

Examiners' Report Summer 2007

GCSE

GCSE Physical Education (1827/3827)

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Factors Affecting Participation and Performance - 1827/01

General Comments

Q1

Questions presenting greatest difficulty amongst the first 10 multiple choice questions were: (c); (h) and (j). These questions tested candidates' knowledge of:

- aerobic and anaerobic activity
- the correct passage of air into the lungs
- muscle tone.

Q2

Although there were many possible responses to this question, answers tended to focus on:

- meeting friends
- relieving stress
- increasing fitness
- improving body shape.

Those candidates able to identify reasons were normally able to correctly classify these reasons as social, mental or physical. General answers such as 'increase life expectancy' did not gain credit.

Q3

It is important that candidates differentiate between muscular endurance and cardiovascular endurance when answering questions related to health-related exercise. This is so that the examiner can be clear which type of endurance the candidate is referring to. Candidates who only stated endurance in (a) did not achieve a mark as the question specifically referenced the legs of the runner thus muscular endurance was the required response.

Part (b) was well answered, although some candidates mistakenly stated power rather than strength despite the question asking for health related factors rather than skill related.

Part (c): body composition; was more problematic for candidates, a popular incorrect answer was muscle tone.

Q4

As with Q3 this was well answered, provided candidates were aware of the difference between health related exercise and skill related fitness. Speed and balance were obvious answers although strength was often given instead of power.

In part (b), correct answers used key words of changing body position and quickly. Incorrect answers tended to be those that could have been equally interpreted as speed. For example, move from one position to another quickly - could be interpreted as from the start of 100m to the end. Candidates need to be clear with their explanations to gain credit, similarly with their examples.

Q5

Candidates found the first three parts of this question difficult. To answer the question candidates needed to know the principle of training and make the link between this and physical activity, ie they had to explain how the principles were used to bring about the desired effects. Of the three principles 'overload' proved most difficult; attempts tended to focus on definitions rather than the application of them.

The last part of the question relating to reversibility was well answered; most candidates linked the cause of this to injury or a cessation of training.

Q6

Apart from the normal confusion over isometric and isotonic contractions in (a), many candidates also thought that the type of muscle contraction taking place in the image was voluntary. Although voluntary muscles were obviously in use this was not the **type** of muscle contraction. In (b) & (c), the correct training methods were often given, but a limited number of candidates could then apply their knowledge to explain why interval training matches the needs of the sprinter. Many answers were on the right lines, but too vague. For example, reference to mirroring the activity was a good start, but these answers failed to explain why this was beneficial ie the rest allowed recovery so that high intensity work could continue.

Q7

Many candidates correctly identified the body types from the images and went on to give good reasons why this body type would be an advantage in that sport. 'Power' was linked with running faster for the sprinter & hitting the ball harder for the tennis player. The advantage to the high jumper was less well described. Many candidates would make reference to weight but not go on to say why a light weight would be an advantage.

Q8

The first part of this question was well answered, with most candidates selecting from the words provided. The main area of confusion was in (i) and (iii). Often candidates would state stretching as the first activity although invariably they would then get the second part correct by stating that this raised the pulse. Where stretching was used as the answer to (i) jogging was normally given in (iii), again this was normally followed by the correct answer in (iv) of increased elasticity.

Part (b) was also well answered. Where marks were not achieved this was normally due to lack of explanation in (i), ie candidates gave an example of age or weight rather than an explanation. Examples were mainly good, minor confusion over weight and height categories.

Q9

Difficult aspects of this question was part (iv), a common error here was hyperthermia. This might have been a spelling error by the candidate, but clearly could not be credited as this is an incorrect answer. In part (bi), examples of specific injuries were given rather than the collective 'type' of injury as requested. Part (c) was not as well known, to gain credit candidates had to refer to the pulse or heart. In part (d) candidates often said 'when a performer would be placed in the recovery position' rather than 'why' thus failed to gain a mark.

Q10

Most candidates identified that 'A' was a valve, but not all could state which one. Although a mark was lost for this part of the question, credit was often gained in part (b) as the function was known. Due to the placement of the label line for 'B' the mark scheme was extended to include cardiac muscle/muscle wall in addition to the original intended response. Candidates used the image to work out the function of the labelled parts, often gaining correct answers in (b) even if the wrong label was given in (a). Correct answers for (c) focused on oxygen delivery. Most candidates recognised a training effect on the heart but fewer could apply this knowledge and relate to aiding performance.

