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Examiners' Report Summer 2007

GCSE

GCSE Design & Technology
Textiles Technology (1971/3971)

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Summer 2007

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General Comments

Many centres are to be congratulated on the quality of work presented for moderation this year. Teachers already understand the requirements of this subject and guided their candidates very successfully to address all the assessment criteria.

The products made were generally appropriate to KS4. This year candidates produced mostly fashion clothing and bags for different occasions. Soft furnishings, items for children, fabric toys, bedding for pets and wall hangings were not as numerous as in previous years. The clothing designed and made was often a version of fashions seen in the high street, with some additional features such as beading or embroidery added to personalise the items.

Some centres, however, still allow their candidates to choose a commercial pattern for their product and then artificially 'construct' the design process around the chosen pattern. This approach deprives candidates of any genuine research and design opportunities and is not to be recommended.

Most centres are very good at accurately assessing candidates' performances in this subject. Unfortunately, though, there are still too many centres who mark their candidates' coursework very generously and fail to discriminate adequately between work of different levels of quality. Teachers are advised to familiarise themselves with the subject reports and other materials made available to schools by Edexcel to clarify the marking scheme for this syllabus. Teachers would also benefit from attending one of the INSET training days organised Edexcel.

Administration

In general, centres are very familiar with the administrative tasks relating to coursework submission and carried out the required procedures correctly. However, moderators repeatedly drew attention to problems caused by the following shortcomings:

- Some pupil and teacher authentication statements were unsigned
- The addition of marks on the CMRBs was not always correct
- The marks were sometimes incorrectly transferred on to the OPTEMs
- The highest and lowest scoring candidates' coursework was not always included in the moderation sample
- On the CMRBs, the page numbers being referred to in teacher annotations were not always indicated or were given incorrectly
- Some folders were not clearly labelled
- Some folders were not tied together securely.

Criterion 1

Identify needs, use information sources to develop detailed specifications and criteria.

Needs

A high mark can be awarded to a candidate who identifies and justifies a need for a product and who writes a brief which addresses all the needs described. Some centres continue to select a common topic and each candidate then writes their own brief. The problem with this approach is that it deprives candidates of the opportunity to identify a need, and they are therefore not eligible for a high mark under this criterion.

Information

Most centres assess this part correctly and most candidates quite properly select information from three or more sources, writing relevant comments about the way the research helps them to find inspiration for their product ideas.

Specification

Centres' assessments of this part were variable. Some candidates were awarded high marks for a specification which was just a spidergram with key words attached; others for a mere list of qualities. Such approaches do not merit high marks, which should be reserved for those candidates whose specifications fully describe form, function, user requirements and budgetary constraints for the planned product. Candidates should be reminded that precision is required here. It is not sufficient to say that the product should be 'cheap to make': there should be an estimate of the actual cost of production.

This year more candidates indicated an understanding of the potential environmental effects of their product; this is a welcome development showing how candidates are paying increasing attention to the requirements of environmentally aware users.

Criterion 2

Develop ideas from the specification, check, review and modify as necessary to develop a product.

Ideas

The presentation of ideas continues to be good and most candidates demonstrate more than adequate drawing skills. However, many fail to include a back view of the product to be made and the annotation of the drawings is often poor. Some centres are clearly encouraging candidates to include far too many initial ideas: three are quite sufficient.

The annotation of drawings in this section should make reference to the fabrics, components and construction techniques to be used. Moderators repeated that candidates, while familiar with the names of fibres such as cotton, silk or linen, appeared not to know the names of any fabrics other than denim. Centres are

advised to raise their candidates' awareness of fabric names in order to improve the accuracy of information given about materials to be used.

Develop

Many candidates develop their initial ideas to a final idea by going through stages of experimenting with different fashion features such as varying necklines or hemlines or by varying the shape of their cushion or bag. This is appropriate, but not sufficient in itself for a high mark. Better candidates also pay attention to practical construction development by experimenting with different forms of hems, seams and buttonholes and including samples of these in their folders. It is important to note, however, that this is only useful if it is done on the material that the final product is to be made from. Whole-class exercises, where everyone uses the same fabric to produce a sample of an overlocked seam or to test washability do not advance an individual candidate's design and cannot be credited as 'development'. Better candidates also often include photos of toiles or 3-D paper mock-ups they have made in order to check proportions, aesthetic features and construction details of the proposed product. These can be very useful and often merit high marks.

