

Examiners' Report Summer 2009

GCSE

GCSE Physical Education (1827/3827)

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Paper 1: Factors Affecting Participation and Performance - 1827

Question 1

Although following a similar format to previous years (i.e. 1 question from each topic area across the specification) the questions were generally not answered as well as previously, due in part to a failure by the candidate to carefully read the question. For example, question (c) asked for an essential component of health-related exercise for a sprinter, many candidates opted for reaction time, an important aspect of fitness for a sprinter, but not a component of health-related exercise hence the incorrect response for the question. Other questions, e.g. (e) were phrased in a more thought provoking way, again requiring careful reading of the question and (j) was a differential question, requiring knowledge of the action of the pectorals rather than biceps/triceps.

Questions presenting the least difficulty amongst the first 10 multiple choice questions were: (e) and (g). These questions tested candidates' knowledge of:

- The benefit of a cool down
- The role of semi-lunar valves

The most challenging of these questions was (j):

- Role of the pectorals

Question 2

Part (a) was well answered by many candidates, where the question was attempted but failed to score a mark tended to be because candidates repeated the question words. For example they might refer to the appreciation of a skilled movement.

Part (b) attracted a range of answers from candidates. Some candidates ignored the instruction to give a different example in each case and therefore reduced the marks available to them, however, many candidates gained maximum or near maximum marks for this part of the question. The difficulty with the question tended to relate to the requirement for two different 'social' benefits; candidates mainly stated meeting friends/making new friends and therefore only achieved 1 of the 2 possible marks. Some more able candidates referred to team work or development of cooperation. The physical aspects centred on improving fitness at school and health at work, both acceptable answers. 'Mental' benefits were mainly stated as stress release, although many candidates also referred to increase in self-esteem.

Question 3

There were two 'stages' to part (a) of this question. In part (a)(i) candidates were asked to identify a true statement from a list of four statements; provided candidates selected the correct answers to (a)(i) they could gain credit for their response in (a)(ii). The majority of candidates recognised that you cannot tell which performer was the fittest from an image. This statement gained credit in (a)(ii) and was a popular answer, as was the other required answer: the performers have different fitness requirements for their activities. The number of candidates who achieved more than one mark for (a)(ii) however was limited. The new specification will require candidates to complete 'fuller answers', this question provides an example of what to expect from future papers.

Part (b) was well answered, but if candidates failed to select either muscular strength or body composition in (b)(i) they could not access (b)(ii). The most popular answer in (b)(i) was muscular strength and many candidates went on to gain maximum marks for (b)(ii). However a common error was to describe the gymnast as needing muscular strength to allow them to hold their body weight for a long time, this linked their answer to muscular endurance and was not therefore credited.

Question 4

Part (a) was well answered although some candidates offered co-ordination rather than agility as the answer to (a)(i). Candidates should always be encouraged to suggest the most obvious response. In (a)(ii) the term 'reactions' was occasionally stated rather than reaction time. Where the name of specific components of skill-related fitness are requested candidates must give the correct terminology if they are to achieve the marks available.

There were two main errors made in response to (b)(i): candidates repeated a component of skill-related fitness already referenced despite the question stating that they needed to state different components, also, on occasion candidates would select a component of health-related exercise, and strength was a popular incorrect choice.

Where an incorrect choice was made in (b)(i), marks to (b)(ii) were not accessible (as the question asks the candidate to select an activity that relates to two components of skill-related fitness), however candidates could still access the relevant part of (b)(iii). On the whole, this question was well answered, with candidates being able to apply their activity to the selected components of skill-related fitness.

Question 5

There is still some confusion regarding the difference between the principles of overload and progression. In the new specification this should be helped as the principles combine to form progressive overload. Most recognised that training needed to be 'harder', but many candidates linked this with progression rather than overload. In part (b) progression was a more popular correct answer than moderation, although many candidates did state both to achieve the two marks available. Reversibility continues to be a well known principle of training and was correctly stated in (c). Although candidates were not required to write much to answer this question they did appear to find it suitably challenging with marks ranging from 0 - 5.

