## Mark Scheme and Report on the Unit

## June 2008

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This Mark Scheme and Report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

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## MARK SCHEME AND REPORT ON THE UNIT

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## 6989 Foundations of Advanced Mathematics FSMQ

There were 1300 entries for this session, a significant increase from previous years. The mean mark was 22.3. The minimum mark scored by 3 candidates was 6 and the maximum mark was 39 , scored by 6 candidates.
There were 16 questions for which at least one candidate offered no answer but these were scattered throughout the paper so this did not provide any evidence that candidates found the paper too long.

Unusually, in Q3 (Electrician's charges) no candidate offered response A as an answer. In all other questions each of the distracting answers was selected by at least one candidate.

In 5 questions the wrong response was selected by more candidates than the right response, and in 11 others fewer than $50 \%$ chose the correct response.

Q22 (Indices) Only $39 \%$ of the candidature thought that $2^{3} \times 3^{2}=6^{5}$ was false, while $43 \%$ clearly found $\frac{2^{5} \times 3^{4}}{6^{2} \times 9}$ hard to calculate and decided that it was not $2^{3}$.

Q27 (maximum and minimum values) Only 23\% gave the correct response here, with 25\% and $32 \%$ giving incorrect values. The idea of the least value of a fraction requiring the least numerator and greatest denominator is a concept that many have not grasped.

Q29 (Distance - time graph) This question required candidates to draw the line representing a journey on top of one already drawn to see where they intersected. The question stated explicitly that Bob left Queentown for Portville before Andy, riding from Portville to Queentown, had arrived, yet $43 \%$ of candidates thought that they did not pass each other. Although we do not have their graphs (which were drawn on the question paper which is not handed in) one must presume that the majority of these misread the question and thought that the two were travelling in the same direction.

Q34 (Solution sets to inequalities) Equal numbers chose the right answer and one of the wrong ones, but even more (37\%) chose the response $2<n+6<10 \Rightarrow-4<n<4$ as false.

Q40 (Probability) The non-replacement probability was chosen to be false by marginally more candidates than those choosing the correct response.

As in previous sessions I offer a summary of questions and topics with the approximate percentage of candidates giving the correct responses. I noted in my January report that the questions on trigonometry had not been answered well. The situation is no better this session!

|  | Question | Topic |
| :---: | :---: | :---: |
| $91-100 \%$ | 10 | Statistics - pie chart |
| 81-90\% | 1 | Arithmetic |
|  | 5 | Algebra |
|  | 12 | Arithmetic - order of operations |
| 71-80\% | 2 | Arithmetic - decimal places and significant figures |
|  | 3 | Arithmetic - electrician's charges |
|  | 6 | Arithmetic |
|  | 8 | Algebra - linear sequence |
|  | 13 | Graphs - conversion graph |
|  | 25 | Algebra - substitution of numbers into expressions |
| 61-70\% | 4 | Arithmetic - standard form |
|  | 11 | Statistics - interpretation of bar chart |
|  | 19 | Vectors |
|  | 20 | Statistics - formation of frequency table |
|  | 30 | Graphs - intersection of two lines, one of which had to be drawn |
|  | 37 | Algebra - solution of equations |
| 51-60\% | 14 | Statistics - average and spread of grouped data |
|  | 16 | Algebra - identities |
|  | 21 | Algebra - indices |
|  | 26 | Arithmetic - mensuration |
|  | 31 | Algebra - solution of quadratic equations |
|  | 33 | Algebra - solution of linear simultaneous equations |
|  | 36 | Arithmetic - ratios |
|  | 38 | Statistics - sampling |
| 41-50\% | 7 | Arithmetic - rounding of numbers |
|  | 9 | Arithmetic - conversion of units |
|  | 17 | Arithmetic - Pythagoras in a circle |
|  | 18 | Algebra - rearranging formulae |
|  | 24 | Graphs - completion of a cubic curve |
|  | 29 | Graphs - distance-time graph |
|  | 32 | Algebra |
| 31-40\% | 15 | Trigonometry - sine and cosine rules |
|  | 22 | Arithmetic - indices |
|  | 23 | Algebra - simplification of an expression |
|  | 35 | Trigonometry - Pythagoras in 3-D diagram |
|  | 39 | Vectors |
|  | 40 | Probability |
| 21-30\% | 27 | Arithmetic - maximum and minimum values |
|  | 28 | Trigonometry - trig ratios of angles greater than $90^{\circ}$ |
|  | 34 | Algebra - solutions of inequalities |

## Answers

| 1 | D | 21 | B |
| :--- | :--- | :--- | :--- |
| 2 | C | 22 | A |
| 3 | D | 23 | B |
| 4 | D | 24 | C |
| 5 | A | 25 | D |
| 6 | C | 26 | A |
| 7 | D | 27 | A |
| 8 | C | 28 | D |
| 9 | D | 29 | C |
| 10 | A | 30 | A |
| 11 | B | 31 | A |
| 12 | A | 32 | B |
| 13 | D | 33 | D |
| 14 | B | 34 | B |
| 15 | B | 35 | A |
| 16 | B | 36 | D |
| 17 | B | 37 | B |
| 18 | C | 38 | A |
| 19 | B | 39 | A |
| 20 | C | 40 | B |

## Grade Thresholds

## Unit Threshold Marks

June 2008

| Unit | Maximum <br> Mark | A | B | C | D | E | U |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6989 | 40 | 32 | 28 | 24 | 20 | 16 | 0 |

The cumulative percentage of candidates awarded each grade was as follows:

|  | A | B | C | D | E | U | Total Number of <br> Candidates |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6989 | 8.8 | 21.1 | 42.1 | 65.1 | 85.5 | 100 | 1273 |

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