Review

Many students successfully meet the requirements of this section by compiling a chart in which they identify all the features of the specification compare design ideas to these features and then explain how each design idea meets a requirement of the specification. Less successful candidates merely gave a description of their design ideas and assessed whether or not they liked that idea. This approach is very subjective, fails to relate the review to the original specification and does not merit high marks.

Criterion 3

Use written and graphical techniques including ICT and CAD where appropriate to generate, develop, model and communicate.

Written communication

This part is usually accurately assessed by centres. Most candidates gain medium or high marks here; only a few candidates achieve low marks.

Other media

Most candidates use photographs, cut-outs, charts, drawings, diagrams and word-processed text. The material is frequently presented in an interesting, colourful and engaging way. Where there were discrepancies between the centre's mark and the moderator's mark it was normally because the centre had undervalued the candidates' performances.

ICT

It is encouraging to see that so many candidates produce their entire folders using ICT; the skills demonstrated by some of these candidates are outstanding.

Sometimes, however, the use of ICT is undervalued by centres. Teachers must bear in mind that students should be awarded full marks in this section if they have used two or more candidates forms of ICT in their coursework. This could be, for example, word-processing and computer generated graphs.

Criterion 4

Produce and use detailed working schedules, which include a range of industrial applications as well as the concepts of systems and control. Simulate production and assembly lines using appropriate ICT.

Systems and control

Most candidates produce systems diagrams; many, however, fail to include a key in their diagrams to identify the stages: inputs, processes, outputs and quality control checks. This prevents them from being awarded a high mark.

Schedule

There continues to be an improvement in the way candidates approach this section and marks were higher this year than previously. However, it is still worth reminding candidates of the following:

- Gantt charts explaining the time plan for the *design* process are of no value, as 'schedule' relates only to the *manufacturing* stage
- A schedule is a planning tool concerned with predicting the time needed to make a product. 'Schedules' written in the past tense were clearly produced after the event, are not planning tools and therefore can be awarded no marks
- Schedules must all make provision for quality control stages in order to be eligible for the highest marks
- Occasionally, candidates' predictions of the time needed for manufacture are unrealistic or lack sufficient detail. In there cases, only low or medium marks are merited.

Industrial application

It is worth reminding candidates that they need only employ one industrial manufacturing process in the making of their product to merit a high mark in this section. Most candidates now have access to overlockers and if they show clear evidence (a photograph in most cases) that they have employed this method of neatening seams they should be awarded the high mark. Similarly, the use of electronic embroidery machines, the transfer of computer generated images on to fabric or the use of a laser cutter all qualify as 'industrial methods' and should be credited as such.

It must to be emphasised that the requirement is for the industrial method to have been used in the manufacture of the final product. Some candidates experimented with industrial construction methods at the design development stage but failed to show evidence that such methods were used in making the finished article. In such cases high marks should not be awarded.

Criterion 5

Select and use tools, equipment and processes effectively and safely to make single products and products in quantity. Use CAM appropriately.

Select and use

The majority of candidates now produce clear photographic storyboards to show the process of manufacturing their product in class. This is an excellent way of providing evidence for the selection and use of appropriate tools and equipment.

Unfortunately, moderators sometimes saw photographs taken at home, of candidates making their products without teacher supervision. One wonders how, in such cases, teachers can sign the authentication declaration.

The necessary evidence demonstrating skill at using tools and equipment is to be found in photographs of the product, and it is important that these photographs are of a high quality. If photographs are blurred, too small or lacking in detail it is sometimes difficult for moderators to agree with the marks awarded by a centre. Occasionally, photographs clearly show a poor quality of finish in articles for which teachers have awarded a high mark. Teachers must ensure that high marks are only awarded when there is clear photographic evidence of excellent workmanship on both the inside and the outside of the product.

Make products

Many centres supplied excellent evidence of the product made in which it could clearly be seen that a high quality item related fully to all the features of the design proposal. A difficulty sometimes arose when candidates had presented several design developments at the planning stage but had failed to indicate which was the final proposal. Final proposals should be clearly labelled as such.