Q11

A surprising number of candidates incorrectly identified carbon dioxide rather than oxygen as the first answer. The response for nitrogen was often omitted, or given as hydrogen. There were a variety of responses to part (bii). A large number of candidates identified that the amount of gas decreased as some was used, but this was not credited as this would have already been credited in part (bi). In order to gain the mark candidates needed to give a little more information about its use. This was mainly achieved by reference to respiration or muscles.

Q12

Candidates had difficulty applying their knowledge in part (b), probably due to a lack of understanding of the explicit functions of the various types of bones. Popular incorrect responses regarding the function of the long bone were: to reach for the ball; although some candidates did refer to muscle attachment to aid movement to the ball; or the use of the bone as a lever. Similarly with the cranium, most candidates realised that the job of the bone was to protect the brain, but this was not then applied to the sport so no reference was made to injury from the stick/ball or equivalent. In other words the candidates answered the question, what is the function of the cranium rather than the question asked.

Q13

Candidates had difficulty with some parts of this question. Tibia and fibula were often confused to give a name that could have been considered for either bone, eg fibia; tibula. Clearly neither response could be given credit. This is one situation where spelling needs to be accurate so that examiners can clearly see that the candidate has the correct answer. Some candidates had difficulties with the term 'range of movement' as a result they named types of joints, rather than stating flexion-extension as required. In part (c), a reduced number of candidates gave abbreviations for muscle names, eg hams/quads. These abbreviations would not be credited as the mark is for demonstration of physiological knowledge. Where there were problems with part (d), this was again probably down to a lack of understanding of terminology. This time candidates were unsure what to put in response to the word 'type' of muscle contraction. Those that understood the term often put the wrong type, stating isometric rather than isotonic. Again 'type' of muscle proved problematic in part (e).

Q14 (a)

Some good answers to this question. Many candidates recognised that some of the stations were not appropriate for either badminton or basketball, but often they would list each inappropriate station rather than grouping these as one weakness. These candidates only achieved 1 mark rather than the 3 available for the first part of the question. The other popular response related to overuse of arms. Few candidates achieved the third mark by identifying the over reliance on skills rather than a mix of skill/fitness stations. The main reasons for candidates not gaining credit in (a) were listing: additional skill stations; fitness tests; or inappropriate stations (such as small sided game) rather than stating fitness stations as requested.

Q14 (b)

Marks for this part of the question tended to be gained for correctly identifying a component of fitness associated with the first three pre-stated stations. Difficulty arose when candidates had to add their own stations. If the stations were not appropriate to circuit training they could not access the 3 marks for part (b). In (b) credit was lost where candidates failed to link to improved performance. Examiners were looking for words such as 'increased'/'more'/'better' rather than a statement to say how the station related to an activity, eg candidate who said shots at basket lead to better accuracy when shooting/more shots going in, gained the mark. Candidate who said it is used in basketball to shoot did not gain any marks.

Q14 (c)

There was a variety of correct responses from candidates ranging from easy to individualise to motivating. Candidates scoring maximum marks did so because they varied the reasons given, ie rather than saying this was a good method of training because it: improves CV fitness; muscular endurance and strength (which would achieve 1 mark for improve any component of fitness), they said: work on any aspect of fitness; varied so interesting; can easily accommodate late numbers. This ensured their answers did not overlap so that each response could be credited.

Q14 (d)

Most candidates correctly selected carbohydrates rather than fats as the preferred energy source, (although a small number of candidates answered yes or no rather than selecting fats or carbohydrates). However, they were not so clear about the reasons for this. A lot of incorrect answers referenced larger supplies of energy, whilst others focused on the negative value of fat in terms of potential for weight gain.

Q15 (a)

Few candidates were able to explain the term cross training. Many related this to a different number of activities rather than more than one method of training. Where candidates did not explain the term in part (ai) they could not get access to marks for part (a ii) as this asked why this was a good method of training.

Q15 (b)

Those candidates correctly identifying F.I.T.T. in part (ai) normally gained marks in part (b ii) as well, provided that they answered the question by saying 'working more often/harder'.

Q15 (c)

Warm up was the most popular correct answer to this question. The second mark was achieved through a variety of responses ranging from correct use of equipment to wearing of safety equipment. Candidates were better at offering variety in their answers to this question rather than giving similar answers, eg not stating wear helmet and make sure bike has lights at night when training on the road. These answers together would have only gained 1 mark. Cool down was the most popular incorrect answer.