Question 6

This question was well answered. The majority of candidates correctly selected 'fitness' based stations (although a minority of candidates included stations such as lay-ups and dribbling). Provided the candidate did select a fitness based station they gained credit, this gave a choice of seven activities for their stations. Having identified suitable stations most went on to explain the relevance in terms of fitness. Some candidates however repeated the aspect of fitness that the station could develop. For example, using pull ups and press ups to improve muscular strength. Muscular strength and muscular endurance were the most popular correct answers. Trunk twists were often associated with increased flexibility which was pleasing.

Question 7

Part (a) of this question was well answered, with candidates correctly selecting the missing nutritional requirements, a limited number of candidates tried to 'slip fats in' despite already being stated. Part (b)(i) was well answered, the majority of

candidates linked water with hydration/reducing chance of dehydration. Part (b)(ii) proved more challenging, although a large number of candidates did achieve maximum marks. The question was relating to the nutrient 'fat' rather than the fat stores around the body, thus responses relating to maintaining warmth were not credited. A source of energy was the required answer, but some candidates described this source as 'fast'/'immediate'/'quick burst' of energy thus gave an incorrect response (relating to carbohydrates rather than fats). Part (c) was not as well answered as the previous parts of the question, but still answered correctly by the majority of candidates. The required response was that the role of protein was for growth and repair (of cells), many candidates stated this and went on to achieve the second part of the question referring to 'getting back to training after injury'. Candidates who stated that the role of protein was to increase strength were not credited as this is seen as an advantage to the performer rather than the role of protein per se. Part (d) was not as well answered. The question wanted candidates to consider different weights in relation to different activities, to try to get away from the notion of 'light is always good', and that in different activities; or roles within activities being a different weight could be an advantage. The point was that the performer should not have excess weight for their activity, (a jockey could put on weight and not be overfat, but still be too heavy for their event). Other acceptable answers were: they needed to meet their weight category for their activity or maintain optimum weight for their activity. Part (e) was well answered; this was pleasing as this is not an area of the specification that is often examined. Popular answers were height, sex and amount of exercise. Where marks were lost this tended to be because answers fell into the same category (e.g. amount of exercise, illness, injury, or muscle mass, body type, body composition) or referred to how much someone ate despite the instruction in the question.

Question 8

This question was well answered. Most candidates correctly identified the various situations as either balanced or not balanced. In part (b) boxing was often the best justified, followed by badminton and finally gymnastics. The problem for candidates here was to ensure their answer did not just repeat the question words. For example, a response that said badminton was balanced because the sides were mixed would not gain credit, those that stated there was one man and one woman on each team did gain credit.

Question 9

Clearly not as popular an area of the specification, and not surprisingly not as well answered. Whilst many candidates did know the difference between strains and sprains many did not, confusing the terms or omitting this question completely. Where candidates correctly described the injury they often gave good examples of how the injury might occur. Part (c) was well answered though, with the majority of candidates stating the correct terms represented by 'RICE'.

Question 10

Some candidates tried to 'beat the system' by circling all, or most of the items in the box! Where this was the case circles were 'counted' starting from left to right (like reading a line of text). The first three circles were the only ones considered; therefore if the candidate had circled all items on the top row they scored 1 mark.

Question 11

Part (a) was well answered, the majority of candidates correctly identified oxygen and an increase in carbon dioxide. There were some very varied answers however for the role of platelets and how they might help a rugby player. A popular incorrect

answer described platelets as a form of protective clothing/equipment to reduce injury. As with question 3(a)(ii) this was a two mark question, on this occasion however, those that gave the correct explanation of the role of platelets could apply this knowledge and tended to gain credit for linking this to less time in the 'blood bin'.

Question 12

The immediate effect of exercise on breathing rate was well known, as were the gases that impact on performance. Tidal volume provided more of a challenge; candidates often confused this with vital capacity or related to cardiac output rather than the movement of air in one breath. Part (d) was also not very well answered, often eliciting answers relating to the cardiovascular system.

