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Examiners' Report

June 2010

GCSE Geography 5GB3H

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Introduction

It was very pleasing to see a good standard of responses from candidates for this first session of the new modular examination.

Uniquely, the majority of candidates - if not all - were from Year 10, yet were being assessed at GCSE standard. Teachers in centres had been asked to make early judgments about whether to enter candidates for Foundation or Higher Tiers, and it is to be expected that some candidates who sat this examination in this session will be entered for Foundation Tier in future. Certainly, against an expected lack of maturity of writing style, many candidates acquitted themselves very well indeed.

Some of the writing for extended questions of 6 or 9 marks was really very good; Team Leaders for the markers commented about some candidates that the standard would be acceptable for AS examinations.

There was generally a strong level of knowledge about Australia, and the Resource Booklet seems to have been used well in preparing candidates, which is very pleasing. There was evidence too of linkages with work covered in Units 1 and 2, with references both in this examination, as well as those for Units 1 and 2, of candidates linking what is taught in one topic with another. This was one of the original purposes in developing this specification, and it is pleasing that teachers are encouraging candidates to make such links. Several good candidates had made links to the ideas of Malthus and Boserup, and discussed these in Questions 2(c), 2(d), 3(a) and 3(b). This too is heartening, since the specification was designed to draw candidates away from a dependency upon case studies and towards an understanding of geographical concepts.
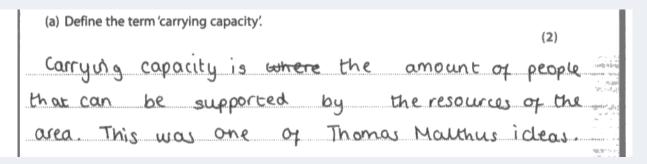
Teachers should therefore be confident that candidates in a great number of centres are being prepared fully for the examination, and that many candidates at Higher Tier write well, both at length and in depth. This is pleasing, since the examination asks questions about 'big' topics. Many candidates were capable of writing at a mature standard about issues concerning Australia's future population levels; no small matter, since some candidates will have been just 14 at the time of the examination.

It is therefore hoped that those teachers who remain unsure about whether candidates should be entered in Year 10 for modular examinations will take confidence from results during this cycle, and be prepared to enter candidates in future.

Nonetheless, there is some concern in the examining team about the lack of knowledge of a few basic terms, such as 'vegetation'. The italicised terms in the Resource Booklet, such as 'vegetation', are central to the issue in the examination. It is far less important that candidates rote learn definitions for these terms than they understand their general meaning and sense. With over 40 italicised terms in the booklet, only a tiny proportion will ever be directly tested in terms of asking for a definition. However, examiners expect to be able to use these terms freely in setting questions, and candidates are expected to use them as evidence towards the assessment of Quality of Written Communication (QWC), of which geographical language and terminology is an important element.

Question 1(a)

This definition was central to the issue about Australia's population, and most candidates correctly identified the population element in the definition of this term, even though the resource component of the definition was a little cloudy in some responses.

(a) Define the term 'carrying capacity'.

(2)

Carrying capacity is ~~where~~ the amount of people that can be supported by the resources of the area. This was one of Thomas Malthus ideas.

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Examiner Comments

A very sound definition!

Question 1(b)

This question is typical of a number which emphasise how important careful preparation is for this examination. The Resource Booklet (page 5) listed several indicators about Australia's economy, and responses to this question were helped where teachers had led candidates to compare data for Australia to other countries. For instance, Australia's infant mortality is one of the world's lowest, and is therefore an indicator of a high level of development. Several candidates also knew the implication of Australia's HDI score. Many candidates offered as evidence Australia's large reserves of minerals and its rapid growth in GDP as evidence; these were not credited, as these are indicators of a developing rather than highly developed economy. It is reasonable to ask candidates questions that show their understanding of the significance of the data, as well as to comprehend their meaning. Credit was given for development of points e.g. 'Australia's high life expectancy of 78 (men) and 83 (women) (1) shows that there must be good healthcare (1)'.

