

# **Home Economics (Food and Nutrition)**

General Certificate of Secondary Education **GCSE 1973**

## **Report on the Components**

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**June 2008**

**1973/MS/R/08**

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This 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.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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## **Chief Examiner's Report**

Candidates at all levels have shown positive achievement, due to accessible assessment criteria and good guidance.

Whilst coursework continues to be particularly successful it is very encouraging to see the results of good teaching throughout the specification content and subsequent written examination. Teachers should be commended for their enthusiasm and commitment. It is however important to ensure that candidates are able to apply their theoretical knowledge with secure understanding of practical processes.

Candidate numbers continue to rise reflecting current curriculum guidance.

Training has been of clear benefit both to teachers and candidates in all Centres but particularly to those new to, or returning to, the specification. Training is recommended for any teachers who:

- Are new to the specification,
- Are returning to the specification
- Have had detailed comments on their individual report to Centres, often accompanied by a mark adjustment.

# 1973/01 Paper 1

## General Comments:

- The Foundation and Higher tier papers allowed access to candidates at their appropriate level and ability range.
- The majority of candidates were entered at the correct level and showed a sensible use of their time.
- It was very rare to find any questions not attempted.
- Candidates' responses illustrated good teaching in the area of – special diets, obesity, basic kitchen and personal hygiene practices, especially cross contamination regarding food storage and preparation.
- Candidates' application of knowledge of practical skills was less secure.
- Free response questions continued to be well planned.
- There was a decline in the quality of handwriting and spelling.

## Comments on individual questions

### Section A

1.

Candidates performed well on a) but not b)

- a)
- i) The majority of answers were correct. Oranges, blackcurrants were the most popular answers, rarely potatoes or carrots.
  - ii) Skin and scurvy the most popular answers with a variety of others.
  - iii) The correct answer given by the majority of candidates.
  - iv) Well answered with the majority of candidates gaining 2 marks. Steaming was the most popular answer. Boiling was a common incorrect answer.
- b)
- i) One mark achieved by the majority of candidates, as only one correct food given.
  - ii) One mark gained by the majority. Eye sight and growth the most popular answers.
  - iii) Mixed response / many incorrect answers.

c) Most candidates gave the correct answer.

2.

- a) Answered very well with many candidates gaining full marks.
- b) Good answers. Protein, iron and fat the most popular answers with little reference to specific vitamins / minerals.
- c) Most candidates knew the correct answers for cooking meat. Taste, colour, kill bacteria/food poisoning, were the most given responses.
- d)
- i) The correct answer given by the majority of candidates, with almost all stating vegetarians.
  - ii) Reasonably answered.
  - iii) Most candidates gave 2 correct answers, with few achieving all 3 marks. Soya, tofu, were the most popular responses.

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3.

- a) Most candidates gave the correct answer.
- b) i) Poor answers by one third of candidates.  
ii) Most candidates gave one reason, with the majority finding it difficult to give three.
- c) Good responses for i) & ii)
- d) Answered well with most candidates gaining three marks.
- e) Very few correct answers given.
- f) Understanding shown as most candidates achieved a mark.
- g) i) Most candidates gained 2-3 marks, demonstrating a good knowledge of the importance of breakfast.  
ii) Excellent answers showing a clear understanding of a balanced breakfast. Where marks were lost, it was usually because a drink had not been included.

**Section B**

4.

- a) i) Confused answers. Less than half gave the correct answer; 'Healthier' being a popular wrong answer.  
ii) Better answers than i)
- b) Most candidates gained 2 marks.
- c) Good answers by the majority of candidates.
- d) 1. Most, correctly gave to remove lumps or add air.  
2. Fairly well answered by the majority of candidates.  
3. Many candidates found this difficult, and showed little or no knowledge of pastry making.  
4. The best answered section of this question.
- e) i) A good selection of answers.  
ii) Very poor answers on the whole.
- f) Good answers, although candidates who did not read the question –“within the supermarket”- lost marks, as answers related to promotion from the manufacturer.

5.

- a) Poor responses to this question.
- b) Poor responses showing a lack of understanding.
- c) i) Very few candidates achieved full marks. Colour and rise were popular answers.  
ii) The majority of candidates gained one mark for pasta softening.  
iii) One mark easily gained, but vague and confusing answers made it difficult to achieve more.

