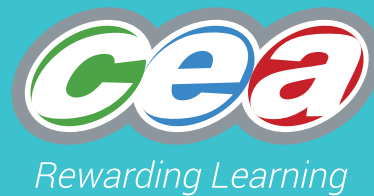


GCSE



# Chief Examiner's Report Statistics

Summer Series 2022





## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2022 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk).



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# GCSE STATISTICS

## Chief Examiner's Report

### General

After the return to external examinations that had been disrupted due to the Covid-19 pandemic, this year was the second year in which a full suite of all four external written examination papers was taken.

For this year, as part of the exceptional assessment arrangements, some candidates had the option to be assessed on Unit 3 (Controlled Assessment Task) instead of Unit 2 (external written examination).

The standard of answering in the papers was generally pleasing and examiners noted exceptional responses from some candidates on each paper. In addition, it is important that candidates are entered at the correct tier as many of the topics on the Higher Tier papers may be inaccessible to a candidate who would be better suited to the Foundation tier papers.

Candidates at both tiers found the questions on some topics challenging (see below) and, in some cases, seemed somewhat unprepared for them. It is hoped that a further set of past papers will help future candidates familiarise themselves with the scope of the specification.

The quality of presentation seen across the examination papers continues to be very good and centres are to be commended on their preparation of candidates.

### Assessment Unit 1: Foundation Tier

- Q1** Candidates did very well in this opening question. A few were unable to get the mark in Part (c) as they merely described what the mode was generally rather than referring specifically to the bar chart. Given the multiple-choice nature of Part (e), it is difficult to determine which candidates knew the correct answer and which candidates made a lucky guess. A lot of incorrect responses to this part were seen.
- Q2** This question was very well answered by most candidates. It was good to note that candidates showed the steps in their working for Part (a) as those who made a mistake in applying a correct method were able to get one of the two marks available. Part (b) was fairly well answered too, and candidates gave a good account of the effect on the mean of replacing one number by a larger one. Answers to Part (c) were varied with a lot of candidates merely describing what the mode was in general terms rather than relating it to the list of numbers given in the question, noting that there was no mode.
- Q3** Completing the tally and frequency columns in the table in Part (a) from the given data proved to be very accessible by practically all candidates. For Part (b), some candidates added the 24 results together and divided by 24, and this was fine. Others used the blank column in the table to find sub-totals, and again this was fine. A common error appeared in the first row of the table where candidates worked out  $0 \times 8$  as 8 rather than 0. A small number of candidates described the process and, where correct, a response of this nature was acceptable to examiners. The interpretation in Part (c) was only done well by some candidates. Quite a number said that 1.5 must be incorrect as 'you cannot have 1.5 goals'. The question asked about how Bill might interpret the value. For the first mark, candidates just needed to say that Bill's mean number of goals (1.5) was greater than Phil's (1). Examiners accepted any sensible comment on this, e.g. Bill might think he is a better manager than Phil. In Part (d),

many candidates did notice the difference in the numbers of matches on which the two means had been based so these AO3 marks were easily accessed.