(b) Study page 5 in the Resource Booklet.

Outline the evidence that suggests the Australian economy is highly developed.

(3)

Australia has a high HDI score of 0.97 (2007) which suggests that the people have a high quality of life with good services. The life expectancy for men and women is also high (78.1 years for men, 83 for women) This shows us that Australia has the money to provide good health care for it's people. These scores are both higher than that of the UK, showing us that the economy is booming.

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Examiner Comments

A very well developed answer. This candidate could have obtained 5 marks had they been available; s/he shows the use of two sets of data, worth 2 marks, but also develops these substantially three times, with comments about quality of life, good health care, and a comparison with the UK. A lengthy answer like this is not required since the question was worth just three marks, but it does show the high quality of some responses.

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Examiner Tip

Remember you can earn 3 marks either by listing 3 separate points, or by developing 1 or 2 points in detail.

(b) Study page 5 in the Resource Booklet.

Outline the evidence that suggests the Australian economy is highly developed.

High HDI, high life expectancy ~~d~~ and low infant (3) mortality rate which means It got good medical services, ~~many~~ high level of GDP per Capita and It got a high percentage of people working In tertiary sector. These all Suggested Austalin economy is highly developed

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Examiner Comments

A different kind of answer, but which earns 3 marks deservedly. Three points are identified - and each one is stated as being 'high', rather than just giving the data without comment.

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Examiner Tip

Remember to look at the data, and say whether these are 'high' or 'low' compared to other places.

Question 1(c)

This question produced a range of responses when combined with marks for 1(c)(ii) as a total out of 6. However, it was complicated by candidates who described links between rainfall and vegetation in 1(c)(i) instead of 1(c)(ii), and who inter-changed the use of '(semi-) desert' as referring to either climate or vegetation type. Markers were instructed to be flexible across the two 3-mark questions; there were good explanations in 1(c)(i) about vegetation that it would have been churlish not to credit.

Many candidates were able to explain rainfall distribution very well, and some excellent answers showed the impact of the Great Dividing Range upon rainfall, and the rain shadow area to the west. The link between rainfall and plant growth in 1(c)(ii) was widely recognised; candidates were well prepared for this. The term 'vegetation' was unfamiliar to a few candidates, in spite of its use in the Resource Booklet; a few wrote about landforms and weather.

(c) Study Figure 4 and Figure 5 in the Resource Booklet.

(i) Explain why rainfall totals vary across Australia.

(3)

They vary because the 'Great Dividing Range is on the east coast so this causes the area on the east coast to get quike a bit of rain whereas other areas are in the rain shadow so they don't get much rainfall. The central areas get less rainfall as water vapour has to be carried further inland

(ii) Describe the impacts of these variations on the vegetation.

(3)

The closer the vegetation is to the east coast the more dense and rich it is because they have more water. As you get further away, the vegetation thins out and there are less trees; until when you are in the centre of Australia where there are no trees and the ground is dry with only very little grass growing.

Question 1(d)

This question was generally done well. Most candidates understood at least some basic reasons why central Australia could be challenging as a place in which to live. Climatic reasons were most commonly cited, with high quality developed answers explaining how lack of rainfall could present difficulties for either cattle or crop farming, which in turn would create few prospects for employment. High quality answers developed 2-3 points well in this way, and 6 marks were awarded for these, rather than answers which simply skimmed over a few points without explaining their significance. Candidates should be prepared for the examination by understanding how to develop points in order to gain further credit.

*(d) Study Figure 5 in the Resource Booklet.

Explain why living in central Australia may be challenging.

