

# COMMERCE

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## GCE Ordinary Level

Paper 7100/01

Paper 1

### General comments

The standard of the work was variable, with a wide spectrum of candidate ability. There were many excellent papers submitted with high scores achieved. These candidates showed that they had sound commercial knowledge. They wrote fully and in detail and expressed themselves clearly. There were also a number of poorer candidates achieving very low marks, and showing that they had little understanding of the subject.

The paper tested most parts of the syllabus and required candidates to show current commercial practice. Many of the questions required the candidates to show understanding and also to be able to apply their commercial knowledge to given situations. The better candidates showed that they had read the requirements of the questions chosen, had adhered to the mark allocations and wrote interesting and accurate answers. Weaker candidates tended to write rather vaguely about the topics, showing superficial understanding of the subjects chosen.

Many candidates improved their answers with the use of relevant, up-to-date and often local examples of commercial practice. They made good use of commercial terminology and were able to show some understanding of current trends in commercial practice, particularly the use of information technology in commercial situations.

The standard of English of many candidates was very accurate and is to be commended. There was evidence in many Centres of much fluent writing, good use of paragraphs and accurate spelling. It was noticeable that the candidates with a poor grasp of the English language were unable to understand the demands of some of the questions chosen and often gave irrelevant answers. Some candidates disobeyed the rubric and answered more than the five questions required. Most candidates had adequate time to answer the five questions fully.

Many candidates still require practice at examination technique. The mark allocations for each part of the question give an indication of how much the candidate should write. The words which begin questions give an indication of how the question is to be answered. If a question says 'State', it means that a short answer is required, worth one mark. If a question requires a candidate to explain a term, there needs to be some development of the answer, such as a further statement or an example, and there will be a greater mark allocation. If a question begins 'State and explain', the candidate is required to make a statement and then develop the answer and again more marks will be awarded. Some candidates wrote far too much in answer to questions asking them to 'state' some facts and so wasted time which might have been better spent on other parts of the question. It is, however, noticeable that better candidates paid more attention to the command words of the questions, adjusted their responses to the various parts of a question appropriately and often gained maximum marks.

The standard of presentation was good, with many scripts very clearly written. A few scripts were very difficult to read, especially when the writing was untidy or very small.

Some questions attracted a large number of responses. Candidates answered **Questions 5, 7 and 8** particularly well and these questions were popular. **Questions 1, 2, 3, 9 and 10** were also popular, but sometimes less well answered with misunderstanding of some parts of the questions. **Question 4**, on insurance, was popular with candidates in some Centres and often well answered. **Question 6** was not often chosen and frequently proved beyond the knowledge of the candidates selecting it.

# Gce O Level Commerce

**Emmanuel Kwaku  
Akyeampong, Professor Henry Louis  
Gates, Jr.**

## **Gce O Level Commerce:**

**Cambridge O Level Commerce Coursebook** Mary Trigwell-Jones, 2016-03-17 This second edition for Cambridge O Level Commerce syllabus 7100 is thoroughly updated for first examination from 2018 Written by an experienced author in an engaging and accessible style this Coursebook provides comprehensive coverage of the syllabus and contains lots of activities and practice questions to help students apply commercial theory with up to date real life examples **Cambridge O Level**

**Commerce** Alan Whitcomb, 2016-04-04 Provide full coverage of the latest syllabus for examination from 2018 with a full colour textbook written especially for the international student and endorsed by Cambridge Assessment International Education Provide thorough preparation for students examination with a range of questions and activities that engage students while checking their understanding of the key concepts Consolidate learning with structured and multiple choice questions at the end of every chapter Cater for all students needs with a course that provides extra language support

**Daily Graphic** Ransford Tetteh, 2008-12-12 **Sri Lanka Education Sector Assessment** Halil Dundar, Benoit Millot, Michelle Riboud, Mari Shoji, Harsha Aturupane, Sangeeta Goyal, Dhushyanth Raju, 2017-06-16 A country's education system plays a pivotal role in promoting economic growth and shared prosperity Sri Lanka has enjoyed high school attainment and enrollment rates for several decades However it still faces major challenges in the education sector and these challenges undermine the country's inclusive growth goal and its ambition to become a competitive upper middle income country The authors of Sri Lanka Education Sector Assessment Achievements Challenges and Policy Options offer a thorough review of Sri Lanka's education sector from early childhood education through higher education With this book they attempt to answer three questions How is Sri Lanka's education system performing especially with respect to participation rates learning outcomes and labor market outcomes How can the country address the challenges at each stage of the education process taking into account both country and international experience and also best practices Which policy actions should Sri Lanka make a priority for the short and medium term The authors identify the most critical constraints on performance and present strategic priorities and policy options to address them To attain inclusive growth and become globally competitive Sri Lanka needs to embark on integrated reforms across all levels of education These reforms must address both short term skill shortages and long term productivity As Sri Lanka moves up the development ladder the priorities of primary secondary and postsecondary education must be aligned to meet the increasingly complex education and skill requirements