- Q4** Responses to this question were generally very good, with most candidates noticing at least three of the four problems with the chart. Some candidates paraphrased one of their own reasons into another and could only get the mark once.
- Q5** This question was very well answered by the vast majority of candidates. A very good knowledge of Venn diagrams was evident in Part (a) although, in a small number of cases it was evident that candidates had not seen them before. It was unfortunate that some candidates did not complete the diagram fully: there were four pieces of information in the question which was sufficient to work out each of the required numbers. Some candidates did not subtract 30, 15 and 7 from 60 to give the number of people who liked tea but not coffee. It must be noted that candidates who attempted to answer Parts (b) and (c) based on an incorrect Venn diagram were awarded full follow-through marks, provided their method was correct.
- Q6** There was a very wide range of responses to this question, from fully correct to completely incorrect. Part (a) was answered correctly by practically all candidates (scatter diagram, scatter graph, scatter plot, scattergram, etc were all accepted) and the majority of candidates knew where the outlier was for Part (c). However, very few candidates knew what the explanatory variable was in Part (b). Instead, quite a number described the correlation here. In Part (d), examiners were surprised at the large number of candidates who correctly plotted the double-mean point and then proceeded to draw a line of best fit which did not pass through it! For this specification, a line of best fit must pass through the double mean point. Answers to Part (e) were very good as only a description (i.e., positive) and not an interpretation was required. The estimation in Part (f) was very well done by those who had drawn an acceptable line of best fit.
- Q7** Candidates were able to complete the grouped frequency table in Part (a) without error and answers to Part (b) were excellent. In Part (c), some candidates were able to identify the grouping of the data as the issue with finding the range in the manner stated. Overall, this question was very well answered.
- Q8** Part (a) was answered correctly by nearly every candidate. For Part (b), many candidates tended to focus on inequality among the expected frequencies rather than the probabilities. The relative frequencies in Part (c) were worked out very well by most candidates, though there were some rounding errors. Similar to Part (b), candidates tended to focus on the frequencies rather than the probabilities in Part (e).
- Q9** It was at this point in the paper where the number of fully correct responses seen was rare. Some candidates did not know what cumulative frequency was so made no progress in this question. Examiners were only able to award both marks in Part (a) in a very small number of cases. It was clear in many cases that this vocabulary is not generally known. Those who knew what cumulative frequency was, were able to get the marks in Part (b) and could therefore state the correct answer to Part (c). Identification of the modal class was done reasonably well, even by those who had not done the cumulative frequencies, but correct answers to the median class in Part (d)(ii) were rare. Drawing the cumulative frequency diagram in Part (e) was done well by only the most able candidates in this paper and it was clear that many candidates simply did not know how to do this. In Parts (f) and (g), many candidates focused on the ease of drawing one diagram over another or on the aesthetics of the diagrams. Comparisons like this must focus on the statistical reasons, such as the ease of calculating the median and quartiles from a cumulative frequency diagram compared to a histogram.



**Q10** Only a very small number of candidates were able to get some marks in this question and quite a few candidates left this question unanswered. It was extremely rare to see correct responses to Part (a) and the majority of candidates did not appear to know what an index number was. Some candidates did make progress with Part (b) but, again, correct answers were rare. Similarly for Part (c). There was some evidence in both Parts (b) and (c) of candidates trying to use the figures in the table to work out what the method was and trying to mimic it. This strategy was usually unproductive.

## Assessment Unit 1: Higher Tier

In general, the standard of responses was good with the expected range of ability levels in evidence.

Overall, the paper was successful and allowed candidates of different abilities to answer the questions. Most questions were completed or at least attempted by the majority of candidates. There were plenty of questions which discriminated well between candidates but also plenty of questions which were accessible to all. Unfortunately, there was a small number of candidates who seemed to have very little understanding of the topics being examined and who may have been better suited to the Foundation Tier paper.

- Q1** In Part (a), most candidates were able to explain why the mode was not appropriate; quite a few provided a definition of the mode which was not sufficient to earn marks. Most candidates were able to identify the median from the stem and leaf diagram but not many were able to calculate the interquartile range. The majority of candidates were able to identify an advantage and disadvantage of collecting primary data.
- Q2** In Part (a), many candidates gave the answers “cheaper” and “less time consuming”; these answers are frequently observed in questions which ask candidates to give advantages of one data collection method compared to another data collection method. These answers were not correct in this instance. In Parts (b) and (c), most candidates correctly identified that the largest sample (Sample C) would be most likely to give more reliable results. A number of candidates wrongly chose Sample B and gave the reason that interviewing 1000 people would be expensive/time-consuming – this answer should have been provided in Part (c). For Part (d), most candidates were able to identify that the question was unsuitable due to it being a sensitive/personal nature; the most common wrong answers were that the question was not relevant (bank balance would be relevant to spending habits), that people may not know how much money they had in the bank, or that people may not have a bank account.
- Q3** Candidates found Parts (a) to (d) very accessible with the vast majority getting all of the available marks. In Part (e), some of the issues encountered by candidates included plotting a midpoint or drawing bar charts. Only the more able candidates were able to come up with the correct answers to Parts (f) and (g). Examiners observed a lot of generic answers such as easier to draw, easier to read/understand, more accurate, etc. To gain marks here, candidates had to give the advantages of one diagram over the other in terms specific to the diagrams in question.
- Q4** Many candidates were able to pick up 1 mark in Part (a) for noting that the price had increased, most of whom identified the increase was since 2016 (the base year) but not many were able to specify “by 5.6%”. In Part (b), some very convoluted methods were observed which, though technically correct, led to a loss of accuracy in the final answer due to intermittent rounding at several points. Some candidates calculated the chain-base index number instead of the simple index number. Very few candidates were able to get the marks here and lot of wrong methods were observed in working out the price. It did seem like some candidates knew that 12.5% would feature in the working, but many of them simply did not know how.