*Report on the Components taken in June 2008*

6.

The first part of this question produced some excellent answers, illustrating good practice during practical sessions. Kitchen and personal hygiene gained the most marks.

Unfortunately the second part of the question- causes of food spoilage- was not of a similar standard. Some candidates misinterpreted food spoilage with 'how to spoil food'.

Suggestions included – adding too much salt, burning, spilling food.

## 1973/02 Paper 2

### Section A

1.

- a)
  - i) Very few correct answers. Common incorrect answers 'help it stick together' or 'to grease the tin'.
  - ii) Answered better than i)
- b) Most candidates gained 3 marks. Marks were lost for vague answers i.e. vitamins for tomatoes.
- c) Usually the correct answer was given.
- d) 1,2 &4 were all answered well.  
3 was poorly answered, with little or no reference to thickness / evenness of the pastry.
- e) Lack of knowledge of pastry making or types of pastry shown in this question.
  - i) Mixed answers. 'Pie' or 'tart' did not gain a mark.
  - ii) Poor answers with the majority of candidates failing to achieve 3 marks.
- f) The majority of candidates gained full marks. A few misunderstood the question and referred to how the manufacturer could promote the product.

2.

- a) Good answers with the majority of candidates reading the question correctly and not repeating answers.
- b) Mixed responses. Candidates with understanding gained full marks.  
Common answers failing to gain a mark were 'get rid of smoke/smells' etc.
- c)
  - i) Majority of candidates gained 2-3 marks. The method was often given rather than a description of what happens.
  - ii) Most candidates gained 2 marks.
  - iii) Most candidates gained 2 marks. Softening and loss of water soluble vitamins were the most common answers. Where colour change was given it was not specific.

3.

Unweighted emphasis on the first part of the question.

Good recall of kitchen and personal hygiene practices.

There was a weak response to food spoilage with a lack of specific knowledge.

Food spoilage sometimes confused with 'spoilage food'. Examples given – misuse of electrical equipment, burning, spilling and over seasoning of food.

Repetition, featured heavily in answers to this question.



## Section B

4.

- a) Poor knowledge of vitamin B12. Slightly better responses to vitamin D.
- b) i) Fairly good answers.  
ii) iii) Muddled and confused answers by half of the candidates. The other half gave the correct answers.
- c) i) Poor answers with few candidates understanding 'fortification'.  
ii) Breakfast cereal or margarine the most popular answers.
- d) This part of the question had very good answers. The majority of candidates gained 3-4 marks. The answers related well to 'red blood cells' 'anaemia' and 'haemoglobin'.

5.

- a) i) Very few incorrect answers.  
ii) Muddled responses. The majority of answers gained 1 mark.
- b) Candidates found this question difficult.

Marks were wasted as many responses were essays on the balance of good health guidelines and included irrelevant information. Many candidates did not link the guidelines with the information given in the tables.

Some superficial answers, e.g. 'Good food going up' 'bad food going down'.

6.

The first part of this question had better responses than the second half, from most candidates. Some candidates discussed the range of nutrients and their function, rather than energy.

Answers were often one sided, with the first part being the dominant side. However candidates did give details of health risks associated with an in balance of energy, many having detailed knowledge of obesity and anorexia.

Repetition was a feature in answers where candidates were struggling to recall facts, or did not understand the question.

## 1973/03 Coursework

The standard of work produced has been high. Candidates of all abilities have been able to demonstrate a high level of achievement in this component. The enthusiasm of candidates and the commitment of staff are evident.

Good understanding and guidance is a vital for success and so credit goes to the teachers who have read and acted upon the individual reports sent out to schools with the examination results.

### **There has been a sustained improvement in each of the following areas:**

- Candidates are planning and carrying out more than one relatively simple activity in a Resource Task.
- Candidates are producing individual work, setting their own task title from an area of interest to them.
- Candidates are carrying out a range of practical activities in the Development section of the Individual Task. They are then using the results of these to support their decisions and choices for the Execution section of the Task.
- Candidates are making evaluative judgements throughout their Task in order to review all aspects of their work.
- The majority of Centres sent their Centre Authentication Sheet along with their sample of coursework. This is now an essential requirement under the Code of Practice. Moderation cannot take place without it.

