 5161
Standard

General comments

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General comments on the Examination

There is an indication that Centres are becoming more aware of and used to this examination. The Examination Paper reflects the Assessment Objectives of the syllabus and the tasks are all related to the case study. There is still a tendency for candidates to show evidence of business knowledge, but without applying their knowledge to the context of the case study. There is a growing resource of Past Examination Papers and Marking Schemes; both Tutors and candidates are advised to make full use of them when preparing and revising for forthcoming examinations. It is also imperative that the current syllabus booklet for the correct year of examination is consulted as part of the examination preparation.

There is cause to be optimistic about the improvement in results but it does demand constant attention particularly to examination technique. This is an issue which has been highlighted in every 5161 Report, and yet it remains an issue serious enough to comment on again. It is frustrating for an Examiner when instructions are not carried out, or that five points are listed when only three were asked for, or that responses are laid out badly. Failure to apply appropriate technique can (and does) cost valuable marks. Examiners can only mark what they can read on the paper.

Tutors need to encourage their candidates to:

- read the Examination Paper's instructions very carefully;
- ensure they fully understand what the Examiner wants them to do;
- lay out their responses cleanly and clearly;
- see that some tasks are worth more marks than others and respond accordingly;
- manage the examination time sensibly.

The fourth point is worth some consideration because there remains an imbalance between the treatment of a 5-mark task and a 10 mark one. Candidates should be careful not to over-answer the smaller tasks, but they should also be careful to answer the larger tasks with enough detail to gain marks.

The Paper is structured in terms of a number of small activities (5 at 3 marks, and 9 at 5 marks) with only 4 larger tasks each worth 10 marks. The object of 5161 is to encourage the demonstration of business knowledge and awareness within the context of a case study which, although fictitious, is based on a real business organisation or situation.

Candidates are given 15 minutes reading time in order to encourage them to become acquainted with the Paper and what they are asked to do. This time should be used to thoroughly read the case study as the Examiners were keen to give candidates thinking time.

It is recognised that most of the candidates will be tackling the Paper in a second language. The quality of that language is not taken into account when assessing the Paper. Incorrect spelling and/or grammar are ignored in favour of the facts and information in the answers.

<u>Comments on specific questions</u>

Task 1

(a)-(e) This task was designed to be an accessible 'starter' activity which should give candidates the opportunity to earn a significant contribution towards the pass mark. There are five components, each worth up to and including 3 marks. Securing 1 or 2 marks should present little difficulty for a candidate with a good grasp of business terms. A capable candidate easily ought to earn a total of 10 of the 15 marks. To obtain 3 marks for any definition requires the demonstration of a good level of knowledge and application. Having said that, it is pleasing to record that a number of candidates were able to score very close to the maximum marks available.

The definitions should have been quite familiar to the candidates but one of them caused some confusion, namely **(d)** job share. This received a number of explanations including profit sharing, a person with more than one job, team working. Very few got it right despite it being covered by competence criterion 3.1.

Task 2

(a) This task was generally quite well tackled. Every candidate should be able to identify business objectives; after all it is a fundamental element of the module. Candidates were asked to ignore profit and list three objectives of a business organisation. They only had to list three appropriate objectives to earn 5 marks. The key word here was *list* although many candidates decided it meant explain. One or two word answers would have met the basic terms of the task but generally a clear statement of each point was required.

(b) This task addressed the features of the public limited company (Plc) which should have been a familiar issue. The responses were, in the main, good and most candidates were able to explain one advantage and one disadvantage of becoming a Plc although the better marks, i.e. 4 or 5, went to those who answered within the context of Raj Tours. The 'popular' choices were (advantages/for) the ability to raise more capital and (disadvantages/against) the prospect of losing control of the business; two pertinent points.

(c) An explanation of working capital, and what it is used for, was required and the responses were either very good or very poor. It was a 5-mark task but to earn 4 or 5 marks candidates needed to demonstrate clear understanding.

Task 3

(a) The answers here were rather well done but very few candidates achieved level 4 marks (i.e. 9 - 10 marks). There was, however, a firm awareness and understanding of centralisation, it appears to be a familiar topic. To do well in a task like this, candidates need to be able to discuss the relevant points rather than just state them.

(b) 5 marks were available for three appropriate reasons for having an organisation chart. It could have been better done but at least candidates recognised the important points about accountability and the chain of command. The key word here was *list*.