- Q5** Almost all candidates were able to complete the Venn diagram correctly in Part (a). Parts (b)(i) and (b)(ii) were similarly well answered by those who were able to identify that 42 properties did not have a garage. In Part (c), a good proportion of candidates were able to identify that 38 properties had a conservatory but only around half of these candidates knew to place the 38 in the denominator of the final answer.
- Q6** Parts (a) and (b) were well done by almost all candidates. Most were able to draw the frequency polygon correctly and the majority were able to identify the modal and median classes for the two sets of data. In Part (c), many candidates earned one mark for either comparing the modes/medians or interpreting the data in context (i.e., that it was quicker to arrange home insurance) but few candidates earned both marks. Many candidates struggled in Part (d) to adequately explain why the car insurance times were more varied, i.e., because the flatter frequency polygon indicated more varied results. Candidates appear to believe that a flatter frequency polygon indicates less variation, where the reverse is actually the case. For Part (e), a wide variety of answers was observed for describing why the home insurance data was positively skewed, most of which were valid.
- Q7** Part (a) was well answered in general however, instead of identifying the response variable a number of candidates did not read the question carefully enough and gave the answer to Part (i) as “positive correlation”, but this was not the question. In part (b), most candidates were able to plot the double mean point and draw a suitable line of best fit passing through it, though a small number plotted the double mean point correctly and went on to draw a line of best fit which did not pass through it. Most candidates were able to describe and interpret the correlation in Part (c), including those who had already done this in Part (a). Part (d) discriminated between candidates of differing abilities. The more able candidates were able to explain that the population increased by 87 for every 1 km<sup>2</sup> increase in the area of a village; the less able could not interpret the number 87 in relation to the context of the question. Some candidates merely pointed out that 87 was the gradient of the line but did not go on to interpret this value in context. For Part (e), a lot of candidates used their line of best fit to estimate the population rather than using the given equation. Some got 439.8 with no supporting working, so examiners were unable to award a method mark as no method had been shown.
- Q8** Most candidates were able to complete the tree diagram correctly in Part (a) although, it was clear that some did not know how to express ‘twice as many’ in numerical terms. There did appear to be a reluctance among candidates to use fractions with many opting for either 0.6, which was fine, or 0.66 which was not. Part (b) was very poorly answered in general. Many candidates were unable to process the information in the tree diagram from Part (a) to work out the probabilities of choosing a faulty Powerplus battery or a faulty Morepower battery; even fewer candidates were able to earn full marks by calculating the required relative risk. Even those who were able to calculate the probabilities correctly seemed, in a lot of cases, unsure of what a relative risk was. Accordingly, very few correct answers to Part (c) were seen.
- Q9** It was surprising to note that answers to Part (a) were mostly incorrect, in spite of similar questions being well done in previous series. Incorrect answers tended to be either “a 3-point moving average was used due to seasons being 3 months long” or “a 3-point moving average was used because there are 9 data points and 9 is divisible by 3”. Parts (b) to (d) were very well answered, though some lost a mark in Part (c) by drawing a point-to-point trend line. Part (e) was another question which discriminated between candidates of differing abilities. The more able candidates correctly used the May trend line reading to set up and solve the 3-point moving average equation. However, examiners saw many scripts in which this question was

either unattempted or the June reading given. A small number of candidates used a mean seasonal variation approach to answering this part, which involved significantly more calculation. This method is not on the specification.