**International Education** Daniel Ness, Chia-Ling Lin, 2015-03-17 This encyclopedia is the most current and exhaustive reference available on international education It provides thorough up to date coverage of key topics concepts and issues as well as in depth studies of approximately 180 national educational systems throughout the world Articles examine education broadly and at all levels from primary grades through higher education formal to informal education country studies to global organizations **European Dimensions and the Secondary School Curriculum** Ivor Goodson, Veronica

McGivney,2018-10-03 Originally published in 1985 Europe and the EEC seemed to be virtually synonymous for the majority of our population and the ambivalent feelings many people have about the Community together with the consistently bad press it received in the UK seemed to engender a hostility in educational circles towards teaching about Europe as a whole However if one of the aims of education is to increase children s awareness tolerance and understanding of the world about them to widen their experience and horizons then teaching about the wider world must have a place in the curriculum This book argues for education about Europe not necessarily in favour of Europe breaking down the national insularity of the UK curriculum and using Europe as one convenient window on the wider world **A - Airports** British Library,2012-05-21 No detailed description available for A Airports *Handbook of Commerce and Industry* ,1988 **Guide to Education and Training Resources in the Developing Countries of the Commonwealth** Michael Collins,1983 Directory post secondary training institutions Commonwealth developing countries gives for each institution its address managing agency general details on capacity training duration accommodation training courses offered admission requirements language of instruction if other than English includes separate list of international and regional level institutions notes on third country training fellowships and training programmes available through the Commonwealth Fund for Technical Cooperation bibliography and subject index **Commerce** St. Michael Forde's Educational Institute,1983 *Further Education in England and Wales* Leonard M. Cantor,I. F. Roberts,2021-11-30 First published in 1972 this second edition of Further Education in England and Wales was written to provide a comprehensive account of the character and extent of further education in England and Wales The book critically analyses the major features of further education at the time of publication and suggests ways in which it might profitably develop in the years ahead It provides an important account of the post war historical background to further education and examines in detail topics such as the role of polytechnics and the work of the Council for National Academic Awards the educational implications of the Industrial Training Act developments in education for business and management and the changing pattern of education for art and design The book also considers the training of teachers for further education and further education in Wales **Daily Graphic** I.K. Nkrumah,1977-08-23 *Cross-cultural Studies: Newest Developments In Japan And The Uk* Yumiko Hada,2022-03-21 This book brings together contributions from leading authors in a range of fields related to Japan and the United Kingdom Adopting a comparative perspective it tackles topics ranging from the politics of opposition democracy immigration and citizenship to education sportsmanship and popular culture as well as issues of immigration and identity Each chapter presents and clarifies the differences similarities and exchanges between the two countries to emphasise that though little exists in isolation in this global age in depth knowledge of particular regions remains vital This book argues for a deeper understanding of the UK and Japan in pursuit of hope and casts a reflection on the self and one s own sense of place and identity It will be an invaluable resource for anyone interested in cross cultural theory and comparisons between Japan and the United Kingdom *The Praeger International Handbook of Special*

*Education* Michael L. Wehmeyer, James R. Patton, 2017-06-15 This handbook provides a concise overview of special education services in countries across the world using the Article on Education in the United Nations Convention on the Rights of Persons with Disabilities as the analytical frame The Praeger International Handbook of Special Education presents a concise and clear overview of special education services in more than 70 countries across the world using the Article on Education in the United Nations Convention on the Rights of Persons with disabilities as the analytical frame Each chapter offers information about the country in general followed by sections on the public education system the private education system the special education system teacher training requirements and barriers to and promising trends in inclusive and special education The volumes and chapters are organized by the United Nations Geoscheme with Volume 1 including an overview of the volumes and chapters on countries in the Americas Volume 2 addressing countries from Europe and Africa and Volume 3 focusing on countries in Asia and Oceania This is the most complete exploration of the delivery of supports and services to children and youth with disabilities across the globe available The volumes do not compare among or between countries but rather provide a baseline for understanding current special education practices and their relationship with general education and inclusive practices across the globe Readers will come away with an in depth understanding of what is happening with regard to the implementation of special education services and Article 24 of the Convention for the Rights of People with Disabilities This valuable reference set serves researchers graduate students and policymakers in special and general education as well as professionals focused on issues of education worldwide and scholars focused on international special education As such this handbook will be an important reference source for university libraries professional associations and policy entities