### **Use of ICT**

- Many candidates now demonstrate excellent and relevant ICT skills including the use of digital photography and spreadsheets to evidence their work.
- Use of the Internet for information to support research has improved with candidates now being more selective in what they choose to include and refer to in their work.
- Some candidates are crediting web addresses used.

### **However there remain issues of concern, including:**

- Candidates carrying out too much research in the Planning section of the Resource Tasks. This cannot be credited and should not be included with the work that is submitted for moderation.
- Candidates enclosing too much unused internet information and large sections of copied information. Encourage candidates to summarise and use the information they gather from the Internet or from books/journals rather than just copy or stick it into their work without making reference to it.
- Ensure that a list of criteria for completion or 'what next' is submitted after writing the specific title at the end of the Analysis section.
- There is still some misunderstanding of the requirements of the Development section of the Individual Task.
- Activities other than just further research should be used in this Development section.
- Results of Research and Development activities should be seen to be used in the making of choices for practical work and should be referred to in reasons for choice.
- Candidates must be encouraged to comment on and use data such as nutritional information that they print out from computer software. This data cannot be given marks if it is not referred to.

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- The use of detailed nutritional assessment should be encouraged where the task title is appropriate e.g. meals for individuals with particular nutritional requirements or adapting meals to comply with dietary recommendations.
- Candidates must carry out sufficient practical activities to warrant high marks in the execution of the Individual Task. Two activities are not enough and the marks awarded should reflect this.
- High planning marks should not be awarded if insufficient work is to be attempted.
- Annotation must be detailed and should relate to the assessment criteria for the Resource or Individual Tasks. It should be written on the front mark sheet. It is also helpful if centres indicate within the work where they are giving credit for different sections of the work. This can be done using abbreviations. For example in the Individual Task where the teacher is awarding marks for the Task Analysis, the abbreviation TA could be written on the work. This can then be continued using other relevant abbreviations throughout this Task.
- Sufficient annotation must be available to justify the awarding of marks for practical execution.
- Evaluations that fail to refer to the original title in order to assess success.
- It is worrying to see in a minority of Centres, an acceptance that moderation will adjust marks, whilst the Centre does not address the issues of misunderstanding that result in over marking.

### **Administration issues include:**

- Not completing the MS1 correctly. This should contain a mark in the mark column as well as shaded in lozenges for the mark given.
- The Coursework Summary Mark sheet and ONE copy of the Centre Authentication Sheet should be sent to the moderator with the MS1.
- Inaccurate addition and transposition of marks.
- No names or candidate numbers on candidates work.
- No CSF form or CSF with no candidate numbers.
- Work not organised into the 3 pieces for each candidate, all pieces mixed up.

### **Key Issues in assessment of each Coursework Task**

#### **Resource Tasks**

- These are generally carried out to a high standard. It is evident that candidates enjoy the very 'practical' nature of them.
- It is important to remember that these Tasks do not assess research skills. They focus on Planning skills. These include lists of ingredients, resources and equipment and a well sequenced accurate timed plan for the Execution of the Task plus any necessary testing or recording documents.
- It is essential that sufficient practical work is carried out to warrant marks available. This has not proved to be of concern in the vast majority of centres.
- Centres must ensure that there is clear annotation relating to the assessment criteria on the mark sheets attached to the work.
- The Evaluations need to be well thought out and should contain evaluative comments which are pertinent to the particular task in hand. In some cases candidates make identical rather cursory comments about their personal hygiene or their ability to work safely in their evaluations of both of the submitted Tasks. These comments are sometimes given full marks for this yet there is no evidence that the candidate is evaluating two different Tasks, statements are common.

## **Individual Task**

- It is vital that candidates are guided to understand the assessment criteria for this Task.

## **Analysis**

- Most Centres allow candidates to achieve the assessment criteria for the Individual Task researching and selecting information from a variety of sources both primary and secondary, based on a subject area of their own choice. However there are a small but increasing number of Centres limiting the choice of subject areas available to candidates. This is generally undesirable as candidates appear more motivated when able to make choices based on personal interest and experience.
- There are still some Centres where candidates focus immediately on their Task Title and so cannot be given high marks for the Task Analysis.