- Q10** A variety of reposes was observed in Part (a) and it was surprising to note the number of candidates who were unable to follow the routine of estimating the mean from a grouped frequency distribution. For Part (b), most candidates struggled to gain any marks from this part of the question. Most merely copied out the standard deviation formula from the Formulae Sheet as the starting point of their working but were unsure as to how to proceed. Some made a little more progress but misinterpreted  $\Sigma fx^2$  as  $\Sigma (fx)^2$ . Part (c) was generally well answered; a lot of fully correct responses were observed with a correctly filled in vertical axis and two correctly drawn bars. In Part (d)(i), a high proportion of candidates correctly converted their estimated mean Celsius temperature – which had been calculated in Part (a) – into Fahrenheit using the conversion given. However, correct answers to Part (d)(ii) were rare with the majority of candidates answering  $12.2 \times 1.8 + 32 = 53.96$  rather than  $12.2 \times 1.8 = 21.96$ .
- Q11** It was pleasing to note that most candidates knew how to find and interpret a standardised score and therefore answered Part (a) really well. In Part (b), a lot of candidates were able to earn the first available mark by correctly setting up the equation however, a lot of candidates had difficulties solving the equation due to the presence of a negative number (-0.31) on the right-hand side. For Part (c)(i), a lot of candidates were able to earn the mark for correctly sketching the normal distribution, or at least make a reasonable attempt at the overall shape of the curve. However, hardly any candidate noticed that 116.6 was exactly one standard deviation below the mean and therefore, most were unable to apply their knowledge of proportions of data lying within specific ranges of normally distributed data.

## Assessment Unit 2: Foundation Tier

Candidates scored very well on some questions and found others very challenging. It was noted by examiners that those questions requiring insight into the information in the pre-release document were generally not well answered, at all levels of difficulty. The vast majority of candidates attempted all of the questions on the paper. Questions 10 and 11, which were common to the Foundation and Higher papers, were generally not well done and a number of candidates did not attempt all parts of these questions.

- Q1** This question was generally well done and candidates will have been familiar with this diagram from the pre-release materials. Many candidates were unable to get both marks in Part (c) as they were only able to come up with one valid reason. Many did not realise that the chart represented places of work and not where the people came from.
- Q2** Candidates found this question very accessible with many obtaining at least 8 of the 9 available marks. Parts (a) to (d) were straightforward and most candidates answered these correctly. Those who made an error in either Part (b) or Part (c) were still able to access the marks in Part (d), provided their method was correct. Some candidates found Part (e) more challenging and struggled to explain why the stated symbol was not appropriate for representing £18.
- Q3** This standard question was well answered by most candidates. The issues with the question posed and with the response section were standard and candidates were both able to identify these in Part (a) and suggest alternatives in Part (b). Candidates need to be careful that the issues they identify are not present in their alternatives, particularly overlapping response boxes. Part (c), an AO3 question, was generally well done by candidates, most of whom noticed the unrepresentative nature of the suggested sample.