**Cameroon Educational System** Asonganyi Joseph Atayo, 2000

**Differences and Changes in Wage Structures** Richard B. Freeman, Lawrence F. Katz, 2007-12-01 During the past two decades wages of skilled workers in the United States rose while those of unskilled workers fell less educated young men in particular have suffered unprecedented losses in real earnings These twelve original essays explore whether this trend is unique to the United States or is part of a general growth in inequality in advanced countries Focusing on labor market institutions and the supply and demand forces that affect wages the papers compare patterns of earnings inequality and pay differentials in the United States Australia Korea Japan Western Europe and the changing economies of Eastern Europe Cross country studies examine issues such as managerial compensation gender differences in earnings and the relationship of pay to regional unemployment From this rich store of data the contributors attribute changes in relative wages and unemployment among countries both to differences in labor market institutions and training and education systems and to long term shifts in supply and demand for skilled workers These shifts are driven in part by skill biased technological change and the growing internationalization of advanced industrial economies

*Dictionary of African Biography* Emmanuel Kwaku Akyeampong, Professor Henry Louis Gates, Jr., 2012-02-02 From the Pharaohs to Fanon *Dictionary of African Biography* provides a comprehensive overview of the

lives of the men and women who shaped Africa's history Unprecedented in scale DAB covers the whole continent from Tunisia to South Africa from Sierra Leone to Somalia It also encompasses the full scope of history from Queen Hatsheput of Egypt 1490 1468 BC and Hannibal the military commander and strategist of Carthage 243 183 BC to Kwame Nkrumah of Ghana 1909 1972 Miriam Makeba and Nelson Mandela of South Africa 1918

**Child Domestic Work in Nigeria** Gankam Tambo, Ina, 2014-10-30 For the last two decades child domestic work carried out in Nigeria as well as in other countries in Africa Latin America and Asia has been given increasing attention by international policy makers and scientists Yet the research mainly focuses on the living and working conditions of these children which also forms part of this book However in addition political and pedagogical measures of intervention employed on international national and local levels on child domestic work are also at the centre of analysis Against the background of post colonial theory the author studies the effects of social modernisation in Nigeria as a rapidly growing national economy on child domestic work and historically retraces the origins of this form of child work back to indigenous modes of socialisation and social security within the pre colonial Nigerian extended family network The research is based on field work in Nigeria including interviews and documentary analysis

**Ghana Gazette** Ghana, 1975

*Globalisation, Employment and Education in Sri Lanka* Angela W. Little, Siri T. Hettige, 2014-05-23 Since the late 1970s Sri Lanka has undergone a socio economic transformation from protectionism towards economic liberalisation and increasing integration into the world economy Through a systematic comparison of these periods of economic change 1956 1977 and 1977 to the present Angela W Little and Siri T Hettige examine the impact of this transformation on education youth employment and equality of opportunity in Sri Lanka The book charts Sri Lanka's shift from a predominantly agricultural economy to one dominated by services and manufacturing a reduction in unemployment rising educational and occupational levels expectations and achievements and a reduction in poverty In turn it reveals a growing role for the private sector and foreign interests in post secondary education and a modest growth in private education at the primary and secondary levels as well as widening social disparities in access to qualifications training and skills The Sri Lankan experience of and engagement with globalisation has been tempered by a long running ethnic conflict that hindered economic and social development and diverted considerable public funds into defence and war Now that the war is won the challenge is how to invest in human resource development and the fulfilment of the expectations of youth from all ethnic and social groups This challenge requires serious policy analysis the generation of more state revenues the reallocation of existing public resources and a political commitment to the winning of a sustainable peace and stability This book makes an important contribution to the broader international literature on the implications of globalisation for education policy and practice and to the interaction of exogenous and endogenous forces for educational change It deals with the tension between the high social demand for education and the growing demand for specialised skills in a changing economy As such it has a wide interdisciplinary appeal across education policy and politics Asian education South Asian

society youth policy sociology of education political economy of social change and globalisation

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