(c) Good knowledge was expressed of the role of the Chief Executive Officer but responses needed to relate to the role occupier, Prithvi Bhatiani. Only 5 marks were allocated here so it was important that candidates were able to offer a tightly written brief paragraph about Prithvi's role. This was another case of candidates being able to show knowledge but forgetting to apply it to the context of the case study in their answer.

Task 4

(a) This was a larger task with 10 marks at stake. It was a familiar topic area which tends to come up in every 5161 examination. This time the emphasis was on the expectations the staff had of their employers. Curiously, and inexplicably, quite a few candidates interpreted the task the other way round i.e. what the employers wanted from their staff. This points to the importance of reading questions carefully and perhaps underlining key words in the text or task. It should have been relatively easy to assemble three expectations but the test was in the explanations. Many candidates had no difficulty in identifying relevant points but did not provide enough detail or discussion of them in their answers. This reinforces the earlier comments about examination technique and taking the time to understand what a task wants candidates to do.

(b) Candidates were reminded that most of the tour guides for Raj Tours were self-employed and the task focused on what self-employment meant and its likely advantage to the guides. Candidates seemed to understand self-employment but mostly did not apply it in the context of the guides. They recognised the point about being one's own boss but overlooked such matters as fees rather than wages, tax-deductible expenses, keeping gratuities rather than sharing them with colleagues.

Task 5

(a) The profit motive was clearly understood by most candidates who were able to explain its importance to a business. They could relate to this task rather well.

(b) This task addressed ethics and fair-trading but candidates did not offer more than giving a fair deal to customers. That was correct but there were the issues of avoiding hidden costs on holidays, consumer protection, and opposition to price-fixing.

(c) This was a 10-mark task for which there needed to be some discussion. It was not enough to define the meanings of the business cycle and the distribution of income (the latter was not well understood by some of the candidates who confused it with exchange rates) but those terms should have been applied to Raj Tours. Therefore, having given the definitions, candidates were then expected to describe how the company might be effected by them. Few candidates scored well.

Task 6

(a) The marketing mix was readily appreciated and candidates did well with this task. Each of the 4Ps was given adequate consideration with a good application to the case. Mostly the candidates were able to do justice to a larger task.

(b) The issue of customer satisfaction was another familiar matter and candidates coped with this task very well. The topic attracted appropriate responses with good application to the case.

EFFECTIVE BUSINESS COMMUNICATION

Paper 5162

Standard

General comments

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General comments on the examination

Candidate performance

Although more Centres are beginning to use the Examiner's Reports to help improve answers, it was very disappointing to see some very poor Papers for this examination. Clearly, Tutors and candidates who have accessed the reports and other resource materials such as Past Papers are being better prepared for the examination.

The failures were mainly due to the fact that candidates had problems with the following points:

Not reading the task requirements carefully. This was very evident in a number of tasks. **Task 3 (c)** asked candidates to identify three main elements of a report. In general, this was not completed and candidates wrote about reports in general. This will be discussed more fully further in the report.

Reluctance to comply with the task requirements – a number of candidates chose to ignore exactly what was required in certain tasks and generally wrote about the key subject of the task. This was evident in **Task 3 (a)** where candidates were required to draw up an agenda for a meeting. Most candidates did not actually draw up the agenda but wrote about the agenda in general. The answer should have included an agenda which could have been used for the meeting.

Format and presentation of material – candidates should remember that this subject is about effective business communications, therefore, they should ensure that they present their answers using an appropriate format. This session, there was a slight improvement in the presentation of work but still there were many candidates who demonstrated very poor writing skills and their work was very difficult to read.

Poor time management – Tutors should try to ensure that their candidates have an opportunity to sit a mock examination prior to the actual examination. Candidates should be taught to proportion their time for each question. There will always be five compulsory questions on this Paper and thus candidates should be able to allocate their time accordingly.

Summary

It seemed that many candidates had specific problems with the following areas of the syllabus: Main elements of a report, Agenda format, Two-way communication methods and Recruitment interviews.

Comments on specific tasks

Task 1

(a) This task required candidates to explain why it is important that internal communications are effective. The answer was worth 8 marks and should have included the following points:

Good internal communications are necessary for a business to operate successfully at all levels; there is a need to consider the individuals within the organisation and to consider what are the most appropriate methods for contacting the different levels within the hierarchy, i.e. Directors, shop floor, admin staff etc. There is also a need to consider the immediacy of the communication; the importance of the communication i.e. disciplinary interview, notice about canteen opening times; the level of feedback required i.e. one-way or two-way communications; methods of recording the communication i.e. copies to etc; timings and costs involved; and a need to consider use of electronic methods

Most candidates were able to answer this, but some answers were very basic and did not really cover enough points in enough depth for the 8 marks available.

