

Information & Communication Technology B

General Certificate of Secondary Education **GCSE 1995**

General Certificate of Secondary Education (Short Course) **GCSE 1095**

Combined Mark Schemes And Report on the Units

June 2005

1995/1095/MS/R/05

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**Mark Scheme 2377/01
June 2005**

KEY SKILLS
INFORMATION AND COMMUNICATION TECHNOLOGY

Level 1

June 2005

Mark Scheme

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

Mark Scheme 2377/02
June 2005

KEY SKILLS
INFORMATION AND COMMUNICATION TECHNOLOGY

Level 2

June 2005

Mark Scheme

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

**Mark Scheme 2380/01
June 2005**

1 1 mark will be awarded for each correct row

Device	Input device	Output device	Storage device
Mouse	X		
Light pen	X		
Printer		X	
Magnetic tape			X
Hard disk			X
Hand-held scanner	X		
Flat screen monitor		X	
Plotter		X	
Digital camera	X		

[9]

2 Any **one** from each:

Scanner – can copy any material from a range of sources(1), e.g. books, photos, magazines(1); easy to use(1)

Clip-art – copyright free when printed(1); easily available(1); very quick(1) wide range (1)

Digital camera – pictures copyright free because you have taken them(1); you can take pictures of exactly what you want(1)

Drawing the pictures yourself using drawing software – you will get exactly what you want(1); most computers have appropriate software already installed(1); relatively low cost(1); copyright free(1)

[4]

3 One mark for each correct match.

An input device that signals a door to open	Pressure sensor
Lettering that appears on the bottom of cheques	MICR
Device with a built in chip that has the new loyalty points written to it each time a customer uses the card.	Smart card
Pattern of lines that represent a product number	Bar code
A way of converting paper-based text to a word processing file	OCR
This has data stored on a magnetic strip which can be read but not written to	Swipe card

[6]

- 4 (a) Any **three** from:
- timed log off
 - passwords changed every month (often)
 - passwords
 - access rights
 - physical security/PIN/locks/biometrics
- [3]
- (b) Any **three** from:
- virus
 - not saved/no backup
 - power cuts
 - network failure
 - corrupt storage medium
 - operator error/deleted/overwritten
 - computer crashes
- [3]
- (c) Any **one** from each:
- floppy disk
 - CD-R/ CD-RW/DVD R/DVD-RW
 - Zip
 - Mirrored/second/backup hard drive
 - flash memory/eprom/memory stick/dongle/pen drive
-
- CD-R/ CD-RW/DVD R/DVD-RW /DAT
 - mirrored / second/backup hard drive
 - flash memory/eprom memory stick/dongle/pen drive
 - zip
-
- DAT tape
 - Mirrored/ second/backup hard drive
- [3]

5 (a) Any **one** from:

- customer controls route through the software
- customer uses menus to choose options

[1]

(b) Any **three** from:

- customers can answer own questions ...
- ... so will waste less staff time
- will be able to browse
- gives good impression
- people should find it interesting, attractive

[3]

(c) Any two points explained

- input – touch screen because used for non-IT users
- clear screen layout
- clear instructions/tutorial
- ability to go back if make a mistake
- robust so not easily crashed

[4]

(d) 1 mark for each tick. Deduct 1 mark if 11 ticks. 12 ticks or more, zero marks.

	Delete	Search	Read and write	Read only	Amend
Customer		✓		✓	
Presentation author	✓	✓	✓		✓
Shop assistant	✓	✓	✓		✓

[10]

6 Should include:

- logo(1)
- price(s) (1)
- picture (1)
- description of goods(1)
- link home (1)
- link to one other page (1) / links to two other pages (2)
- clarity of presentation (1)
- label/annotation of items on page (1)
- search facilities (1)

max 9 marks

Mark Scheme 2788/02
June 2005

1 One mark for each correct match.

An input device that signals a door to open automatically when a customer walks on a pad in the doormat	Pressure sensor
Lettering that appears on the bottom of cheques	MICR
Device with a built in chip that has the new loyalty points written to it each time a customer uses the card.	Smart card
Pattern of lines that represent a product number	Bar code
A way of converting paper-based text to a word processing file	OCR
This has data stored on a magnetic strip which can be read but not written to	Swipe card