(6)

Rainfall in central Australia is extremely low, which makes many aspects of life challenging. Growing crops for food and money for example – frequent droughts and unreliable rainfall may cause them to perish. In pastoral farming, cattle and livestock may over graze the land leading to soil erosion. There is little or no vegetation in central Australia. It would be hard to live in such dry, barren conditions with so little food and hot climate. Clean water may be unavailable for drinking. Also, central Australia is not easily accessible with no services or help from outside (the coast).

(Total for Question 1 = 17 marks)

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Examiner Comments

This answer develops the importance of low rainfall very well, linking it to several difficulties in farming. It gained 5 marks, and would have scored 6 had either the point about drinking water (e.g. only available from underground sources) or accessibility (e.g. few roads, large distances) been developed further.

Question 2(a)

This question was generally done well, and a high proportion of candidates scored full marks. 2 marks were obtainable either by developing one factor (e.g. the later age of marriage, exemplified with data) or by linking different factors to form one statement (e.g. how the later age of marriage would lead to a later age of child birth). However, a few candidates interpreted the question as being about population levels. This is surprising, given the emphasis in the Resource Booklet upon the ageing population in Australia.

Section B – Australia's population and resources

2 Use Section B in the Resource Booklet to answer this question.

  (a) Study pages 12–14 in the Resource Booklet.

    Outline **one** reason why Australia has an ageing population.

                                                  (2)

> there is an aging population because Australian Australia only lets highly skilled workers into the country. these highly skilled workers tend to not to have children until a later date tending to focus on their career than children.

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Examiner Comments

A very well developed answer.

Question 2(b)

This question was generally done well, though conceptually some candidates find it difficult to think of settlements in terms of their development and growth, preferring instead to think only of contemporary factors. Many used the relationship between high population density/urban growth and high rainfall; several used the development of ports/trade and therefore jobs in some well developed answers. A very few referred to historical reasons and European landings. Many more referred to contemporary factors such as coastalisation, whilst others rightly compared the cooler climates of the coastal regions to the aridity of the interior. There were plenty of options for high marks on this question, such as the links between outback towns and mining.

(b) Study Figure 6.

Explain the distribution of Australia's towns and cities.

(4)

> The majority of the population - nearly 70% live in the five biggest cities such as Melbourne, the cities are all on the coast as it is habitable due to rainfall (especially in the East) and also the prevailing wind comes from the south east, meaning those cities may be cooler in temperature. The town Kalgoorlie has quite a big population due to it being a mining town. People also live round the coast due to the jobs available created by tourism + the activities such as surfing.

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Examiner Comments

A fine answer which identifies more than 4 clear explanatory points (cities on the coast, rainfall, prevailing winds lowering temperature, employment from tourism on the coast, mining in Kalgoorlie as an exception to the rule).

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Examiner Tip

Read the command word carefully - 'Explain' means give reasons for, which is what this candidate does very well indeed!

Question 2(c)

Migration was well understood by almost all candidates, with many candidates able to demonstrate knowledge and understanding of migration and of the reasons why Australian migration had changed over time.

While some candidates scored highly on this question, many simply 'lifted' material direct from the Resource Booklet, limiting themselves to level 1 in the mark scheme. Nonetheless, good answers outline the two main periods of migration in recent decades, i.e. Assisted Passages and Skills-based migration. However, some good answers also discussed the period before assisted passages i.e. how few people migrated because of sheer distance and time before air travel, together with recent trends e.g. migration as a means of compensating for Australians migrating overseas. Good answers used data or factors from the Resource Booklet to highlight how migration helped to balance a low fertility rate and ageing population.

*(c) Using examples, explain the past trends in migration to Australia.