- Q4** This question was based on a chart reproduced directly from the pre-release materials. Parts (a) and (b) were well answered, but candidates found it difficult to account for why there had been a fall in both employment and unemployment for Part (c). Many suggested reasons based on COVID, some of whom merely stated 'because of COVID'. Hardly any made reference to the difference in the number of people entering and leaving the labour market (e.g. school leavers and retirements/redundancies) as a possible reason. Answers to Part (d) varied but most candidates were able to gain at least one of the marks available in this part.
- Q5** Answers to this question were generally good and examiners noted a marked improvement in the standard of answer given in Part (c). Part (a) was well done by those who realised that there were three modes and not two, which was majority of candidates. Similarly, the median and range in Part (b) were done well by most. Part (c) was split into two parts which allowed candidates to organise their thinking and a lot of candidates were able to pick up all four marks in this part.
- Q6** The graph in this question was taken directly from the pre-release materials. Parts (a) to (d) were straightforward and most candidates got the answers fully correct. In Part (e), it was sufficient to note that the UK employment rate was consistently higher than the NI employment rate, but some candidates attempted to account for this, unsuccessfully. Part (f) required insight into the calculation of an average in this context but many candidates were unable to offer a suitable conclusion. Because the NI rate was consistently lower than the UK rate, there must have been some area(s) of the UK whose rate(s) were higher than the average each year.
- Q7** This question on a composite bar chart was generally well answered by the majority of candidates. Completing the key in Part (a) presented little difficulty to candidates. A small number of candidates stacked the bars in the wrong order or labelled them incorrectly for Part (b), but this was not common. Part (c) was very well answered.
- Q8** Calculating the angles and drawing the pie chart in Part (b) of this question were very well done and candidates are mostly very good at this routine. Part (a) was not well answered with many candidates unable to identify this method of sampling. Descriptions of the method of simple random sampling in Part (c) were generally very good and it is encouraging to note how well candidates understand this process. A small number of candidates didn't know what simple random sampling was. In Part (d), most candidates were able to offer a suitable problem associated with simple random sampling.
- Q9** The vast majority of candidates did very well in this question. The frequency tree diagram was well understood so candidates were able to get the marks in Parts (a) and (c). The probability required for Part (c) was simple to work out from the frequencies in the tree diagram. Similarly, in Part (d), candidates had to support their explanations with relevant probabilities taken from figures in the tree diagram, and this was very well done.
- Q10** The most able candidates were able to make good progress in this question, but many others found it very challenging. It was clear that some candidates were unfamiliar with cumulative frequency so were unable to attempt some parts. Part (a) was answered well by those who understood cumulative frequency, but a common incorrect answer was 90. Many candidates did seem to be able to identify the modal class as the one with the steepest line between the limits. The box plot in Part (c) was well answered by most of those who attempted it, and these answers were supported by evidence of horizontal lines being drawn from 20, 40 and 60 on the vertical axis to find the median and quartiles. Part (d) was done well and those who got this answer wrong did know that skewness is described as positive or negative so just picked the wrong one. Linking skewness and the normal distribution as a model proved more challenging and many of the explanations in Part (e) were unconvincing. Part (f) was done well by those who knew what cumulative frequency was.

**Q11** This final question was based on an extract from the pre-release materials and most candidates found it very challenging. The level of insight into the figures in the table was not evident in the vast majority of scripts so formulating a suitable hypothesis in Part (c) proved inaccessible to all but the most able.

## Assessment Unit 2: Higher Tier

Candidates of all abilities were able to access sufficient marks throughout the paper. The paper allowed for differentiation of candidates of differing abilities while still being accessible to those achieving lower scores.

In some cases, candidates had difficulty with questions that would generally be considered as standard e.g., compound percentage bar chart proved difficult for some as they did not consider the different numbers in Year 8 and Year 9. Many were unfamiliar with the term comparative pie chart and did not consider the radius length. Some had difficulty with drawing a box plot from a cumulative frequency graph. Some were unfamiliar with a stepped cumulative frequency diagram.

- Q1** The majority of marks were easily obtainable by most candidates in this question. However, in Part (c) many did not realise that the different numbers in Year 8 and Year 9 made the bar charts difficult to compare. Some candidates answered that the chart was difficult to read but did not have a correct reason. In Part (d), candidates must be encouraged to read the information given in the question carefully and to pay attention to the detail in charts or diagrams. Surprisingly many candidates were not able to draw a compound percentage bar chart, and most of these made no attempt at all. Some just drew bars of the total numbers in each year group. In Part (e), candidates had to make two different comparisons for two marks, so most gained at least one mark here. Part (f) was generally well answered, as was Part (g) although, some candidates failed to order the data before attempting to calculate the median.
- Q2** Parts (a) to (c) were very well answered by most candidates, though some of the less able candidates struggled with drawing the box plot in Part (c). Parts (d) and (e) were more challenging, with some not knowing the difference between positive and negative skewness for Part (d) and many being unable to relate skewness to the normal distribution in Part (e).
- Q3** This basic question based on the pre-release materials were answered well in Parts (a) and (b) but candidates performed less favourably in the more unfamiliar questions in Parts (c) to (f), which required more insight. Those candidates who realised that investigating a relationship between variables requires a correlation calculation performed well here. This question was common to this paper and the Unit 2 (Foundation) paper and there was a distinct difference in the levels of response between the two papers, particularly for Parts (c) to (f).
- Q4** It was clear that many candidates were unfamiliar with a stepped cumulative frequency diagram, with only the more able candidates drawing one correctly. However, those who made a correct attempt at any type of cumulative frequency diagram in Part (a) were able to gain follow through marks in Parts (b) and (c), both of which were very well answered. In Part (d), many candidates achieved two of the four available marks with most either interpreting with no comparison of medians/IQRs or a comparing medians/IQRs and no attempt at interpretation.
- Q5** Part (a) was very well answered by practically all candidates and this method appeared to be well understood. However, it was clear that many candidates had not encountered comparative pie charts before as only the most able candidates even attempted to calculate the length of the radius of the required chart. Some of those who did know to adjust the length of the radius appeared to not know a