Work safely

Candidates often insert comments concerning safety into their schedule. This is acceptable and can be awarded a high mark so long as the comments relate to the candidate's own safety and the safety of others in the Textiles room. Occasionally, candidates produce a list of safety rules ('Tie hair back', 'Put bags under table') and this does not merit a high mark because it does not address the safety requirements specific to the manufacture of their own product which may involve, for example, the use of dyes, machines, irons and other textiles-specific equipment. Candidates may be awarded one mark in this section if the teacher notes on the CMRB that the candidate has been witnessed using tools safely.

Criterion 6

Devise and apply tests to check the quality of candidate's work at critical control points. Ensure that products are of suitable quality for the intended use. Suggest modifications that would improve their performance.

Tests and checks

This part is rarely completed well and teachers are advised to give more guidance to candidates.

Tests and checks are to be done on the finished product.

A simple test could be carried out to see if the product is, for example, washable. Photographic evidence can show that a product has been checked as fit for its intended purpose eg a pet could be shown sleeping on the bed a candidate has made for it; or a bag could be shown holding items securely within it).

A questionnaire devised by the candidate could be given to potential users of an item to check whether they consider it fashionable or fit for use on a certain occasion.

Candidates need to remember that these tests must be relevant; that is, they must relate to points listed in the specification. There is no point in doing a flammability test on fabric if the product is not required to be fire-resistant.

Evaluate

A lack of objectivity mars many candidates' comments in this section, which is unfortunate as it prevents them from gaining a high mark. Some candidates write at unnecessary length about the whole design and manufacturing process, detailing their positive and negative experiences. This merits no marks at all. Other candidates compare their item with each specification point and give their own opinion as to whether it is met. This merits a low mark. Better candidates evaluate and assess their finished product using test results and user views as the basis of their comments. This objective approach normally merits a high mark. Candidates who draw conclusions from test results and use evidence from user reports gain better marks.

Modifications

Suggestions for modifications should derive from the evaluation process. If, for example, a potential user of a summer dress has complained that it is too hot to wear then the candidate should suggest how the garment could be changed to keep its wearer cool.

If candidates suggest more than one relevant modification arising from the evaluation then they should be awarded high marks. As with the evaluation section, the problem here is often that candidates make only personal subjective comments, which merit no marks.

GCSE Design & Technology: Textiles Technology
Principal Examiner's Report June 2007
Unit 1971, Paper 2F

General Comments

Most candidates attempted all the questions although sometimes answers were very brief (in some instances one word answers) and did not pay attention to the need for an explanation. Many candidates showed a lack of understanding of the specification knowledge and preferred to use their general knowledge. Candidates were also let down by a lack of literacy skills and repeating the stem of the question in their answers.

Question 1

Candidates were able to recognise the different pieces of equipment but knitting needles were often incorrectly named and the overlocker was frequently referred to as a sewing machine.

Candidates gave good answers as to why Velcro could be used on a child's shoe and could easily give three components to fasten a coat.

Only those candidates that had revised could name two methods of batch production and few could explain why 'one-off' items were expensive to produce. It would seem that many candidates misread the question**.** The question on the use of ICT in the production of textile items was not well answered and many candidates referred to the use of ICT in school for research and presentation of work purposes rather than advantages to the manufacturer.

Question 2

Most candidates could name two natural fibres and as a result this question was well answered.

Candidates had little knowledge of felted and bonded non-woven fabrics and were unable to give two properties.

Candidates gave good answers to the pull-on woollen hat question but lost marks if they gave a statement rather than an explanation.

Most candidates understood the concept of washing instructions to keep the product in its best condition but often both the reasons given were part of the same answer, such as 'so it doesn't get damaged', and 'so the colour doesn't fade'. At all levels candidates were able to state one appropriate reason why care symbols are required to be internationally recognised.

The majority of candidates had a limited knowledge about smart textiles and special functional properties. Some candidates gave reasons such as the 'warning of sunburn' which repeated the question stem, while others warned of risks but were unable to relate it to the environment.

Candidates were generally aware of the CE symbol found on childrens' toys and what it meant, although many failed to get two marks as they gave simplistic answers about 'safe for children to use'.

Candidates were aware of branded products and why they were produced, and there was a wide range of correct answers.

Candidates had a limited knowledge of the impact of waste on the environment and most talked about recycling in general, without being specific about what can and cannot be recycled.

Question 3

Candidates' responses this year were of a higher standard than in previous year and their designs were appealing, presentable and convincing. The candidates seemed to enjoy the fancy dress brief.

In general, candidates were well prepared for this question and focused on identifying all eight specification points before starting the design process. Overall, candidates labelled their sketches clearly. However, candidates did not always follow instructions and went over the lines with both drawings and labels.