## **What is Good Practice in the Analysis Section?**

Below are some guidelines using 'Healthy Eating' as the broad open ended topic as a starting point.

After considering sources of information and main factors, candidates might begin by carrying out detailed secondary research to find out what we mean by healthy eating, the principles behind healthy eating and which kinds of foods we can eat to keep us healthy. Information from the Internet should be summarised by the candidate rather than simply copied and put into the text with little or no reference made to it.

Primary research could include a questionnaire to find out what people already know about the topic or a shopping survey to find out what kinds of basic 'healthy' foods are being sold in shops. Questionnaires and surveys should have clear aims, displayed results and conclusions drawn. Relevant topical information may be assembled and assessed.

From this candidates can decide which aspect of this topic they would like to focus on. Focused Task Titles seen this year have been:

- Improving the quality of school meals
- Providing a healthy diet for a sports person
- Eating healthily on a limited income
- 'Five a day – how and why teenagers should be encouraged to eat 5 a day
- 'Reducing fat and sugar in the diet of ...'

This is just one broad topic area with examples of possible focused Task Titles. There are many other areas of the Specification that candidates could choose from. They produce better and more focused work when they are guided into a manageable Task Title.

- **The Task Title**  
The Task Title should appear at the end of the Task Analysis. The wording of the focussed title must allow access to the remainder of the task. Too broad a title does not give focus whilst too narrow a title will not allow development to take place.
- **Criteria for Completion**  
Having written their Task Title, candidates must then produce their 'Criteria for Completion'.

This is a list of all the activities that the candidates intend to do in the Development section of the Task. Candidates can then use this list as a checklist to ensure that they do not simply produce a questionnaire, with results and a list of practical work.

## **Development**

There has been an improvement in the marking and implementation of this section although it remains the area causing most concern and consequently the area of most mark adjustment.

- In some cases the problem arises where candidates have not been asked to write their 'Criteria for Completion' or 'Next Steps' at the end of the Task Analysis i.e. they have not made a list of all the tasks they need to do in the Development section.
- Teachers should give guidance on the kinds of primary and secondary research required here in order to develop the Task.
- Some centres now include practical activities within this section such as the trialling and evaluation of recipe ideas prior to making final decisions about what to include in the Execution section. These 'trials' are well planned and lead to suitable choices for the Execution as they include some analysis and discussion of the ideas that have been tested. Candidates have been encouraged to use star profiles as a way of evaluating their chosen dishes in this section.
- A questionnaire alone is not enough to warrant even half of the marks allocated to this section.
- Questionnaires and interviews should have an aim as this helps to focus the candidate on what they are trying to find out.
- Vast numbers of completed questionnaires and bulky examples of food packaging are not required when work is posted. It is good practice to remind candidates that they only need to include samples of a blank questionnaire and some packaging.

## **What is Good Practice in the Development Section?**

It is good practice to encourage candidates to include SOME of the following:

- Carry out further research if needed. e.g. if the healthy eating focus has become school meals, limited incomes or teenagers then further research may be needed on these
- Visit shops to find out products available or to cost foods
- Interview individuals who the candidates are choosing dishes for to establish their preferences, lifestyle, food diaries etc.
- Interview food advisors, school canteen assistants, dieticians depending on the topic chosen to establish their views on the topic or to extend research
- Produce a questionnaire to find out the views of people who may choose to eat the dishes
- Make and trial some ideas before deciding on final choices for practical work
- Consider nutritional data on possible choices making specific comments
- Suggest a number of items based on results from the development activity which are then assessed /sorted for suitability.

At the end of the Development section candidates should:

- Choose dishes for the Execution which relate to the findings of interviews, questionnaires, shop visits and so on
- Select any further activity they wish to undertake as part of the practical execution e.g. the production of leaflets, cookery cards or similar
- Justify all of their choices whilst referring back to the Task Title and to the further research that they have carried out in this section of the Task.