[6]

2 (a) Any **two** from:

- network card
- cable
- network software
- Hub
- Switch
- Bluetooth
- Interface card
- Wireless
- NOT File server or Router

[2]

(b) Any **two** from:

- email
- sharing information/files
- stock catalogue
- sharing peripherals
- sharing software
- Accept (transfer)

[2]

(c) Any **two** from:

- can browse
- can shop at any time
- customers can compare prices easy with other online shops
- buy from home
- product availability
- no travel involved

[2]

(d) Any **two** from:

- wider customer base
- customers don't need to be local
- reduced costs compared to High Street site

[2]

3 (a) 1 mark for each key point, up to 3:

- barcode stores stock number/identifier/stock code
- scanner reads bar code
- stock number looked up in database (must imply database, bar code does NOT contain price)
- title and cost are stored on the database
- details printed receipt/on-screen

[3]

(b) 1 mark for each key point, up to 3:

- records of stock are stored on a database
- stock number/bar code is used to locate item
- number in stock reduced when item is sold
- system flags up when item is below minimum stock level
- automatically orders new stock

[3]

(c) Any **two** from:

- faster checkout
- no cash debit/credit card
- itemised receipt
- discount offers
- accuracy of data
- regular customer (loyalty cards)

[2]

4 (a) Any **two** from:

- wrong goods ordered
- product code may not exist
- goods may go to wrong address
- too many items sent
- bill too high
- order might not be approved

[2]

(b) Two ways with description to include:

TWO MARKS FOR EACH WAY technique1 description 1

- use radio buttons
- verification
- dropdowns
- use clear language
- check number of digits (eg validation, presence check)

1 for technique, 1 for description,

For description, *e.g. radio button so they can only select one*

Drop down menu so that they don't make spelling or typographical errors

Drop down menu to ensure consistency

Validation, digit check to make sure that the customer puts in the correct number of digits

Presence check to make sure they complete key fields

[4]

(c) Any **two** from:

- credit card fraud
- privacy
- viruses
- cant see product
- incorrect goods being delivered
- unwanted mailing lists
- not want to be on database

[2]

5 (a) (i) Description to include the following points:

2 points

- each product is allocated an area or button
- flat
- cleanable/wipable
- pictures can be changed/edited
- price of goods looked up on database and returned

[2]

(ii) 1 mark for each point, up to 2:

- easy to clean
- fast to use
- easy to use
- less training

MUST NOT REPEAT (i)

[2]

(b) 1 mark for each key point, up to 6:

- *a thermostat is set to required temperature*
- *the temperature sensor measures the temperature inside the shop*
- *data from the thermostat is analysed by a processor*
- *the processor compares the current temperature with the target temperature*
- *if the temperature is below the target level a signal is sent to switch on a heater*
- *if the temperature is above the target level a signal is sent to switch on a cooler*
- *if the temperature is at the correct level both the heater and the cooler are switched off*
- *the system uses feedback*

- *diagram of feedback loop, temp sensor to processor to heater and cooler*
- *automatically*

CAN HAVE MARK FOR SWITCH ON **AND** OFF 2 marks

[6]

6 (a) Any **three** from:

- *slow modem*
- *large file*
- *heavy traffic on the internet*
- *slow server used to store the file on the internet*
- *transmission rate of telephone line*

[3]

(b) Any **three** from:

- reduce resolution of photographs
- reduce size
- reduce no. of colours
- use thumbnails
- move photos to another page
- use a compressed file type
- reduce two pictures to one
- replace picture
- modify picture

[3]

(c) Any two points from:

- first page customer sees
- may get bored and not load the site at all
- company may lose sales
- time
- interest

[2]

7 1 mark for each key point, up to 4:

- *protect files using Usernames and Passwords*
- *restrict user access to the files by setting different access rights*
- *keep the files on a separate network and restrict physical access, e.g. by locking doors*
- *keep the files separate by using firewalls*
- *backing up files*
- *encrypt files*
- *biometric*
- *anti virus software*

[4]

8 Discussion to include points:

- only one version
- security
- back ups are easier
- might be possible to telework
- easier to do automatic ordering
- easier to keep version control
- shops only need terminals not data stalls
- Wider info other shops
- Sales stats

Maximum of 6 marks if all points are positive or negative only. Negative comments should include:

- if the server is down none of the shop can get any data
- greater possibility for security leaks
- need to ensure that you comply with data protection principles
- higher cost for secure network facilities
- need for re-training
- may need mail order staff
- may need to work longer hours

[8]

9 (a) Any **one** from:

- Customer controls route through the software
- Customer uses menus to choose options
- Customer “involvement”

[1]

(b) Any **three** from:

- Customers can answer own questions ...
- ... so will waste less staff time
- Will be able to browse
- Gives good impression
- People should find it interesting, attractive

[3]

(c) Any two points explained

- input – touch screen because used for non-IT users
- clear screen layout
- clear instructions
- ability to go back if make a mistake
- robust so not easily crashed

[4]

(d) Points should include:

Customers will be restricted (1) to certain parts of the system and to certain action(1). Customers will be read only (1)

Staff will have access to stock level figures. Staff will have a password to gain their greater access rights. Customers will just log straight in. Some staff will be able to change/update entries in the catalogue, customers will not. The customers will have access to only view files (Read only access). Staff will probably have different access levels (supervisors/managers)

[4]

10 Marks will be awarded for:

Matched information for two target groups. 1 mark for each contrasting PAIR that is correct.

Extra mark for 7 Viable FEATURES

If not matched maximum of 4 Marks for 4 valid features with explanation.

Viable features include:

- Colour
- Images
- Links
- House style
- Download time
- Pop ups
- Instructions
- Downloads e.g. games
- Language
- Advertising
- Degree of sophistication
- Endorsements
- Text
- Detail

Total: 80 marks

[8]

Question	Targeted Grade	Mark	AO3	AO4	AO5
1a	c	3		3	
1b	c	3		3	
1c	d	2		2	
2a	d	2		2	
2b	c	2		2	
2c	d	2		2	
2d	c	2		2	
2e	c...b	2		2	
3a	c	2			4
3b	b	4			2
4ai	c	2		2	
4aii	c	2		2	
4b	3a... 3b	6		6	
5a	c/d	3		3	
5b	a/b	3		3	
5c	a/b	2		2	
6	c	6			6
7	2d 2c	4			4
8a	4a 4b	8		8	
9a	d	1		1	
9b	3c 1b	4		4	
9c	2d 2c	4	4		
9d	4a	2			2
10	4a 3b	7		9	
Total			20	40	20

Total	A	B	C	D
80	18	18	33	11

Report on the Units June 2005

Chief Examiners Report

The levels of achievement in the examination papers were wide ranging but much improved on last session. A number of candidates achieved very high marks. In the vast majority of cases, candidates attempted to answer every question, but some questions were answered far better than others. Most examiners reported a considerable improvement in candidate responses over previous years.

The coursework was of a very good standard, but there were some problems with the administration from Centres that had not followed OCR procedures.

Report On Coursework Component for ICT B

Units 2378 & 2379

General Comments

Candidates following this course were advised to submit coursework based on a Retail Theme – most submitted work using the context of “Future Fashions” an imaginary company whose details were provided during OCR INSET and available on the OCR website. Some Centres used the new context of the Health Service.

Most candidates designed a multimedia presentation, either a website or Power Point for their company for 2379 and a mail-merge system for 2378.

Centres had taken notice of the 2nd paragraph of 7.1, Marking Criteria for Internally Assessed Work on page 40. “Each successive statement builds upon the previous statement and candidates must have completed the lower statement before they can be awarded the next mark range.”

Annotation

Most Centres used the Assessment Sheets giving the page numbers where evidence could be found. This helped with cross-referencing and aided the moderation process.