Fun/Safe: Most candidates received a mark for 'fun'; however, the majority did not specifically state how their design will be safe. Some candidates did mention in the evaluation section how their garment was safe, eg fire resistant etc.

Put on/Take off: Most candidates used a variety of fastenings and fabrics, and stated clearly how their design meets these specifications. The majority of candidates earned two marks here. It was pleasing to see that candidates also varied their use of fastenings for their two designs and managed to get full marks in both designs.

Decorations: Candidates performed well. Some candidates could not think of more than one or two methods of decorating and often 'doubled up' on the two designs. Some candidates were not clear on the difference between decorations (applied) and the natural characteristics of the fabric used.

One-off/Chosen fabric: Most candidates gained one mark here. Some managed to explain the reason for suitable one-off production in the evaluation section of the question. Candidates used a variety of fabrics, but sometimes did not link the qualities of the chosen fabric with the reason for their choice.

Candidates often repeated the information given for their designs in the evaluation section. Examination techniques such as using 'link' words (eg 'because', 'therefore') need to be taught in order to encourage pupils to extend their answers and to focus on giving reasons for chosen items/fastenings/etc in their designs. Overall, most candidates got two or three marks, mostly for parts (i) and (ii). Many candidates failed to explain the reason for suitability of one-off production and explained why their garments would be suitable for mass-production or batch-production.

Question 4

Candidates were better at distinguishing between 'market', 'environment' and 'quality' though candidates who gave a correct answer under the wrong heading were credited with marks. Although they often got the 'point' right, they failed to explain the reason for it. The first specification point on 'market' was well answered and most candidates identified that the product must be appealing to the target market. 'Environment' was not well answered; some candidates identified the need for 'recycling', but failed to explain how the specific product can be made environmentally friendly – durability/natural fibres etc. Some candidates identified the need for 'durable' clothing, but failed to explain how this is applicable to the use of the specific product, namely wear and tear because of use by children.

The majority of candidates are aware of overlocking and why it is used in the construction of textile items but rarely gave the most important advantage of the overlocker, ie that it 'stitches', 'neatens' and 'trims' in one go. Instead, the most common answer was 'fabric won't fray'.

Candidates were aware of what cotton denim is and gave some properties of the fabric, but many only scored two marks because they failed to give a good reason.

The majority of candidates responses as to why the buttons used on the child's dress were silver coloured were out of context. They focussed on the safety of the child rather than on the style features of the dress.

Candidates had a limited knowledge of the use of a CNC machine, and responses to this question were 'quick/easy' and did not relate these answers to 'production' or 'process'.

There were some good explanations relating to the original specification points but many mentioned the dress was easy to lift up, without indicating this was because it had a pleat or was loose fitting, and therefore lost marks.

GCSE Design & Technology: Textiles Technology
Principal Examiner's Report June 2007
Unit 1971, Paper 2H

General Comments

Most candidates attempted all of the questions and though the best scoring questions were still the product analysis and design questions, marks were more evenly spread across the paper. This suggests that the specification had been well taught. Candidates who gained high marks were able to apply their knowledge to the specific context of the question.

Question 1

Candidates were better at distinguishing between 'market', 'environment' and 'quality' though candidates who gave a correct answer under the wrong heading were credited with marks. The first specification point on 'market' was well answered and many responses related to 'price' and 'target group' with reasoning as 'affordability' and 'appealing to parents' as it is them purchasing the garment. Reference was also correctly made to how quickly children grow out of clothing. Often, the point made and reason given did not match up even though both were valid. 'Environment' was not as well answered; the garment was frequently referred to as being 'light', 'cool', and 'flameproof'. Candidates wrote about the garment impacting on the environment if things fell off it. The term 'recycle' was very popular but not in relation to natural fibres. For quality most candidates identified the need for 'durable' clothing as a result of wear and tear. Many candidates wrote about "loose parts" being a "choking hazard".

The majority of candidates are aware of overlocking and why it is used in the construction of textile items but rarely gave the most important advantage of the overlocker, ie that it 'stitches', 'neatens' and 'trims' in one go. Candidates often used the words 'neat' and 'tidy' to describe the seam. Candidates were aware of what cotton denim is and some properties of the fabric, but many failed to give a good reason. Many candidates also thought that babies needed an absorbent garment as the babies would sweat a lot.