## Planning

The majority of candidates produced very good planning sections. Although the following were not always seen:

- Instructions for organising taste testing would be appropriate here although in many cases candidates were not encouraged to do this
- This should include any ICT resources e.g. digital camera, nutritional analysis software package, word processing package etc.
- Produce tasting charts/diagrams ready to be used in the Execution section
- If insufficient work is chosen for the practical execution then, however good the planning, high marks cannot be awarded.

## Execution

- It is anticipated that teachers use their professional judgement and know their candidates well enough to encourage them to demonstrate a range of skills and a high level of organisation in their Execution.
- Annotation should provide evidence to support the marks given. This is good practice.
- It is essential that candidates undertake sufficient practical work in this section to warrant the availability of 40% of the marks for the whole task.
- Nutritional data if included should be referred to and nutritional information should be specific.
- In titles which require nutritional analysis e.g. sportsperson, weight loss, diabetics, candidates should be encouraged to carry out a nutritional assessment which will provide detailed evidence when commenting on the success of their work.
- **The Practical Record or Log**  
Most centres are now producing this as evidence of the Practical Work undertaken. Below is an example of what a Practical Record might look like. It is filled in by the candidate and signed by the teacher to verify that Practical work has taken place.

### GCSE Food and Nutrition – Record of Practical Work

<i>Date</i>	<i>Type of practical activity e.g. practical/ experiment</i>	<i>Dishes made/ Activities carried out</i>	<i>Skills demonstrated</i>	<i>Comment – how well did I do?</i>	<i>Teacher verification</i>

## Evaluation

- Many candidates use formative evaluation as an ongoing process throughout the Task.
- Many candidates are now making use of star profiles as a way of evaluating their practical dishes but not always fully referring to them or suggesting improvements to identified weaknesses.
- Many candidates had been encouraged to review all aspects of the task as well as take account of teacher's comments on their work. A candidate should be aware of how she or he could improve their work – this often comes from a discussion with the teacher who has assessed each section of the Individual Task.
- Candidates are using a structure to writing evaluations, considering each assessment area in turn.

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- Full marks in the Individual Task Evaluation can only be awarded if the candidate has shown accurate spelling, punctuation and grammar throughout the whole of this Task.

### **Application of Assessment Criteria**

#### **Resource tasks**

##### **Planning**

High level responses from candidates should provide evidence of their ability to:

- Make decisions in relation to the task showing an understanding of the topic area set
- Apply knowledge from previous lessons in making decisions
- Produce accurate and well sequenced time plans
- List the ingredients and resources needed for the practical execution of the Task
- Produce testing and recording sheets as necessary.

##### **Execution**

The marks given in this section must be justified by clear annotation.

High level responses from candidates should provide evidence of their ability to:

- Organise their time and resources effectively
- Work independently, anticipating and overcoming problems
- Produce high quality outcomes in both food and recorded results as appropriate.

##### **Evaluation**

High level responses from candidates should provide evidence of their ability to:

- Review all aspects of their work including their planning, execution and results.

#### **Individual Task**

##### **Task Analysis**

High level responses from candidates should provide evidence of their ability to:

- Explain how they will carry out their task and what they need to do
- Carry out relevant initial research using both primary and secondary sources
- Analyse the results of this research and draw conclusions from it about the topic, deciding on further detailed research which is then completed
- Produce a task title which stems from the original topic and which focuses the work which will follow
- Produce a list or plan of what they intend to do in the Development section of their work i.e. 'Next Steps' (Criteria for Completion).

## **Development**

High level responses from candidates should provide evidence of their ability to:

- Plan and carry out further primary and secondary [if necessary] research on their focussed topic before making choices for practical work. This may well, include questionnaires but these should be planned. Candidates should be encouraged to write aims for their questionnaires so that they can focus on what it is they want to find out
- Present the results of their findings and draw conclusions
- Suggest a number of suitable items for the practical execution which meet the needs of the task and apply their findings. These are then sorted in order to make final choices
- Make choices about their practical work based on their findings
- Fully justify the choices made, referring to research activities
- This might include the use of nutritional data to help to justify choices of practical work.

## **Planning**

High level responses from candidates should provide evidence of their ability to:

- Produce accurate plans for carrying out their practical work to include lists of ingredients and resources to be used. This should include any ICT resources e.g. digital camera, nutritional analysis software package, word processing package etc.
- Produce tasting charts/diagrams ready to be used in the Execution section
- Organise any testing panels etc.