Question 13

Although judged to be a difficult aspect of the specification (in previous years) many candidates identified the correct order of the bones as they appear in the vertebral column. Part (b) was more challenging where candidates were asked to match each region with a stated function. There was significant confusion over the role of the atlas and axis, although the thoracic vertebrae were associated with protection of vital organs. Overall this proved to be a differential question.

Question 14

Three bones were often stated as forming the shoulder joint. Where three bones were stated the first two bones recorded on the script were the bones considered for the answer. The clavicle was normally the errant additional bone stated along with the humerus and the scapula. The names of the two muscles were well known.

Question 15(a)

This aspect of the specification is not often tested and therefore is less well known by candidates. However, there were some good responses to this question, although as a differential question the number of candidates achieving maximum marks was limited. Many candidates recognised the 'physical' aspect but failed to explain the 'challenge' part of the term, repeating instead the question word. Some excellent examples of activities providing a physical challenge were given in response to part (a)(ii) although part (a)(iii) was probably the least well answered part of the question. Good answers discussed the personal difficulty to complete the specific physical task (e.g. skiing/diving) and the mental 'toughness' needed to overcome fear due to the environment. Other good responses related to trampolining and returning to the activity after falling off previously; the physical aspect related to returning to trampolining fitness and the mental aspect of overcoming the fear of falling again.

Question 15(b)

There were a range of responses for this question. Not surprisingly many candidates identified strains and sprains as potential injuries, using the information from question 9, however, without understanding the nature of sprains and strains marks could not be achieved. Potential risks were often described rather than giving specific potential injuries, credit was given for this. Where candidates failed to achieve maximum marks tended to be where they stated the same risk twice. For example, falling off the apparatus in gymnastics and falling off the rocks when rock climbing. If the candidate went on to say falling off and twisting ankle/breaking bone and so on this could be credited provided different injury in each case. The problem for candidates with (b)(ii) was that the question asked them to identify activities that had less risk than rock climbing, therefore those candidates that

stated activities such as swimming and drowning did not gain credit. Similarly archery and shot and killed with an arrow were not considered to be less dangerous than rock climbing!

Question 15(c)

Most candidates who attempted this question were able to differentiate between the body types. Where body types were correct how this was an aid to performance was also normally correct. Of the two, rock climbing was answered better.

Question 15(d)

Many candidates mistook anabolic steroids for analgesics and based their answer on a previous question rather than the current one so lots of answers referred to making the injury worse. 15(d)(iii) was very well answered; it is encouraging to see the number of candidates that state drug taking is cheating and an unfair advantage.

Question 16(a)

As fitness only required explanation rather than a definition candidates scored well on this question. A minority related their answer to exercise or health, but of those that attempted the question, the responses mostly related to fitness.

Question 16(b)

This section was well answered, even if the first part of the question (16a) was incorrect. The popular choice was because they were training for different sports and specificity.

Question 16(c)

Part (c)(ii) proved the most difficult aspect of this question. Often candidates were not explicit enough in their answers to gain three marks. For example, some candidates stated that interval training involved work, rest and then work again, or said run, rest, run. These types of responses only gained one of the three marks that were available. The intensity of the work period needed to be stated to make this method of training different from say Fartlek. Therefore a candidate that said you sprint and then rest to allow recovery before sprinting again would have gained three marks.

Question 16(d)

This was a differential question and candidates achieved a range of marks from 0 to 9. Some candidates just placed the ticks; sometimes in the correct boxes to gain credit (if more than one tick on a line the first tick was taken as the candidate answer). The most well known was the effect on the skeletal system and the fact this was a long term benefit. Of those candidates that answered the question they appeared to have understood the difference between the effect of regular training and long term benefits. Some candidates linked cardiac output with the respiratory system rather than the circulatory, but circulatory system was associated with blood pressure. Another common error was to repeat information already provided in the table as an answer in another part of the table. For example reduction in resting blood pressure was given and some candidates stated the explanation of this was a drop in resting blood pressure rather than focusing on a benefit of this effect, i.e. the health benefit of being less likely to suffer with high blood pressure.

Question 17

There is still some confusion between the joint actions of flexion and extension. Flexion of the hip was not well known.