Q15 (d)

The difference between stroke volume and cardiac output continues to be an issue for candidates. A limited number of candidates gave the correct explanation. Many incorrect answers gave the definition for stroke volume or even heart rate. Those that did not understand the term cardiac output could not accurately answer part (ii).

Q15 (e)

Popular incorrect answers were steroids and narcotic analgesics - classes of drugs appearing in previous papers. Of the two classes stimulants appeared better known, although some candidates were aware of the effects of beta blockers.

Q15 (f)

A lot of correct answers to this question. Popular incorrect answers related to oxygen rather than air or blood.

Q15 (g)

Whilst the majority of candidates could identify heavy/increased breathing as a sign of oxygen debt, very few could clearly explain the meaning of the term, omitting to state that it was the extra oxygen required after activity.

Q15 (h)

Candidates, perhaps surprisingly, did better in part (iii), correctly naming the radius and ulna, than part (i/ii) identifying the muscles of the upper arm responsible for flexing and extending the arm at the elbow. This is partly explained as the specific muscle for each action was required, ie many candidates knew the muscles in the upper arm, but were not sure of the specific role of each.

Q16 (a)-(c)

Candidates experienced difficulty with these questions. Where short bones were identified the next part of the question tended also to be correct, but there was great difficulty in interpreting the movement at the hip and the elbow. Knowledge of muscle action in (c) was limited.

Q16 (d)

Parts (iii/iv) were well answered; fast twitch & tire easily. However, knowledge of anaerobic exercise in (i) was less evident.

Q16 (e)

The main problem here for many candidates was describing the terms without repeating the word that was being described, eg some candidates would explain performance by saying it is how well you perform. This would not gain credit.

Q16 (f)

Questions relating to training effects or long-term benefits of exercise are traditionally differential questions and as such candidates need to be specific in their answers in terms of fitness gains and health benefits. It is therefore, insufficient to say someone will become healthier. A specific example has to be given, for example, reduction in blood pressure; reduced chance of CHD and so on.

General comments

1. Candidates should be encouraged not to repeat key question words in their answers, eg they should not use 'specific' when answering a question about specificity, or 'overload' when describing overload.
2. If question asks for application to an activity, make sure this is addressed in the answer by referring to the activity, eg question Q12 (bii), cranium protects the brain if the player is struck by the ball in the head. The addition of the underlined text makes the answer relate to the activity in the question so gains the mark.
3. If the question asks how performance might be improved the candidate should be encouraged to use words like 'better', 'more', 'faster', 'further', 'increased' in relation to performance, eg Q14 (bii) 'increased accuracy of shooting' will get the mark.
4. If the question asks for a number of reasons/responses candidates should vary their answers to make sure their responses do not overlap, eg Q14 (c) relating to the advantages of circuit training.
5. Students should make sure they are familiar with expressions such as:
 - type of muscle contraction
 - muscle type
 - range of movement
 - class of drug.

3827 Paper 01 - Short Course

General Comments

Centres will be aware that the questioning format for this paper is entirely multiple choice, and similar in style to the first 10 questions on the Full Course (1827) paper. On the short course paper, candidates enter their answers on an optically read mark sheet which is fed directly into the Edexcel computers to mark and produce the candidates' results. Along with the results, the computer produces valuable statistical evidence on how each question has been answered by each candidate and determines the percentage of candidates who selected each of the four options (A, B, C or D) for each question. It was always planned that this multi-choice question paper is not 'stepped' in difficulty and therefore does NOT become harder towards the end of the paper as the senior examiners wanted candidates to answer all the questions; in fact the two highest correctly answered questions were the last two, 39 and 40. So well done all those candidates who worked their way through to the end of the paper.

This year, 21612 candidates sat this paper an increase of 20% on the 2006 examination cohort, and the average mark for all the candidates was 22/40.

Centres, and therefore candidates, appeared well prepared for the paper, especially at the 'top end' where some candidates scored maximum marks. There are still candidates who fail to answer every question on the paper, and it might be worth while reminding candidates next year to guess if they do not know the answer instead of leaving a blank. A 25% possibility of getting an answer correct is far better than 0.