## **Execution**

High level responses from candidates should provide evidence of their ability to:

- Produce a Log of all Practical Activities that they do for the Task. This should be verified by the teacher
- Organise their time and resources effectively
- Work independently, anticipating and overcoming problems
- Produce **several** high quality outcomes in order to warrant a high mark in this section of the Task.

## **Evaluation**

High level responses from candidates should provide evidence of their ability to:

- Review each of their practical activities
- Review all other aspects of their work including their task analysis, development and planning
- Draw concise conclusions from their results of their work and relate this back to the original task title
- Use a high standard of written communication.



## **Examples of Good Practice within Teacher's Preparation and Marking of the Coursework**

### **It is good practice to:**

- **Read** the moderator's individual report for the Centre and act upon this as soon as possible
- Ensure that candidates understand the assessment criteria within each section
- Encourage candidates to use the assessment sections so promoting a structured flow through the task
- Promote the use of a checklist to ensure coverage of the assessment criteria.
- Discuss work with candidates
- Reflect the amount of direct teacher input when awarding marks
- Annotate work clearly throughout the text and execution of all the Tasks
- Encourage candidates to cover a range of topics in their coursework
- Encourage candidates to select their own task title from a broad area for the Individual Task
- Ensure that candidates include 'Completion Criterion' or 'Next steps' as part of their Task Analysis before going on to the Development section
- Encourage candidates to summarise and use the information they gather from the internet or from books/journals rather than just copy or stick it into their work without making reference to it
- Ensure that candidates carry out sufficient practical work to warrant achieving high marks in the Execution of the Individual Task
- Ask candidates to keep a detailed record of practical work which is then verified by the teacher as part of their evidence for the Execution of the Individual Task
- Ensure that marking is consistent between members of a department
- Take into account the candidate's spelling, punctuation, grammar and use of specialist terms throughout the Individual Task when giving a mark for the Evaluation of this task. A comment to this effect on the work or mark sheet would show that Centres have acknowledged this.

### **Good Practice within Coursework Administration**

- Internally moderate all work where there is more than one teacher.
- Avoid plastic wallets for individual pieces of work.
- Include only **one** sample questionnaire from candidates once work is called for moderation.
- Complete the MS1 correctly including both a mark in the mark column **and** a shaded lozenge to reflect that mark.
- Send the Coursework Summary Sheet with the MS1 to the moderator in order to make selection of candidates more accurate.
- Ensure accurate addition and transfer of marks from work to CSF and MS1.
- Ensure that all work has candidate names and numbers.
- Ensure that all 3 pieces of work per candidate are together.
- Include the Centre Authentication Sheet with the sample of work that is sent to the moderator.
- Remember that individual authentication sheets should be retained in the Centre.
- Send work promptly once moderator is known to Centre.
- When 10 candidates or fewer send work straightaway, do not wait for moderator to contact you.

# Grade Thresholds

General Certificate of Secondary Education  
Home Economics Food & Nutrition (Specification Code 1973)  
June 2008 Examination Series

## Component Threshold Marks

Component	Max Mark	A*	A	B	C	D	E	F	G
Paper 1	100				55	47	39	32	25
Paper 2	100		67	56	46	34			
Coursework	100		79	67	56	45	34	23	12

## Specification Options

### Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200				111	92	73	55	37
Percentage in Grade					34.7	29.6	19.0	10.5	3.8
Cumulative Percentage in Grade					34.7	64.3	83.4	93.9	97.7

The total entry for the examination was 2304

### Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	159	140	121	102	79	67		
Percentage in Grade		12.0	24.1	29.8	23.6	9.0	0.63		
Cumulative Percentage in Grade		12.0	36.2	66.0	89.6	98.7	99.3		

The total entry for the examination was 2076

### Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	5.7	11.4	14.1	29.4	19.8	10.3	5.5	2.0
Cumulative Percentage in Grade	5.7	17.2	31.3	60.8	80.6	91.0	96.5	98.5

The total entry for the examination was 4380

Statistics are correct at the time of publication.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
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**14 – 19 Qualifications (General)**

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