The majority of candidates' responses as to why the buttons used on the child's dress were silver coloured were out of context. They focused on the safety of the child rather than on the style features of the dress.

There were a substantial number of candidates who showed a sound understanding of the reasons CNC embroidery machines are used; however, most could not elaborate on why this was a good reason and as a result few achieved full marks on this question.

There were many good explanations relating to the original specification points but some candidates wrote the stem of the question as the answer which did not score marks. Many understood that a stretchy fabric had been chosen for ease of movement but many mentioned the dress was easy to lift up without indicating this was because it had a pleat or was loose fitting.

Question 2

Surprisingly few candidates knew the term selvedge in response to this question.

Candidates showed a sound understanding of weave types; however, a high percentage of them could not go on to match a fabric to that type of weave and many suggested 'cotton', which was not credited. A number of candidates answered 'warp' 'weft' and even 'knitted' for types of weave.

Candidates showed a good understanding of fabric requirements for patchwork.

Candidates needed to give more detailed explanations for why digital printing is an improvement on conventional printing as many answers were vague and muddled. For example, 'quick' / 'cheaper' and 'large quantities' were given, but with no indication as to the understanding of how these make an impact and therefore why they are an improvement. There are so many correct responses to this question that very few candidates acknowledged, suggesting limited subject knowledge in this area.

The majority of candidates showed sound subject knowledge of one-off products and were awarded the mark.

Many candidates repeated the stem of the question for question 2(f), very often rewriting that CAD enables modifications to be made when this was not what the question was asking.

Generally the explanations did not contain enough detail. A common answer was 'it can make alterations quickly'. The word 'altered' was frequently used instead of 'edit'. Candidates had some understanding of the grading process but struggled to find the right words to describe how 'the new sizes can be accurate as they are scaled by system'. Most candidates had a good understanding about the 'best fit so less waste' question and received two marks for their answer.

Candidates again needed to refer to the explain instruction in the question on ICT assisting in ensuring quality products are manufactured. Many answers were, for example 'products made exactly the same', 'can see what design will look like', 'products made more carefully', neatly, more professionally and accurately or simply just repeating the question.

Question 3

Candidates seemed better prepared for the design question than in previous years; however, the majority of candidates applied too much detail to their designs referring to many features not required by the specification. Candidates did not always follow instructions and went over the lines with both drawings and labels.

Carry dirty trainers and clothes separately: Most candidates scored full marks for this aspect, only losing marks where these were not adequately annotated.

Open easily and close securely: Marks were lost when candidates repeated the same closure for the second design.

Sporting logo produced with CNC machine: A surprising number of candidates did not have a sporting reference to their logo.

Fabrics and processes for batch production: Most candidates scored full marks but often the term 'synthetic fibres' was used instead of specific fabrics.

Candidates often repeat the information given for their designs in the evaluation section. Examination technique such as using 'link' words (eg 'because', 'therefore') need to be taught in order to encourage pupils to extend their answers and to focus on giving reasons for chosen features in their designs. The word 'simple' was common as reasoning for batch production.

Question 4

Candidates were able to give properties of silk but wrong answers included 'crease' 'resistant', 'durable', 'shiny', 'sleek', 'sheen', 'delicate', 'comfortable', 'luxurious' and 'sexy'.

Candidates could describe the filament fibre as 'long' but not that this made them appear smooth/shiny etc. None understood that the 'yarn is stretched and drawn thus making it strong'.

Most candidates showed a good understanding that blended yarns combine and add properties, but many candidates just wrote that they were stronger.

More than one method for testing durability was often specified eg stain removal, weights for stretching, washing at different temperatures and ironing. Generally there was a poor understanding of the term 'durability'. Those candidates who attempted this correctly drew well labelled diagrams and usually gained the full four marks. 'Pumice stone' was used widely instead of 'sandpaper', but this was accepted.

Most candidates gave two correct properties of Kevlar.

There were some very imaginative responses to the uses for colour changing smart, fabrics. Candidates generally chose one correct answer often 'a child's garment' that will warn against exposure to the sun, or the use of reflective clothing. Better candidates knew about combat uniforms blending in with surroundings. However, there were many wrong answers. A common one was 'you will know when something is too hot', many referring to heat instead of UV rays, and 'fire fighters need to know if the temperature is too high'. Most candidates did not give a 'garment' but gave a 'use' instead, for example 'used on the road'.