To achieve the higher grades, candidates are expected to apply their knowledge of all Short Course specification areas fully to a variety of sports/sporting activities. Statistical evidence from the paper clearly shows areas of the specification that are well known and those that are not and as with the full course paper, this can also vary from centre to centre. The aim of Edexcel's Inset courses is for experienced examiners to guide teachers on how to "approach" the teaching of this paper to improve centres' examination results.

Candidates' responses to the questions

Q3

Only 45% of the candidates recognised the 1500 metres as being an aerobic activity.

Q4.

50% of the students selected the correct answer - B 120bpm:160bpm. A reminder that Edexcel GCSE PE work on a target zone of 60% - 80%, therefore Karvonen's $220 - 20 \times 60\%$ to 80%

Q6

81% of the candidates knew correctly the statement that is a benefit of a cool down.

A slight problem was found on Q7 and Q9.

Q7.

42% opted for the correct answer - "Physical", but 41% seemed to miss the point of the question and because of the tennis player's age (50) selected "Social".

Q9.

35% answered correctly but 32% thought that the runners enjoyed the open spaces and fresh air for "Social" reasons.

Problems can occur when candidates are expected to define certain words, but in Q16 only 43% recognised the correct definition of "Fitness", but 76% answered "Performance" correctly!

Q21 and Q22

The Personal Exercise Programme questions were answered well with the vast majority of candidates recognising the correct principles.

Q24.

There is always confusion between isometric and isotonic muscle contractions and only 35% were able to recognise the meaning of isometric and apply it to achieve the correct answer.

The questions on methods of training proved difficult with only 41% (Q26) and 43% (Q27) recognising the correct answer.

Q28

63% of the candidates failed to recognise that lower resting heart rate was the correct answer.

Q30 - Q32

Somatotyping (body types) was answered well.

Q33 - Q35

These questions were not answered well. Between 36% and 45% got the three questions right.

Pleasingly, on the last question (Q40), 91% of the candidates answered correctly.

In preparing candidates for this examination, as with the Full Course, Short Course candidates should:

- read the questions carefully and thoroughly to ascertain what the Principal Examiner is asking in each question; look for any obviously wrong answers. Work through the question groups and match the most obvious first
- learn - isometric/isotonic, the 5 health related exercise factors, 6 skill related fitness factors, the 8 principles of training - all through their application in the students' Personal Exercise Programmes.

When revising for their examination, candidates should try to apply their knowledge to sporting activity as questions will require some application of the candidate's knowledge.

1827/3827 Practical Assessment (Components 2A, 2B & 2C)

Performance of Candidates:

Very much a continuation from last years report in that many Moderators reported that standards continue to improve in the practical activities, where candidates are very highly motivated and, on the whole, are very well prepared by their teachers. The schools where teachers run a practice moderation day where candidates are put through the differentiated practices that they will be tested on during the moderation achieve very well. Candidates know their number, the practices, their partners and know they are going to have a physically taxing day and they arrive at the actual day well prepared and motivated to do well. Many also include a practice Analysis of Performance in these sessions so they practice that as well, not the actual questions they will get on the day but the format that it will take, ie questions from the teacher to justify the mark. If a second teacher is present they can act as the moderator making it even more realistic.

The Moderation days are also in most cases very well organised with booklets showing candidates names, numbers, coursework grades, organisation, rest periods/breaks, and the criteria provided for the activities being tested on the day. Most schools now provide coloured and numbered bibs making identification much easier. Paper numbers and pins are far less prevalent.

Where the above does not happen, candidates are clearly disadvantaged. Once again, moderator comments suggest that fewer candidates in the 3-4 range are entered for the examination.

Difficulties Relating to Assessment

Practical Activities:

The **initial contact** between school and Moderator is critical to the smooth organisation and running of the moderation day. Course and number of candidates, (boys/girls) range of activities and special requirements of certain activities, eg personal survival, clothing and procedure, eg candidates at 5-6 and above should not rest or touch the sides after starting the swim.

In swimming for the higher marks candidates will be required to perform a 100metres (not 25m or 50m) swim for their strokes and demonstrate starts, turns and finishes.

In Fitness training, which method of training will be shown, how the circuit training will be organised if it is being shown or continuous training if that is being shown. PEPs must be available as they should also be available during the Analysis of Performance.

It should be made clear that the teacher will run the Analysis of Performance and ask suitable questions to justify the coursework mark. These are the sort of things that need to be discussed and agreed. There should be no surprises on the moderation day, such as: Moderator "can I see the Personal Exercise Programmes please?" Teacher: "I'm sorry I didn't know they would be needed."