Most candidates correctly identified the knee from the image in part (c) although a limited number of candidates identified the joint as the elbow. The components of the joint were well known.

In part (d) a few candidates tried to use strain and sprain again, but given the nature of the image this was not credited. Concussion and fracture were the most frequent correct answers and relevant signs and symptoms were also stated. Incorrect answers tended to be where candidates gave signs/symptoms of the injury instead of naming the injury, for example, memory loss rather than concussion, or headache rather than fracture.

Some candidates achieved maximum marks for part (e), danger and airway were the most well known, response possibly the least well explained, with candidates often repeating the question word, for example, look for a response/see if they respond.

General comments

1. Candidates should be encouraged not to repeat key question words in their answers, e.g. question 7(a) they should not include 'fat' in their answer if this has already been given as an example of a nutritional requirement and they have been asked to find the missing ones. Similarly, in question 8 if explaining why a competition is balanced they should not repeat the text in the question that says mixed doubles match (it is balanced because it is a mixed doubles match).
2. If a question asks for application to an activity make sure this is addressed in the answer by referring to the activity, e.g. question 15(c), the gymnast has a mesomorph body type thus has the strength to lift his body weight on the rings. 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 for a number of reasons/responses candidates should vary their answers to make sure their responses do not overlap. E.g. Question 2(b) identifying the reasons for taking part in physical activity and question 15(d)(iii) regarding reasons why sports performers should not take drugs
4. Perhaps most importantly candidates should look for 'clues' to the answers in the questions. If a scenario is given it is trying to help guide candidates. For example question 4(a)(ii) relates to a runner and the gun, and the need to move as soon as the gun sounds, this relates to reaction time rather than power, the question doesn't just say what does the runner need to get a good start.
5. In addition to looking for clues candidates should ensure they read the questions carefully, for example, question 3(b)(i) clearly asks for an aspect of health-related exercise, so reference to power (skill-related fitness) would not gain credit even if all the performers needed this aspect of fitness.

Paper 1: Short Course paper - 3827

General Comments

The format of 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 recorded 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 was 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. 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 want candidates to answer all 40 questions.

This year, just over 26,000 candidates sat this paper, an increase of 1,294 on the 2008 examination cohort. This number has risen steadily each year since 2005 when 15,191 candidates sat the Short Course examination.

Candidates appeared well prepared for the paper. There are still candidates though 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 odds than 0.

To achieve the higher grades, candidates are expected to apply their knowledge of all areas of the Short Course specification. 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 Training courses is for experienced examiners to guide teachers on how to approach the teaching of this paper to improve centres' examination results.

Edexcel would like to remind centres that next year, in 2010, there will be two Short Course examination papers; the final multi-choice exam paper, for 3827, and the first exam paper for the new specification, SPE03.

For those centres entering their candidates on the new specification, you will know from the Sample Assessment Material (SAMs) that the format for the new short course exam paper will be slightly different as we have also to include short answer questions and a long answer question.

Candidates' responses to the questions

Centres might be interested to know which questions were deemed to be the easiest, of medium difficulty and the hardest ones to answer on the 2009 multi-choice paper. This is an examination that tests the candidates' knowledge and therefore questions have to be written of varying levels of difficulty so that when we Award we have a spread of results.

Questions 1, 7 and 35 were answered correctly by more than 80% of all the candidates.

16 questions (14 in 2008) that were answered correctly by 60% or more of all the candidates were questions 1, 4, 6, 7, 12, 13, 17, 18, 19, 25, 26, 30, 32, 34, 35 and 36.

There were 7 (7 also in 2008) questions answered correctly by between 50% and 59% of all the candidates. These were questions 3, 9, 20, 27, 28, 33 and 39.

Those questions answered correctly by between 40% and 49% of all candidates were questions 11, 16, 22 and 29.

A large number of candidates had problems answering the remaining questions. Less than 40% of candidates answered the following questions correctly.

Q2: We wanted this question to differentiate between candidates and option A (with 37% of candidates giving the correct answer) and option B (with 36%) were the 2 most popular choices.