(b) This task requested the candidate to suggest the best method of communication for a range of situations. This is a common task on the Paper and candidates should be able to answer this well. Each answer should have identified the type of communication and then justified why this is the best method to adopt in each situation.

(i) For a potential large advertiser emails and enquiring about the advertisement costs for a 6 month contract with the PBSW - The answer should have included formal telephone call or visit followed up by business letter. The justification should have included: the need to be formal in approach, and consideration that a letter may not be able to fully communicate the complexity of the range. There would be a need to build a relationship with this potential large client.

(ii) The Editor of the PPSW needs to find out why one member of staff has had an unusually high amount of personal calls during the last month - The answer should have suggested one to one interviews or an informal chat. The reasons for this suggestion should have included the need to explore a potentially sensitive issue and so a two-way communication method was required.

(iii) The need to find out more information about the employees suggestion scheme - The answers should have included two-way communications such as informal discussions with colleagues, telephone or meetings. The justification for this could have included the fact that the method must be easy and quick to find out information – mainly informal.

In general, many answers were not very good. Many candidates suggested a method of communication but did not justify it fully. In some cases inappropriate methods were suggested without any reasons given at all.

Task 2

(a) This task required candidates to write a letter to schools explaining a competition and try to persuade them to enter teams of students. Candidates were instructed to create further information to help them.

Answers should have considered the following layout for the letter:

Logo or letter heading of the company

Date

Reference number

Appropriate salutation – Dear Mr/Mrs

Letter Heading – Student Competition

The body/content of letter

Explaining how to enter students + benefits

Appropriate closure

Signature and position

Response mechanism

The content and tone of the letter should have been persuasive and illustrated the fact that the competition was potentially educational. The benefits for students entering should have been highlighted. The letter should have also summarised by explaining what the next stage would be once the students have entered and a response mechanism should have been included to ensure a response.

The answers for this part of the task were mostly reasonable. The majority of candidates seemed to be able to create a letter well and used the appropriate format. Many, however, did not include a response mechanism. Some poor answers did not include the letter heading and thus lost marks.

(b) This part of the task required candidates to explain what they would have done if a poor response to the letter had been achieved. Answers should have included telephone calls or follow up letters or emails. Some candidates suggested advertising, which was accepted but perhaps not the most cost effective method. Some other candidates suggested visiting the schools, which was also acceptable.

In general this part of the task was answered reasonably well.

(c) This part of the task required candidates to explain three main elements of a report. The answers should have included the introduction, the terms of reference, and explained this. The next element required was the development of the report, the findings and results. The final element of the report required was the conclusions and recommendations. Each element should have been identified for one mark and explained for a second mark per element.

In general, many candidates did not do this correctly. Many could not answer it and left it out, whereas others just identified some elements and did not explain them. Thus marks were lost.

Task 3

(a) This part of the task required candidates to draw up an agenda for a weekly team meeting with all staff. The answer should been set out like an agenda which could have been used at the meeting and should have included:

Heading (includes date, time and venue of meeting)

Apologies for absence

Objectives of meeting

Up-date of current issues such as customer complaints, current stock levels

Recruitment of new staff

Any other business

Date, time and venue of next meeting

This was a very easy task to pick up 10 marks, but many candidates were unable to write out an agenda and tended to list points in general or miss out this part of the question.

(b) This part of the task required candidates to explain the roles of formal and informal communication within an organisation and explain how they could influence the effectiveness of the workforce.

Clearly, there were two parts to this task, which was worth 10 marks. The first part of the answer should have related to the role of formal communication and the effect of formal communication on the workforce. The second part should have concentrated on informal communication and its effect on the workforce.

The answers should have included:

The first part should have considered formal communication: an explanation of how information in formal methods of communication could be presented, such as in letters, reports, memos, presentations, and how legal information can be disseminated e.g. contract of law, safety regulation etc.

The answer should have gone on to discuss the effect on the workforce: such as needs to be handled sensitively in a small company; could look to be impersonal if tone is wrong; should be used to give important information and praise; could be used to motivate if developed correctly.