Some activities still seem to be marked generously; rounders seems to be the main one with candidates on high marks not being able to bowl correctly using the chasseur step or show consistent batting skills. Often inflated grades are given for boys who hit and throw harder than the girls but show little understanding of the game, or directional hitting or varying bowling techniques.

Once again, it was reported that in some situations the teacher examiner is 'teaching' during the moderation and in some cases not paying heed to the criteria while marking. This is an examination and must be treated as such. It should also be clear that wherever possible it is much better for one teacher to run the session and another teacher to be the teacher examiner and mark the candidates.

On the plus side many visiting moderators praised the organisation and accurate and honest marking of the teacher examiners. This is an excellent reflection on the profession, well done.

Personal Exercise Programmes (PEP)

Once again, similar comments from the visiting moderators as last year with a wide variety in the quality of the work produced. As many moderators commented that a lot of schools are now offering Fitness Training and many candidates produce excellent Personal Exercise programmes for this and then use this PEP when doing the Analysis of Performance (AoP) it should only be expected that these programmes are of a very high standard. As many schools teach the theory before and during the time the candidates are doing their PEP it is understandable that high quality PEPs are produced with the candidates learning to apply their knowledge through their programme and therefore being able to cope better with these application of knowledge questions in the theory paper 01. As was pointed out in the 2006 report, the PEP will then make an excellent revision tool to read the day before the examination.

Exercise Activities

As has been stated above, the Personal Exercise Programme (PEP) forms part of the criteria for the candidates mark in the Fitness Training activity and needs to be available on the moderation day for the Moderator to examine and to ask questions of the candidate on their PEP and how they used it.

A few points came up again such as in circuit training, all the candidates are expected to devise and perform their own circuit of six exercises (repeated over three circuits) and they need to show this as a diagram (in their PEP) and perform it on the moderation day. Resistance (weight) Training is very similar requiring 6 different exercises not the whole group performing the same programme. (Kenneth) Cooper's 12-minute run is a continuous activity and the scoring tables can be used as a **guide** and are one way of assessing the **fitness level** and **performance** of each candidate. Interval Training is now included and criteria are available and this should suit the higher-level candidates such as athletes and swimmers who probably use this training method a lot in their programme anyway.

The quality of the candidates Personal Exercise Programme and their knowledge of how they used it, and their practical method(s) of training, combine to form their final mark in this activity.

Analysis of Performance

One of the main points brought out by moderators on this section is that time must be built into the programme for ten Analysis of Performance interviews to take place where possible in a variety of activities. If the majority of interviews are in one particular activity then a lot of extra time should be built into this activity.

Questions need to be asked by the teacher examiner across the five sections of the criteria but often too much time is spent on the rules. The moderator may ask the teacher to “move on” when they are satisfied that a section has been covered to satisfy them or they may ask a few questions as well. This is an area where the skill of the teacher is very important - ask the right questions and you have a much better chance of getting the right answers, at the correct level. Often moderators complain of teachers doing too much leading for candidates on high marks. Moderators suggest that the rules are often done well but as ever, the ability to observe and analyse a performance and then to evaluate the analysis are the weaker areas. Often candidates do not know the difference between an analysis and an evaluation. Is this because these are not taught as well as the other sections? Most candidates know some practices but the weaker candidates cannot explain how they are used, or how they would use the principles of training, and some get them mixed up with the methods of training. This is also a criticism of candidates in the theory paper.

Candidate who are given the opportunity to show their ability to lead, as captain, coach or taking the warm up often do very well in this section, a practice to be encouraged.

As usual, using a bank of rehearsed questions is discouraged. Moderators usually spot this and come in with their own questions and this may throw the candidates who are expecting a series of questions they have answered before. Also it does not give the candidates the opportunity to show that they can handle an in depth question on something they have observed in a performance or explain why the referee gave a decision or, if they were the coach they would change the tactics of the team or improve a players ability to perform a jump shot, overhead clear or their breaststroke leg action.

On the plus side some moderator comments also suggest that the candidates are better prepared, are continuing to improve (and some are exceptionally good), and behave very well even in the more challenging schools.