Some Centres gave extra annotation within the coursework portfolios, and this was greatly appreciated by the moderating team. Some annotation or indication where tutors are allocating marks benefits both the candidate and the moderator. Although annotation is not essential, its use is greatly appreciated and is an example of best practice. It is very strange to see a sample of coursework, with no teacher comments or marking within it at all, this gives the impression that the work has not been marked or moderated within the Centre.

Arithmetic errors

Many Centres had a different mark on the MS1 form (the form sent to OCR to record candidates marks, and the form used by moderators to select their sample), to the mark on the Cover Sheet of the candidates work. Also when adding up the marks on the Cover Sheets, often that mark did not match the mark in the Total column.

Before posting the coursework sample to moderators, Centres are reminded to double check that the mark on the MS1 is the same as the mark allocated to the candidate on the Front Cover of the coursework portfolios.

A number of Centres gave 3 different marks for one candidate. This slowed the moderation period down this year and we only just met the deadlines for GCSE certification.

Centres making mistakes and then taking too long to sign and return the Amend form are risking their candidates GCSE results in August.

MS1s

When completing the MS1s, Centres need to ensure that the intended mark is clear on the copy sent to the moderator. Quite often Centres had written on the MS1 while resting on other pages, making the whole MS1 impossible to read, or they had not put sufficient pressure on to ensure

A number of Centres had not used the OCR mark scheme and/or Cover Sheet, Centres must not make up their own mark schemes.

Centres must get their MS1 to their moderator by the May deadline and then send the coursework promptly. Please encourage candidates to avoid sending coursework in plastic folders, they are very slippery and difficult to deal with.

Digital Submission

Not many Centres submitted work on disk, those that did were of a high quality. I was hoping that by now, more Centres would be submitting work on a different media than paper.

Submitting the same work for 2378 & 2379

Although it is possible for candidates to submit one portfolio for both 2378 & 2389, candidates **MUST** identify where the extension task begins.

The full portfolio can be assessed for the 2378 mark, but only the extension task can be assessed for the 2379 mark. Therefore it is possible for these candidates to get different marks for 2378 & 2379.

If the extension task is not clearly identified then the whole of the portfolio will be assessed as 2378 only.

Producing a System

Moderators look for a complete working system, and Centres should be encouraged to send in digital evidence of websites rather than paper based portfolios. It is becoming apparent that some Centres are producing more and more reports. Moderators look at work using the marking criteria not volume of work.

Centres should be encouraging their candidates to show more flair in their design and working system.

Assessment Objective 1

Choosing and Describing Applications

In the main candidates performed well. Although only a few candidates commented in detail on the benefits and drawbacks of a selection of different types of hardware and software that could have been used, for the 4/5 mark threshold.

Using Hardware & Using Software

Again candidates generally performed well, although some candidates did not describe the benefits and drawbacks of their chosen hardware very well.

Inputting Data & System Output

Candidates linked these sections together and provided some excellent evidence. Overall the performance at AO1 level was greatly improved from the January session.

Assessment Objective 2

Analysis

Candidates who performed well here tended to perform well throughout the coursework. When done well, candidates maintained their focus and knew exactly what they were designing and why. Overall those candidates who scored highly had put in a lot of work into this section. Probably more than the 5 marks merited but candidates benefited in the final mark.

Design, Implementation, Testing

Most candidates performed well, but to secure the highest marks candidates should annotate their own work giving reasons as to why changes have been made, why some designs have been retained and others discarded.

Some Centres were very generous in awarding marks for AO2b without any of the above evidence. These Centres often had their marks adjusted.

Evaluation, Application and Effects

This was the weakest aspect of coursework. Candidates did not compare ICT with other methods, or justify when and why using ICT is more appropriate.

Documentation

Candidates performed well, there was some good evidence of testing and refining user guides.

AO3

Candidates attempted this in various ways. Some tried to meet the criteria within other reports, whereas some gave this a discrete section within the coursework. Moderators reported that those Centres who tried the former not only found the annotation more difficult to follow, but in some cases the Centre had not given the candidate their full credit.