(6)

Most of Australias population has come from immigration from overseas. Between 1950's early 1970's, over one million UK citzens emigrated to Australia for £10 per family known as the 'ten pound passage' families with young children were encouraged to move. Australian goverment believed that people were needed for its booming mines, industries and farming. until 1970's The gouerment practised a 'white Australia' policy. few migrants came from countries other than Europe. It was abolished in 1970's leading to increase in immigration from Aisa and middle east. Since then, those wishing to move to Australia must pass a points-based skills test, based on Job shortages, educational qualifications-most points given to university degrees. Age – most points under 30, lanuage – most points to English speakers or those fluent in English.
Recent trends

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Examiner Comments

This looks like a well-explained answer, but in fact much of it comes from the Resource Booklet, with just a few changes of wording taking it into level 2. This candidate was therefore limited to a maximum of 4 marks at the top of level 2 in the mark scheme. In lifting material, the answer is unnecessarily long and can be time consuming.

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Examiner Tip

Write in your own words; don't 'lift' from the booklet.

*(c) Using examples, explain the past trends in migration to Australia.

(6)

Originally migration was limited to only Europeans to boost the economy. With the 'ten pound passage' between early 1950's and 1970's which allowed UK citizens to emigrate to Australia for only £10. This also opened up to Italians, Greeks, Germans and Turks. Until the 1970's, Australia abided by a strict 'white Australian' policy. This ended in the 1970's when Australia realized it still needed a bigger workforce for its economy. Skill-based migration however, still persisted where to this very day, go to emmigrate to Australia, you must be skilled, under 30 and be fluent in English. A Further 35,000 immigrants are allowed entry into Australia due to being either New Zealand citizens or for humanitarian reasons.

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Examiner Comments

This candidate by contrast writes in their own words, referring to names of particular periods in inverted commas. S/he gained 5 marks; two points about assisted passages and skills-based migration are developed, and there is a further single point about humanitarian migration. An overview about migrants helping to meet Australia's economic need would have rounded it off nicely for 6 marks.

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Examiner Tip

Writing in your own words is always better!

Question 2(d)

Most candidates scored at least 3 or 4 points on this item. Many weaker answers relied too heavily upon 'lift', whereby material was taken almost verbatim from the booklet, or who went for a broad-brush sweep of all environmental problems without developing any or linking them to climate change (e.g. soil erosion and land clearance).

Stronger answers resulted when candidates developed an outline of at least 2 problems in detail, with the use of well developed statements (e.g. 'existing droughts could become much worse, leading to more severe over-grazing by sheep or cattle, and therefore to further soil erosion'), clearly expressed in their own words. In spite of 'lift' in weaker answers, the question produced several top quality answers which outlined a range of environmental problems, and developed some significant factors. Some spotted that the impact of climate change could be against the expected, with increased storminess leading to much greater rainfall and flooding in coastal regions. The important advice for candidates, once again, is that even a 6-mark question does not require explanation of every factor; the discussion of 2-3 factors, written in sequential statements which develop and exemplify, will earn 6 marks.

*(d) Australia has many environmental challenges.

Using the resources on pages 16–24, explain how climate change might affect these problems.

(6)

Climate Change is almost certain to make the Australian environment more extreme. It could mean increases in periods of drought, desertification & bushfires. All these problems endanger the lives of Australians as well as threatens most towns & cities. Droughts are becoming more & more common, the largest drought was recorded between 2002 & 2008. Desertification is also a major problem as it affects over 80% of Australia, which makes more & more areas hard or uninhabitable for people to survive. Bushfires are also a threat as they occur during periods of drought.

(Total for Question 2 = 18 marks)

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Examiner Comments

A good answer for 5 marks – clear, succinct, linked points, exemplified with data. A brief further discussion of what 'extreme' means could have taken this to 6 marks.

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Examiner Tip

Even a 6-mark question does not require explanation of every factor; the discussion of 2-3 factors, written in sequential statements which develop and exemplify, will take you to level 3.