Q5: The words **health-related exercise** were written in bold so that candidates would not select any skill-related fitness words from the list but 27% selected Reaction time, 28% chose Cardiovascular fitness for the sprinter and just 26% opted for Muscular strength.

Q8: 38% of candidates got this question right. 45% of candidates thought that "Agility" was a health-related exercise component.

Q10: 56% thought that "Flexibility" was a component of skill-related fitness. Just 25% selected the correct (B) option.

Q14: 29% selected option C, but 50% of the candidates thought that Statement 1 (Options A and B) was correct.

Q15: 22% selected the correct option.

Q21: Another differentiated question correctly answered by 28% of the candidates. The difficulty here might have been the three variables needed to complete and answer each question in the group but as 65% and 53% got Q19 and Q20 correct then this was obviously not the case.

Q23: 39% of the candidates knew that Interval training was required for athletes training for the 400m. 30% thought that it would be a good training method for the Marathon.

Q24: A differentiated question. 44% of the candidates felt that Circuit training would be the ideal training method for a Games player. 32% chose Fartlek.

Q31: 53% of the candidates thought that a verucca was a fungus and confused it with athletes foot.

Q37: Just 25% of candidates gave the correct answer with 49% thinking that CPR would be given to a performer who is not breathing.

Q38: The highest number of candidates (44%) felt that the answer was option D -Torn cartilage.

Q40: 45% of the candidates thought that both statements were true and appeared not to know what each letter of DRABC stands for.

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 and using the process of elimination look for any obviously wrong answers in the 4 options first.
- Learn the 5 Health-related exercise, the 6 Skill related fitness components, and the 8 Principles of Training through their application in the candidates' Personal Exercise Programmes.
- With questions 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 39 and 40, on the 2009 paper, we feel there is an easy method of answering them. We would suggest that the candidates write "T" or "F" (True or False) in the Statement 1 and Statement 2 boxes on their exam question paper before going to the 4 options and working out if the answer is A, B, C or D. Then, finally, commit their answer to the Optically read mark sheet. This type of question is here to stay so using this method should improve all your candidates' results.
- Remember that with the NEW specification we now have 7 Principles of Training:- Individual Needs, FITT, Specificity, Progressive Overload, Rest, Recovery and Reversibility.
- When revising for their examination, candidates should try to apply their knowledge to sporting activities.

ResultsPlus is available on www.resultsplus.org.uk on the GCSE results day. We can assure you that it will really help you analyse your 2009 GCSE PE examination results.

Paper 2: Practical Assessment - 1827/3827

GCSE Physical Education 1827/3827 Practical Activities 2a, 2c and Analysis of Performance 2b.

Performance of Candidates

Performance in 2a and 2c coursework and final practical assessment:

Moderator's comments were similar to those of 2008 with most candidates being very well prepared and most teachers and schools being very well organised and the candidates highly motivated for the practical assessment day. For most of the candidates the Moderation Day seems to continue to be motivational and brings the best out of them.

Moderators felt that the standard in the practical part of the examination continues to improve with the lower marks e.g. 3-4 very few and far between with most candidates in the 5/6 - 7/8 band. Reasons suggested are that teaching and learning has improved, teachers are much more used to the moderation day and preparation is better. Another point is that candidates who would score low marks are not entered for the 1827 course. The very top marks are often gained by candidates who are offering a sport/activity that they play and/or compete in out of school and at a very high level, e.g. swimming, karate, horse riding.

Analysis of Performance

The Analysis of Performance still seems to vary a lot between centres and even within centres. Teacher Examiners need to be skilled in this area, to show the candidates at their best and to justify the mark they have been awarded they need to be asked the right questions, to test them at their level. This is very difficult to do if all the candidates from the centre are asked the same questions from a bank of prepared questions irrespective of their mark, as some fall apart when the Moderator asks a question or tries to develop or justify their answer to a previous question.

Teachers have to submit final marks before the moderation day and justify the marks with an interview on the moderation day. Some teachers are excellent and some not so good. Visiting Moderators have commented that some teachers themselves seem to lack expertise in the sport/activity the student is analysing. In this area some teacher examiners are marking too high especially at the top end, the best candidate is not necessarily 17, 18, 19 or 20/20.