Candidates need to link their discussion of AO3 to their task, some are too generic to score in the top range. If candidates identified the person/people who would benefit from their system, then this focuses the candidate to meet the marking criteria.

AO4

Those candidates who scored well on “the use of ICT in the wider world” did so using a discrete section of coursework.

2380/01: ICT B Paper 2 Foundation

General Comments

Some questions were generally well answered such as 1,3,4(a), 4(b), 5(d) and 6, but on other questions such as 2, 4(c), 5(b) and 5(c) candidates did not score good marks. Questions that tested the knowledge of input, output, and storage devices such as question 1 was generally well answered.

Candidates did not always read the questions carefully in order to understand what is required in the answer. For example, in question 2, candidates referred to a general use of the each method of input, rather than giving the advantages particular to each method.

Comments on Individual Questions

Q No)

- 1 This question was generally well answered, although a minority of candidates incorrectly labelled digital camera as an output device and a plotter as an input device.
- 2 In this question, many candidates did not confine their answers to the **advantages** of each method of inputting pictures. These candidates made statements about the method, but not the advantages connected with the method. Consequently, very few candidates gained maximum marks for this question. There were many cases where candidates gave vague answers e.g. easier, quicker etc. Centres need to encourage candidates to give more detailed answers.
- 3 (a) This question was generally well answered. Candidates who did not get full marks here tended to be confused between MICR and OCR or/and smart and swipe cards.
- 4 (a) Generally this question was well answered, although very few gained full marks. Most were able to give passwords and physical security. Common errors included answers re the Data Protection Act, and viruses.
- (b) Again, generally this question was well answered, although very few gained full marks. Most were able to give no backups/not saved and computer crashes as correct examples. This may well come from bitter personal experience in the classroom! Common errors included answers re hacking.
- © This question was not well answered. Many candidates do not seem to know the capacities of various types of storage media, and how this impacts on the size of files that can be stored on the media. Many candidates continue to give an answer of CD or CD ROM, when the media must be CD-R or CD-RW in order for the files to be saved on the media. In the third part of this question, very few candidates recognised that the back up for a network server requires something other than CD-R, DVD-RW. Many gave 'hard drive' as an answer, which was too vague in order to gain the mark.
- 5 (a) This question was very poorly answered, indicating that very few candidates understood the concept of interactive presentations, even though they may well have used them in real life.
- (b) This was a poorly answered question. Many candidates failed to read and understand the question correctly, thinking that the question was about e-commerce and websites

Report on the Units taken in June 2005

- 5 (c) This question was not well answered, and few candidates gained more than two marks out of a possible four. Many candidates included touch screens in their answer but did not expand on it to gain the second mark. This was the same scenario in cases where candidates mentioned having clear instructions but did not expand on it to gain the second mark.
- (d) The majority of the candidates did well in this question, with very few gaining less than seven marks.
- 6 The majority of candidates seem to enjoy doing this type of question and there were some lovely inspired answers – even the use of colour! The majority of candidates gained good marks for this question. However, many candidates designed a home page for an interactive website rather than an interactive touch screen presentation. Marks lost included those for the prices and description of the products displayed, and links to the home page.

2380/2: ICT B Paper 2 Higher

General Comments

The examination paper allowed candidates to demonstrate their ability in this subject, and the questions catered for a differentiation in the level of the candidate's ability. The levels of achievement in this examination were wide ranging. There was generally a significant improvement in specific subject knowledge from previous years.