Question 3(a)

In spite of the 9 mark loading for this question, most candidates were clearly not fazed by being asked to write at length; the requirement to justify their choice enabled even relatively weak responses on track. Even though many candidates go into the examination with a clear idea of their choice (it is, after all, a decision-making paper, so question prediction is not difficult here), the most able candidates write cogent arguments which are AS in quality. More able candidates scored 6 or above on this question, notwithstanding the time factor which led to a few rushed answers (often reflected in the use of bullet points). Some candidates reached 8 or 9 marks with truly outstanding answers, which were coherent and well-reasoned. Like Question 2(c), one of the main discriminators was the degree of 'lift' from the Resource Booklet, with weaker responses 'lifting' either from the option statements themselves or from the Resource Booklet with no further comment. Some of the strongest responses came from candidates who had selected the more extreme Options (1 and 4); they showed a clear rationale that those who select e.g. Option 2 often did not. Some candidates who selected Option 2 believed that slow growth would help to preserve Australia's environments and resources, without realising that even reduced growth would further the degree of environmental damage unless checked. More able candidates wrote consistent arguments, and recognised weaknesses in their lists of disadvantages.

It is worth stating that the command word 'Justify' can be achieved in many ways. Some candidates explored fully all the advantages of their selected option in detail. Some very good answers compared all the factors about their choice to other options available, discounting these others with their disadvantages. Either approach is creditable, and candidates could score 9 marks by taking either of these routes.

Section C – Options for the future

3 Study the options on pages 26–27 in the Resource Booklet in order to answer
Section C.

*(a) Choose **one** option which **you** think would be best for Australia.

Option chosen: ....2....................

Justify your choice of this option as the best for Australia and its peoples.

(9)

I think ~~self~~ option 2 would be the best option for
Australia. Australia isn't short for space and development
in unusable land would allow an extra 4 million people in
the space of 40 years. Having a slightly larger population
would allow a greater economic growth whilst also
not destroying environments of purpose. Land management
projects would allow unusable land (eg. salinity of land)
would be solved gradually to the state the land was
in before. If water shortages were to occur, restricted
water development whilst current water resources vould be
used more efficiantly. However, I think that water
shortages in Australia would decrease due to climate change
moving ~~weather~~ weather bands so Australia received
more rain. Option 2 is the best in my opinion because
it would not destroy environments like option 1 or
stop economic growth like 34. Option 3 is a good option
also because that would allow all resources to be used
sparingly and allow the environment to be protected but I
think Australia hasn't reached its carrying capacity
yet and is able to further their economy. This can
only truely be done by increasing population at a slow

rate.

To sum, option 2 is the best because it keeps the environment in mind whilst developing. Option 3 is good because it keeps environmental issues priority but doesn't allow economic growth. Options 1 and 4 would just have too much of an impact on the economy or environment.

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Examiner Comments

A very good response, written within the space offered, which develops both the advantages for Australia of Option 2, and some of the disadvantages of other options. It scored 8 marks; markers felt that another factor (e.g. how Option 2 maintains economic growth) was needed to strengthen the case for Option 2.

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Examiner Tip

'Justify' can mean giving the points in favour of your own chosen option, and how it compares with other options.

Section C – Options for the future

3 Study the options on pages 26–27 in the Resource Booklet in order to answer **Section C.**

*(a) Choose **one** option which **you** think would be best for Australia.

Option chosen: Option 2

Justify your choice of this option as the best for Australia and its peoples.

(9)

I choose option 2 because of Australias need are most fulfilled by this.

Australia has an aging population, is population increases then the dependancy ratio will increase and there will be more people working to support the dependant. Using Boserups theory, that with population growth more people are there to invent a know arany out of Australias problemes like the lade of total resources, water and soil.

Option 2 also supports economic growth which is vital, especially because of the pension time bomb. This is because is there is still ano. aging population at least they will be able to cope by selling resources and still growing the economy. If population incveases the the economy will grow quicker. Land management problemes wil be delt with wong tuxes or fines. If a furmer restores his land and furms with good methods then he will not be heavily fined. this maens makes furmers aware of the probleme and increases the amount of soil and source to grow more

crops in the future to support a growing population. Option 2 however has a few few weaknesses. These are firstly the water shortages which means that with a growing population more water is needed to drink and for a growing technology based population with power showers and the like. This means less water for agriculture and meaning increased price of crops.