Personal Exercise Programmes

The Personal Exercise Programmes are needed to be shown in the Analysis of Performance interview and are usually available and many (though not all) are to a very high standard, and candidates who do have good Personal Exercise Programmes are able to apply their knowledge in this area in the paper 01 examination. It should be noted also that moderators also commented that some Teacher Examiners were excellent in questioning in the Analysis of Performance and it is an area where many candidates show just how much they know about their chosen Analysis of Performance activity.

Practical activities

Many activities are performed well and at a good standard while others are not so good and comments have been reported on the following:

Exercise Activities

Most centres now offer exercise activities using various methods of training and generally this activity is done well and to a good standard with very good Personal Exercise Programmes which are a requirement and must be available to the moderator in this practical activity.

Football was again the most popular activity and it is really good to see many more girls taking this option.

Swimming - schools must remember that the candidates are required to swim 100m in order to achieve the top marks.

Personal Survival continues to be a problem area, it is the centres responsibility to make sure that the candidates are presented in the correct clothing and that they do not touch the end of the pool or get out of the water once the test has started until they climb out at the end of the test.

Badminton is often found to be a weak activity with poor practices and often candidates playing the shuttle from centre court to centre court almost as if they are trying to keep the rally going instead of playing a winning shot.

Trampoline has also been mentioned with candidates getting high marks but showing poor technique and form.

Rounders has been mentioned by moderators again as being over marked with candidates having a poor understanding and never having played competitively and with little or no knowledge of tactics, compared with for example cricket where candidates are technically very sound, can bat, bowl and field and have a good knowledge of tactics and experience of playing the game competitively.

However taken into account the above, on the whole marking was generally accurate in most activities but with some exceptions and examples as noted above.

Video evidence

Video evidence often continues to be of poor quality, poorly organised and very difficult and time consuming to mark. The paperwork is also often a problem with video centres. Candidates are sometimes not identified or they have no number, or the introduction is done too quickly for the moderator to make a note and to follow. No commentary to assist moderators, are common criticisms.

Video centres that break the rules in for example Personal Survival by allowing candidates to touch the sides of the pool or rest between tasks are not helping their candidate or the moderator.

There are of course those who do video extremely well with good commentaries and provide a selection of Personal Exercise Programmes as required.

Administration

Many Moderators commented on the high standard of the organisation of the moderation day and the teacher's commitment to do their best for their candidates. Moderators see the candidates they want to see on the day and candidates are generally numbered for identification and many now have their names on their sports shirt.

However, there are still exceptions with reports of late paperwork which puts a lot of pressure on the moderators as they have to do a lot of preparation before the moderation day and a lot of work after the moderation day as well.

Centres should make sure that they have a hard copy of their E9 report and make every effort to try to improve their moderation day based on the moderator's report.

Some centres need reminding about the Instructions for the Conduct of the Examination (ICE document) (and the Coursework Guide) and need to be guided to make full use of it and all the documentation which is covered in it. This has been updated and teachers should make sure that they follow all the instructions carefully. Moderators have been asked to copy the ICE document to all their centres every year but the school needs to print off a hard copy and follow it carefully.

Centres will note that 2010 will be the last year for 1827 and 3827.

GRADE BOUNDARIES - SUMMER 2009

Paper 1: Factors affecting participation and performance (1827)

Grade	A*	A	B	C	D	E	F	G
Raw mark	174	161	148	135	112	89	67	45

Component	A	C	F	Weighting	% Contribution
	Mark	Mark	Mark		
01	123	116	58	0.533	40
2A	34	24	12	1.250	25
2B	17	13	6	1.000	10
2C	34	24	12	1.250	25

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

Grade	A*	A	B	C	D	E	F	G
Raw mark	85	77	69	62	52	43	34	23

Component	A	C	F	Weighting	% Contribution
	Mark	Mark	Mark		
01	29	23	13	1.00	40
2A	17	13	7	1.25	25
2B	17	13	6	0.50	10
2C	17	13	7	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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