Video Assessment

Assessment of centres using video evidence for their moderation was probably the area which caused the most problems. Once again it is essential that these schools make good initial contact with their moderator before shooting their videos. Problems arose with the format of some of the evidence supplied, eg not using VHS tapes or DVD; only these two formats are acceptable for moderators. Identification of the candidates at the start of each activity is essential. Commentary can also help during the video to identify candidates who are far away from the camera. If candidates do something good it is a pity that they cannot get credit for it, as the moderator does not know which candidate for example made an excellent catch. It is also important to show that the candidates are wearing the correct clothing in Personal Survival; they can be shown putting on the clothing before starting the tasks and then taking them off at the end. Page 133 of the specification refers to trousers meaning long trousers not cropped trousers or long shorts.

In the Analysis of Performance, as in the live AoP, candidates should be questioned on each area of the criteria. It will help to have props available for candidates to demonstrate eg cricket bats or cricket balls, or batons to demonstrate relay changes. The timing of these interviews should be about 10 to 12 minutes as in the live interview and a performance should be analysed which should also be available for the moderator to view. Moderators and teacher examiners must liaise to make sure that a photocopied sample of Personal Exercise Programmes are also available with the videos/DVD.

Reference to the appropriate pages in the Instructions for the Conduct of the Examination (ICE document) should help centres to alleviate many of these problems.

It is often difficult for the smaller schools in assessing the standards of their candidates accurately whereas the larger schools see the whole range and are able to compare standards over the full range of marks usually from 3-4 to 10+.

As with many of the problems outlined in this report there are a lot of good points as well, and many schools produced excellent video evidence both for whole cohort moderation and for individual candidates in specialist activities undertaken, taught and marked outside the normal school environment.

Administration

A lot of information and paperwork is now being made available on the Edexcel website and this year some schools missed the ICE Document which for the first time was on the website and not sent to schools direct. Many schools now use the electronic copies of the PE34 and PE34AP forms and this has proved both popular and a great benefit. It makes it easier to send them between school and moderator and there are less/no addition mistakes. If we can now get all schools to scan signatures of the teacher examiner and the examinations officer for the final copy that would also make things a lot easier. Moderators are given copies of these forms so they could be sent via the moderator if this is discussed between the two parties.

Once completed, forms and other paperwork need to arrive by the deadlines set. The moderators are under a lot of pressure to complete their paperwork and we do need to work together on this.

The points set out above are based on the reports of the moderators and raised in order to help schools and moderators through a difficult process with thousands of candidates. Most moderations are excellent, highly motivated candidates, excellent well-organised teachers and moderators all striving to give the candidates every opportunity to gain the marks they deserve.

GRADE BOUNDARIES - SUMMER 2007

Paper 1: Factors affecting participation and performance (1827)

Grade	A*	A	B	C	D	E	F	G
Raw mark	168	153	138	124	101	78	56	34
Cum %	5.5	19.4	40.2	60.7	84.9	96.0	98.9	99.8

Component	A		C		F		Weighting	% Contribution
	Mark	%	Mark	%	Mark	%		
01	115	3.8	97	20.9	38	89.0	0.533	40
2A	34	29.9	24	91.4	12	99.9	1.250	25
2B	17	35.4	13	74.6	6	98.8	1.000	10
2C	34	33.3	24	90.7	12	99.2	1.250	25

Paper 1: Factors affecting participation and performance - Short Course (3827)

Grade	A*	A	B	C	D	E	F	G
Raw mark	86	78	70	62	52	42	33	24
Cum %	3.1	10.9	26.4	49.3	77.0	91.2	96.6	98.6

Component	A		C		F		Weighting	% Contribution
	Mark	%	Mark	%	Mark	%		
01	32	10.4	24	46.9	12	96.8	1.00	40
2A	17	12.5	13	58.9	7	98.6	1.25	25
2B	17	12.1	13	44.3	6	94.7	0.50	10
2C	17	14.6	13	60.9	7	96.4	1.25	25

1827 Example	3827 Example
$01 = 135 \times 0.533 = 71.955$ $2A = 38 \times 1.250 = 47.5$ $2B = 19 \times 1.000 = 19.0$ $2C = 37 \times 1.250 = 46.25$ $71.955 + 47.5 + 19.0 + 46.25 = 184.705 = 185 = A^*$	$01 = 24 \times 1.00 = 24.0$ $2A = 14 \times 1.25 = 17.5$ $2B = 16 \times 0.50 = 8.0$ $2C = 14 \times 1.25 = 17.5$ $24.0 + 17.5 + 8.0 + 17.5 = 67 = C$

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