However to conclude, out of the 4 options this option 2 is the best as it displays the most advantages with economic growth but considering still the environment.

Question 3(b)

Unfortunately, some candidates were caught out by timing, and were unable to complete this question; this is a shame as many others scored highly. Level 1 was reached when candidates identified 1-2 people who would agree and/or disagree respectively with the candidate's own opinion. Extending this with a reason lifted largely from Figure 10 by quoting that person's own words, without further rationale, took the candidate into level 2, with level 3 awarded going to candidates who were able to explain in their own words what each person was stating.

Some grouped speakers together into those who did or did not agree, and produced very effective answers in so doing. Some related their opinions to Malthus and Boserup; markers were instructed to accept this intelligent interpretation of the question, even though their ideas were not quoted on Figure 10 on page 15. Some candidates did well enough on this question to stage a late recovery in their overall mark.

*(b) Examine how strongly your chosen option is supported by the people quoted in Figure 10 (page 15).

(6)

My chosen option is strongly supported by Jeff Kennett who says increased immigration is needed to limit ageing and provide for the elderly. It is also however strongly opposed by Harry Recher who thinks immigration is a bad idea and Australia needs a one-child policy to manage its population. The other people all support or oppose my choice to different levels. Malcolm Fraser is supportive of increasing the population and thinks Australia is capable of supporting it, but he thinks Australia can increase to 45 or 50 million people. I think that this is too much and would put pressure on Australia's resources (white lie mixed products) and people (limited water and food supplies). Tim Flannery mostly disagrees with my choice because he thinks the optimum population for Australia is 6-12 million people. I agree that Australia has an optimum population but that it should be higher, not lower, in order to be beneficial to the economy as well as the land's carrying capacity.

Clive Hamilton supports my opinion by saying a rapid increase is

(Total for Question 3 = 15 marks)

TOTAL FOR SECTION C = 15 MARKS
TOTAL FOR PAPER = 50 MARKS

not beneficial for Australia but offers no opinion on what is the best course instead. I think a small controlled increase would be the best for Australia's economy, environment and people.

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Examiner Comments

This candidate selected Option 2. S/he has clearly identified named people in the discussion, and has clarified this with a good overview of who is agreeing or not agreeing with Option 2. Expressed clearly in their own words, the candidate has produced an excellent overview - well worth its 6 marks.

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Examiner Tip

You can score 6 marks either with a thorough approach which discuses each person - but sometimes an overview identifying who agrees (with reasons) and who does not can be just as effective as detailing each person individually. Markers would normally look for someone's overview as evidence of reaching level 3.

*(b) Examine how strongly your chosen option is supported by the people quoted in Figure 10 (page 15).

(6)

Most of the people quoted in figure 10 seen to agree with reducing the population is Australia's future. They see that Australia has limited resources & that the environent is reaching the edge of destruction. Some who disagree only wish to increase the labour force or make the country a much bigger nation. This is unfortuate as some of these people who disagree used to be in positions of power in the recent past. I also think the aboriginal people would agree as from my interpretation of 'Timeless Land', I think that the aboriginals believe that everyone else should leave as it is there land & others are only causing harm to Australia.

(Total for Question 3 = 15 marks)

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Examiner Comments

This candidate selected Option 4. The response runs the risk of being too generalised - except that it groups speakers accurately in showing how they agree or disagree, and clarifies how many belong to a past generation. The reference to aboriginal views expressed by Yothu Yindi rounds off what is an excellent overview, well worth its 6 marks.

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Examiner Tip

Try and identify patterns / similarities / differences to help you get an overview. This can take you to Level 3 more effectively than detailing every viewpoint.

Paper Summary

The following points may prove helpful to teachers, both as feedback to candidates for this examination, and in advising candidates in future years:

- Questions of 5 marks or fewer are point-marked; those over 6 marks are levelled. Statements that make points clearly will be credited.