Candidates showed some understanding of synthetic microfibres but full marks were rarely achieved. Of the candidates who chose the environmental aspect in response to the disadvantage part of this question, very few understood why synthetic micro fibres are damaging to the environment.

Few candidates could give a good description of how manufacturers could reduce their environmental impact. Popular words used were 'recycle' and 're-use'. Incorrect answers that appeared frequently included "dispose of dyes safely" and 'make sure very little fabric is wasted'.

GCSE Design & Technology: Textiles Technology
Principal Moderator's Report June 2007
Unit 3971, Paper 01 (Coursework)

General Comments

Not many centres enter candidates for this option.

Centres' assessments this year tended to be inconsistent, being rather generous at the top end of the scale and rather harsh at the lower end.

Products made for the Short Course were sufficiently complex and could, in many cases, have met the requirements of the Full Course.

In general, candidates tended to present their design work in accordance with the pro forma set by Edexcel. This seemed to help them organise their folders properly and keep the work concise and focused.

Since the content of the Short Course is very similar to that of the Full Course, recommendations and comments made with reference to the Full Course are relevant also to the Short Course.

GCSE Design & Technology: Textiles Technology
Principal Examiner's Report June 2007
Unit 3971, Paper 2F

General Comments

Most candidates attempted all the questions although sometimes answers were very brief (in some instances one word answers) and did not pay attention to the need for an explanation. Many candidates showed a lack of understanding of the specification knowledge and preferred to use their general knowledge. Candidates were also let down by a lack of literacy skills and repeating the stem of the question in their answers.

Question 1

Candidates were able to recognise the different pieces of equipment and suggest a use.

Candidates gave good answers as to why Velcro could be used on a child's shoe and could easily give three components to fasten a coat.

Question 2

Most candidates could name two natural fibres and as a result this question was well answered.

Candidates had little knowledge of felted and bonded non-woven fabrics and were unable to give two properties.

Candidates gave good answers to the pull-on woollen hat question but lost marks if they gave a statement rather than an explanation.

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Candidates were aware of what cotton denim is and gave some properties of the fabric, but many only scored two marks because they failed to give a good reason.

The majority of candidates responses as to why the buttons used on the child's dress were silver coloured were out of context. They focussed on the safety of the child rather than on the style features of the dress.

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Most candidates showed a good understanding that blended yarns combine and add properties, but many candidates just wrote that they were stronger.

More than one method for testing durability was often specified eg stain removal, weights for stretching, washing at different temperatures and ironing. Generally there was a poor understanding of the term 'durability'. Those candidates who attempted this correctly drew well labelled diagrams and usually gained the full four marks. 'Pumice stone' was used widely instead of 'sandpaper', but this was accepted.

Most candidates gave two correct properties of Kevlar.

GCSE Design & Technology: Textiles Technology
(Full Course: 1971)

Grade Boundaries – Summer 2007

Overall Grades

The figures given below are the minimum subject marks required for each overall grade in the summer 2007 examinations.

(Foundation Tier out of 100)

C	D	E	F	G
53	43	33	23	13

(Higher Tier out of 100)

A*	A	B	C	D	E
81	70	59	48	39	34

Component Marks

The figures given below are the minimum marks required for each component grade in the summer 2007 examination.

(Coursework 01 out of 102)

A*	A	B	C	D	E	F	G
92	80	68	56	45	34	23	12

(Paper 2F out of 88)

C	D	E	F	G
48	40	32	24	16

(Paper 2H out of 88)

A*	A	B	C	D	E
61	52	43	34	28	25

GCSE Design & Technology: Textiles Technology
(Short Course: 3971)

Grade Boundaries – Summer 2007

Overall Grades

The figures given below are the minimum subject marks required for each overall grade in the summer 2007 examinations.

(Foundation Tier out of 100)

C	D	E	F	G
55	44	34	24	14

(Higher Tier out of 100)

A*	A	B	C	D	E
80	69	58	47	38	33

Component Marks

The figures given below are the minimum marks required for each component grade in the summer 2007 examination.

(Coursework 01 out of 84)

A*	A	B	C	D	E	F
76	66	56	46	37	28	19

(Paper 2F out of 44)

C	D	E	F	G
24	19	15	11	9

(Paper 2H out of 44)

A*	A	B	C	D	E
28	24	20	16	13	11

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