The second part of the answer should have related to informal communication: including an explanation of methods of informal communication such as verbal and NVC, grapevine, social communication, which could be used to motivate but should not be relied upon for complex information. Small companies often use informal communication at the cost of formal information and the message can become obscured or changed.

The answer should have gone on to discuss the effect on the workforce: such as the workforce could feel less important and this could have an effect on the group culture.

Grapevine and social communication could undermine management.

This part of the task was worth 10 marks, however, many candidates only wrote a very small amount of information. Many did not cover the workforce angle and thus lost some marks. Poor answers could not distinguish between informal and formal communication methods and just wrote about communication in general which did not answer the task set.

Task 4

(a) This part of the task required candidates to define the purpose of a recruitment interview and this was only worth 4 marks. The answers should have included: a discussion about the need to identify key personal characteristics of the interviewee; to assess the essential skills of the interviewee; to promote the company to the interviewee; to assess the candidate's personal appearance and punctuality, and to assess the candidate for their potential 'fit' in the company.

In general this part of the task was answered reasonably well, with most candidates being able to write well in this area.

(b) The second part of this task required candidates to write a set of guidelines to plan for the interviews for the two new journalists.

The answer should have included: the aims and purpose of the interview; the need to decide who should be present at the interview; the need to consider type of questions – open, probing, scenario based, etc; the discussion should largely go backwards and forwards from the interviewer to the interviewee so that the interviewer maintains the position of controlling the proceedings. There should have been some discussion about the fact that the interviewer would also need to set the general tone of the interview which will reflect the relationship of the parties and nature of the discussion; the need to choose an appropriate location and time and collect all necessary background data that will set the structure for the interview i.e. personal specification, job specification, selection criteria. There would be a need to listen carefully for information expressed by the interviewee and to consider how the interview would be recorded. There could have been some discussion on the need to make notes on critical issues during the course of the interview and close with a summary of the main points raised, highlighting the next stage of the process i.e. when the decision will be made. Some further discussion for guidance for after the interview should have included the need to spend a few minutes making additional notes that may be useful for reference later, whilst the interview is fresh in the mind, and the consideration of the acceptance and rejection letters for the appropriate people.

There were 10 marks available for this part of the task and thus, candidates should have been able to write about the three stages such as preparation, during the interview and after the interviews have taken place. Many candidates did not write much here and some only offered the types of questions which could be used in the interview, which was clearly not required. Candidates must ensure that they are familiar with recruitment interview procedures and can answer tasks on these.

(c) The final section of this task required candidates to explain the role of verbal and non-verbal communication during interviews.

The answers should have included a discussion on the role of verbal communication: i.e. ensuring correct tone, appropriate language, and appropriate pacing. There should have also been a discussion about the role of non-verbal communication: which could have included the interpretation of body language, eye contact, hand gestures, active listening etc.

This part was worth 6 easy marks. Many candidates only wrote a few lines and were not able to pick up full marks here as their answers were brief and superficial. Good answers did cover both aspects of the task well.

Task 5

(a) As normal, the last task on the Examination Paper related to graphical information.

This part of the task required candidates to prepare the data in Table 1 and present it as a bar chart to be included within the report. Here candidates should have used graph paper and ensured the bar chart which they prepared, was correct and accurate. Candidates should have ensured that the correct values were plotted and that correct shaded areas were included. The labels for the axis, heading and legend should have been included.

Most candidates were able to do this well, although not many used graph paper and thus lost marks for accuracy. Some candidates did not label their graph and thus lost marks again. 10 marks were available for this part of the task and many candidates picked up good marks for this.

(b) This part of the task required candidates to explain two specific types of graphical visual aids for a report.

(i) The answer should have included an explanation of pie charts – pie charts break up data into a circular diagram representing 360 degrees or 100%. The relative size of the slice of the pie indicates the proportion of it to the whole; or bar charts – series of bars in vertical or horizontal format representing totals or amounts of items being compared using a common scale.

(ii) The answer should have included an explanation of line graphs – the advantage of line graphs against tables is that the line graph can still retain complex information, but it can be easier to identify and compare at first glance.

Again, answers generally were poor for this part of the task. Many candidates seemed to be running out of time and just put down the different types of graphs and did not go on to explain or describe them. Thus very low marks were awarded although this part of the task was worth 10 easy marks.

BUSINESS FINANCE

Paper 5163

Standard

General comments

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General comments on the examination

It is pleasing to report that the overall performance of candidates in the May 2003 examination showed an improvement compared to previous examinations.