However, one feature common to both point- and level-marked questions is the need to develop answers. Even where a question asks for two statements for 4 marks (e.g. in Question 2(b)), markers are instructed to credit developed answers – e.g. 'Along the eastern coast, rainfall is much higher (1) which leads to better food supply for cities (1) e.g. Sydney (1).' 'Developed' answers can be achieved by using:

a) Exemplification, in this case Sydney.

b) Explaining consequences, using phrases such as 'so that', 'which leads to', or 'and therefore' – e.g. 'Along the eastern coast, rainfall is much higher (1) and therefore farming is able to produce more (1) which leads to better food supply for cities (1) e.g. Sydney (1).'

In the latter case, 4 marks have been achieved within a single factor. The guidance points given in the structure of some questions is there to assist candidates; markers are instructed to credit fully developed answers even if it results in 4 marks being awarded for a single developed factor.

- For some candidates, the paper is demanding in the time allowed. That said, the majority of candidates completed the examination in the time available, including some very high quality candidates. It will help prepare candidates for future examinations if teachers:

 a) Practise timed answers with their candidates.

b) Help to keep candidates focused on the requirements of questions.

c) Remind candidates that copying out large chunks of text from the Resource Booklet is likely to be time consuming and only of limited value.

- The italicised terms are central to the issue in the examination. It is more important that candidates understand the general meaning and sense of these terms, rather than rote learn over 40 definitions. While definitions may be asked, these constitute a very small proportion of marks. However, knowing the general sense of these terms will enable candidates to understand their use in questions, and candidates would be able to use them as evidence towards the assessment of Quality of Written Communication (QWC).

- Many candidates wrote at length, but weaker responses 'lifted' material direct from the booklet. In both question 2(e) and question 3(a), several candidates simply wrote out or slightly paraphrased the option details from the Resource Booklet, and gained few if any marks for doing so. Candidates who simply lift material verbatim from the booklet and no more (as opposed to using details as evidence) restrict themselves to level 1 in levelled mark schemes. As previously mentioned, this is also very time consuming. By contrast, even brief but nonetheless focused answers of just a few lines were able to access at least the top of level 2. Encourage candidates to write less but in a more focused way directed at the question.

- Teachers can certainly help to prepare candidates in developing reasoned answers for questions in Section C. It will always be the case that options in the Resource Booklet will form the focus for Section C in the examination. Pre-prepared answers are not helpful, because candidates may find the actual questions very different, but candidates who had practised reasoned and well-evidenced analysis of the options stood out. Similarly, teachers should not feel that there is any bias shown by the mark scheme towards particular options. All options were reasoned choices, each having its supporters in Australia itself; none was 'fictionalised' for the sake of the examination. Teachers can encourage candidates to develop an individual opinion, and discourage them from thinking either that there is a 'right' and 'wrong' option, or that a decision has to be consistent from their centre. Some of the highest quality responses came from highly individual candidates who made strong cases for the more extreme choices (1 or 4).

- Finally, it is important that candidates enter the examination having had the benefit of 10-15 hours preparation with the Resource Booklet. In the first examination cycle, it is only to be expected that Units 1 and 2 will take longer to teach than may eventually prove to be the case as experience develops. In a small trial of one of the SAMS examinations for Unit 3, there was a direct correlation between the high standards reached by candidates in schools asked to give up to 6 hours preparation time for the trial, and much lower performances of those who had had just 1-2 hours. Similarly, the publication of the Resource Booklet, and a PowerPoint of all the images contained within it, enabled some teachers to draw upon Australia as an example for use in teaching Units 1 and 2, thereby preparing candidates even better. Edexcel will be offering training sessions during the coming year in enabling teachers to plan how to use preparation time appropriately.

Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw mark boundary	50	35	32	29	26	22	20	0
Uniform mark scale boundary	100	90	80	70	60	50	45	0

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