Comments on Individual Questions

Question	Comment
1	Generally well answered, except great confusion between MICR and OCR
2	Surprising lack of knowledge about network hardware and the advantages of a network <ul style="list-style-type: none">a) Was answered very badly. The candidates had little knowledge of hardware or software. They did not seem to visualise what's in front of them in their network at school.b) Very similar to a) they didn't read the question and relate it in contextc) A good question which most could answer
3	Generally well answered, except C where many candidates looked at the advantages from the company's point of view. <ul style="list-style-type: none">a) Some vague answers for this but a good question. If full marks not awarded the children got a little confused and got things around the wrong way Answered well overallb) A well answered question most were aware of reorder level and automatic orderingc) Generally well answered. A few got out of context and answered for the company.
4	Many candidates did miss the two marks for each "Way" on part b. <ul style="list-style-type: none">a) Well answered question. Obviously they are ordering for their parents online.b) Not a well answered question. But it is a more technical question and therefore being specific on what Validation, verification etc was and understanding how automatic checking systems operated was a requirement. A good question to separate higher candidates.c) Generally well answered. Children well aware of Internet concerns.
5	Very few candidates gained full marks on this question, part b in particular not well answered <ul style="list-style-type: none">a) Concept keyboard well answered but few realised it was connected to a database and only got one markb) Few gave two advantagesc) The coffee shop question on the heating was answered poorly. The students all discussed up and down for temperature and on and off for air conditioning but few understood the concepts of

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- what was happening in the process. Which was where the marks were? Many vague answers.
- 6 Generally well answered, most candidates getting good marks.
a) Many marks earned here
b) As above
c) As above
- 7 Not many candidates scored full marks. Many quoted data protection principles. Many candidates having prepared some notes on the data protection act misread this question and reeled off everything they knew about the data protection act meaning they scored no marks.
- 8 Not well answered, lots of waffle and points being repeated. Many students gave long and detailed answers about problems that had not been asked for or were in the question rubrics. This meant many sensible answers were not allowed.
- 9 Mixed success, many candidates were not aware of what the word "interactive" means. This tended to limit their success rate for parts b and c. Most candidates scored well on part d. Question 9 was also a question that many answered but got few marks until 9(d). Interactive was not defined as well as to be expected. It was either something a centre had taught or not, which then affected the next two sections of the question. Very few students got 4 marks for 9(c) and lines were a little deluding, as more were really needed for a good answer. There were lines below, but most students assume that the lines given imply the length of the answer, regardless of handwriting size.
- 10 This question was answered fairly well, many candidates missed the 'compare' part of the question and so wrote down as many features in web design without ever comparing them for the 2 different age groups limiting them to 4 marks. Most candidates did not relate feature to feature and many did not give good reasons for their choices. Many candidates did not display much awareness of the requirements of a good web site. Most students felt that the over 50's would know nothing about computers and this can through time and time again in their answers. This meant what could have been a good answer was spoilt by an "add on" type explanation such as that the over 50 person was slow to read, found the screen difficult to read and so on. However, with the 4 single points this gave most students the chance to get some marks and markers felt this was fair. However schools should be aware of tables and the need to get their students to compare like with like, as really those not doing so should not have been given any marks.

**General Certificate of Secondary Education
Information Communications Technology (1095/1995)
June 2004 Assessment Session**

Unit Threshold Marks

<i>Unit</i>		Maximum Mark	a*	a	b	c	d	e	f	g	u
2377F	Raw	40				38	34	30	26	22	0
	UMS	55				48	40	32	24	16	0
2377H	Raw	40	38	34	30	26	23				0
	UMS	80		64	56	48	40				0
2378	Raw	64	59	50	41	33	27	22	17	12	0
	UMS	120		96	84	72	60	48	36	24	0
2379	Raw	64	59	50	41	33	27	22	17	12	0
	UMS	120		96	84	72	60	48	36	24	0
2380F	Raw	55				40	35	30	23	20	0
	UMS	55				48	40	32	24	16	0
2380H	Raw	80	61	54	47	40	35				0
	UMS	80		64	56	48	40				0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A*	A	B	C	D	E	F	G	U
1095	200	180	160	140	120	100	80	60	40	0
1995	400	360	320	280	240	200	160	120	80	0

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

	A*	A	B	C	D	E	F	G	U	Total No. of Cands
1095	3.15	12.09	27.45	45.89	59.72	72.05	84.02	93.31	100	12814
1995	2.41	13.06	35.14	58.17	72.57	83.31	90.72	96.09	100	9783

These statistics are correct at the time of publication.

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