However, the improvements in candidate's marks were not common to all Centres and it is evident that some Centres could still do much more in terms of preparing candidates for the examination.

In many instances candidates were producing responses that were too generalised to attract the higher order marks and Centres are once again reminded of the need for precision and detail when offering definitions or explanations in this module.

There was some evidence that Centres had stressed the need for candidates to explain *how* they arrived at their solutions but there are still far too many candidates who are losing marks simply because they are not providing a formula to show how they have derived a solution. Candidates should be encouraged to show all their workings. This enables the Examiner to identify where an error occurred, and to give marks for the parts of the calculations which are correct.

Comments on specific tasks

Task 1

Overall the answers to the tasks (**(a)** – **(e)**) were satisfactory, with most candidates capable of producing correct responses to the majority of the tasks. As a result the marks awarded for this task were generally good.

Task 2

(a) Most candidates were capable of recognising and extracting the PEST factors from the case study but a sizeable minority of candidates demonstrated poor time management skills by spending too much time providing generalised discussion of PEST factors. Centres and candidates are urged to study the mark allocations carefully so that they do not spend too much time on tasks that attract only low levels of marks.

(b) The answers to this task were rather disappointing as candidates seldom produced a complete explanation as to how the factors would be likely to affect the profitability of the business. To attract the highest marks candidates needed to produce an answer that referred to changes in revenue and/or costs and applied them to the scenario in the case study.

Task 3

(a) This task was answered well by the majority of the candidates and it was evident that Centres had covered this topic in some detail.

(b) Again it was clear that Centres had prepared candidates well for this task and as a result many gained good marks.

Task4

(a) Many candidates were clearly familiar with this topic and were therefore able to produce answers that were relevant and correct. However a minority of candidates ignored the requirement to produce a graph and as a result lost marks.

(b) The answers provided by many candidates were disappointing. Many candidates were not familiar with the topic and often they could not produce a formula to indicate how they were attempting to answer the question. Again, candidates who show their workings i.e. how they are attempting to find the solution to the task set may be able to pick up some marks, even if their ultimate answer is incorrect.

Task 5

The answers to this task were either very good or poor. Centres are reminded of the fundamental importance of the key financial statements and are urged to prepare candidates more thoroughly in this area of the syllabus.

Task 6

Most candidates provided satisfactory answers to this task, although some responses were not linked to the case study as required. As a result they provided answers that were not specific to the task set.

Task 7

The answers to this task were very disappointing with the majority of candidates scoring low marks. Many candidates provided no formula or explanation with their calculations and as a result they lost marks. It also appeared that most candidates answered this as their final task and there was evidence of poor time management skills, with the responses being far too brief. Centres and candidates are urged to study the mark allocations carefully to avoid losing marks unnecessarily.

MARKETING

Paper 5164

Standard

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General comments on the Examination

It was very pleasing to see a definite improvement in the results this session. Overall, candidates showed an improved knowledge across most areas of the syllabus. Some improvement is still necessary in *applying* this knowledge, and there are still one or two syllabus areas that caused problems. Specific syllabus content areas are covered in the section on tasks below.

Examination techniques could still be improved in some areas:

- *Reading the question carefully*. In some cases, although the task required an explanation, many candidates simply listed the items requested. Centres are encouraged to give candidates practice in answering tasks from previous Papers to help them to understand the requirements of the tasks set.
- *Poor time management.* This continues to be a common mistake. Candidates who fall into this category often spend too much time on a task, or part of a task, with which they are comfortable, leaving insufficient time to complete all remaining tasks. Candidates should note the allocation of marks to each task.

Comments on specific tasks

Task 1

This task aimed to assess candidates understanding of what constitutes a marketing approach and the benefits it offers a business.

There were several benefits appropriate to the Case Study, and most candidates were able to identify four or five of these. The most appropriate for this particular Case were the facts that the approach helps in:

- Identification and satisfaction of customer needs
- Building relationships with customers
- Responses to changes in the market
- Building business – e.g. market share, profit
- Identification and entry to new markets
- Focusing on the best ‘mix’ for customers

Task 2

This task was designed to assess candidates understanding of marketing research, and their ability to explore the topic related to the Case Study.

(a) It was pleasing to see many candidates able to give a basic description of two appropriate research methods.