simple method for doing so. Comparison of frequencies with  $r$  rather than  $r^2$  was seen. Unfortunately, a number of candidates did not have a protractor or compass for the examination and were unable to draw the pie chart, even though their angles were correct. In Part (e), very few candidates were able to identify the variable was qualitative and guessing was evident here.

- Q6** Candidates were generally successful in this question. Many completed the Venn Diagram correctly in Part (a), though a significant number inserted the given numbers in the Venn Diagram without considering overlaps and reducing the values in successive sections. The prevalence of this error appeared to increase this year compared to responses seen on a similar question in a previous series. The mark scheme allowed for follow through from the Venn Diagram so candidates still achieved marks in Part (b) from their values, provided their method was clear and applied correctly. Expectation was well known for Part (c)(i) although, some did not round to a whole number, but answers to Part (c)(ii) were not good. Candidates tended to answer in very general terms with no reference to the context of the question, saying things like “repeat the experiment more times”.
- Q7** Candidates who had studied control charts were able to answer this question very well, but it was clear that some had no idea how to respond at all. Some were able to make a little progress by pointing out that the value of the eighth sample mean lay between the warning and action lines but were unable to proceed any further. As a result, this question served to differentiate candidates through the range of responses seen.
- Q8** This question was generally well answered but some had calculation errors mainly due to being unable to square negative numbers or having mistakes in summing their  $d^2$  values. In Part (b), many candidates had difficulty interpreting a value so close to zero with some errors in distinguishing between negative correlation and no correlation. Parts (c) and (d) were well answered by most. In Part (e), candidates struggled to explain why the equation may be unreliable and relied on standard, learned-off responses which were unrelated to the context.
- Q9** Only the most able candidates were able to make any progress with this question. Correct responses to Part (a) were very rare and it was not well done and, again, some candidates relied on learned-off responses but could not put these in context. Very few candidates even attempted Parts (b) and (c). Of those who did, some took  $p = 35$  while others, with the correct values for  $p$  and  $q$  were unable to identify the correct terms from the expansion. However, it was very pleasing to note that some candidates knew this topic well and were able to gain all of the ten available marks.
- Q10** The discrete data in this question caused difficulties for most candidates, though many were at least able to use cumulative frequencies to identify the median class. Some tried, unsuccessfully, to hand-draw a cumulative frequency diagram without graph paper. Those who estimated the median correctly had either learned a formula for doing so or, equivalently, they used an interpolation method. Both approaches worked well for those who used them.

## Assessment Unit 3: Controlled Assessment

As part of the exceptional assessment arrangements for Summer 2022, candidates cashing in at qualification level in Summer 2022 and who had begun their course of study in September 2020, could choose to omit the Unit 2 external written examination and choose to be assessed on the Unit 3 controlled assessment task instead.

Whilst the majority of candidates choose to be assessed on the Unit 2 external written examination, a number of centres did submit entries for the Unit 3 controlled assessment task.

The standard of response to the Controlled Assessment varied considerably. The tasks were related, either directly or indirectly, to the pre-release materials and the different levels of engagement with these meant that some candidates were able to access the higher marks, particularly in Question 2, whereas others were not.

- Q1** Parts (a) and (b) were well answered by the vast majority of candidates, with the only issue being calculation errors in Part (b). Similarly, the angles in Part (c)(i) were calculated correctly by most. In Part (c)(ii), there was clear differentiation between candidates. Most did not realise that a comparative pie chart was more appropriate here given the different numbers of vacancies being represented. Some did know that a radius calculation was needed, and many of them did this correctly. The attempts here were much better than a similar question (Question 5) on the Unit 2 (Higher) examination paper.
- Q2** The extended-response nature of this task meant that there was a lot of variation between candidates' answers. Those who followed the bullet points, and responded to the instructions contained in them, were able to score well. Some candidates, however, responded without much structure to their answer and did not address the requirements in the question.

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