(b) This part of the task proved far more difficult than the first part. The key words in the task were ‘*already available to her*’, indicating internal records of the business such as sales records, customer enquiry records and records of customer complaints. Many candidates described types of information in a very general way without linking back to the Case Study, missing the opportunity for marks in this section.

Task 3

The answers to this task were disappointing, particularly as this area was highlighted as an area of weakness in a previous examination session. Many candidates misread the question and described the marketing planning process instead of the marketing research process.

Those candidates who did answer well were able to identify the five stages in the research process *and* link the stages to the Case Study.

Task 4

This task was generally done well by all candidates that attempted it. Terms were explained, and, in many cases, were linked to examples in the Case Study as requested by the task.

Task 5

This final task looked at the product, place, price and promotion elements of the marketing mix in the context of the Case Study. Although most candidates were able to explain the 4 Ps, very few linked their answers to the context of the Case Study. Those who were able to do so achieved high marks for this task.

HUMAN RESOURCE MANAGEMENT

Paper 5165

Standard

General comments

Centres are advised to ensure that the written work submitted by candidates is legible and well presented. The first page should be clearly labelled with the Candidate's name, number and the Centre number. The module title, number and level should also be written down on the first page. Candidates should be encouraged to use answer paper which has margins on the right and left hand side of the page, or to draw margins onto their answer papers. Candidates can then use the left-hand margin to clearly identify the task number. Examiners use the right hand margin to put in marks gained and to total the overall marks. If there is not enough space to do this the Examiner will still put marks on the script, but the marks could easily be overlooked if they are surrounded by words. Candidates should leave enough space at the top of the first sheet of paper for the Examiner to write in the total marks awarded.

The quality of paper in some answer books or the type of ink in the pens used made some scripts very difficult to read. The words showed through on to the other side of the page and were then obliterated by the writing of other answers. Sometimes the ink was so faded that it was very difficult to decipher what had been written. In some other scripts the writing was so illegible as to be indecipherable. Examiners can only give credit to answers that they are able to read. Candidates could lose marks if the Examiner is unable to read the script or if the candidate fails to state that part of the answer is on a different page. It is very difficult to mark scripts where the answers are not separated by lines or spaces or where the task and pages are not numbered. There is no doubt that a clearly written script (preferably using black ink or ballpoint pen) helps the Examiner. It is the candidate's responsibility to ensure that the Examiner is able to read the script and find the relevant answers, otherwise marks could be lost.

General comments on the examination

The number of candidates taking this Paper is relatively small compared to the mandatory modules. Therefore any comments made are based on a small sample.

The general standard could be improved if candidates tried to either understand more fully the requirements of the question or applied the materials that they had been taught.

Many candidates simply extracted parts of the Case Study in answer to some if not all of the questions, without providing any analysis or discussion.

Candidates need to be advised about time management in the examination. The length of time they spend on low mark questions at the expense of high mark questions is a concern. It is also important that Centres provide adequate class time and preparation before entering candidates.

In some Centres the general level of response was so poor that a concern was raised about whether their candidates should have been entered for the examination.

Comments on specific questions

Question 1

Answers to this question were predominantly in list form but very few candidates managed to understand the concepts of mixes of skills or controlling staff costs. The termination of employment seemed to be the only answer.

Question 2

Many candidates simply discussed the impact of new technology on the business and not HRM. Other candidates took this as an opportunity to discuss all aspects of new technology.

Question 3

Candidates were very knowledgeable about the difference between full time and part time contracts but few knew the benefits of either. There appears to be a misconception that full time is permanent and part time is temporary. This view needs to be corrected, as it is not accurate.

Question 4

This was the best-answered question on the Paper and Centres are to be congratulated on the fact that candidates clearly understand the differences between recruitment and selection and can explain these. The use of practical tests was also clearly understood.

Question 5

This question was poorly answered with responses that tended to be based around appraisal or dismissal. Not one single candidate managed to provide three correct alternatives. This area needs addressing with candidates.

Question 6

Candidates are clearly confused between contracts of employment and working patterns. The majority believes they are the same, which clearly they are not. This is another area that needs attention in the future.

Question 7

Candidates understood this question and had an idea of what was required, however there seemed to be a problem when trying to expand their answers beyond the standard bullet points. This would point to a lack of depth in their understanding of these concepts.

Question 8

This question was generally answered well but there is confusion concerning fringe benefits with many candidates believing that this was a method of payment. Candidates need to be clear in their minds of the difference between payment methods and fringe benefits.