

ResultsPlus

Examiners' Report

June 2011

GCSE Geography 5GB3H 01

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our Geography Advisor directly by sending an email to Jonathan Wolton on GeographySubjectAdvisor@EdexcelExperts.co.uk

You can also telephone 0844 372 2185 to speak to a member of our subject advisor team.



Get more from your exam results

...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus.

To set up your ResultsPlus account, call 0844 576 0024

June 2011

Publications Code UG028037

All the material in this publication is copyright
© Edexcel Ltd 2011

Introduction

It was very pleasing to see a very good standard from candidates for this second examination of the modular specification. There was a much larger entry this year, and the maturity of candidates taking the examination at the end of Year 11 was reflected in the standard. This is a demanding examination in which over 70 percent of the marks were allocated to extended writing for questions carrying 6 marks or more. It produced some exceptional quality responses in which many candidates proved themselves very well indeed. Some of the writing for extended questions of 6 or 9 marks was of exceptional quality.

Candidates had generally been well prepared; most demonstrated a high level of knowledge about the issues facing the fishing industry and communities in north-east Scotland, and possessed a good vocabulary so that terms such as 'bycatch' and 'demersal fish' were routinely used by candidates across a range of answers. The Resource Booklet has again been used well in preparing candidates; this is reflected in the 'Ning' for this specification, where members have posted ideas for lesson activities for others to use. This is very pleasing indeed. There was also considerable evidence of candidates making linkages across the specification, particularly to Unit 1 Topic 7 (Oceans on the Edge). This was one of the original purposes in developing the specification, and it is pleasing that teachers are encouraging candidates to make conceptual links. In addition, several good candidates had a strong understanding of sustainability, and the fact that the term has economic and social, as well as environmental, dimensions. This is also heartening, since the specification was written to draw candidates away from a dependency upon case studies and towards an understanding of geographical concepts such as this.

Some guidance about timing for the examination is important when teachers prepare candidates for this Unit. The evidence is that the majority of candidates do manage their time well in completing the examination. However, a substantial minority ran short of time in answering Questions 3a and 3b, and often this could be traced back through the examination in the level of detail given in earlier answers. Teachers are strongly advised to help candidates in this respect by preparing them using timed writing exercises. Paying attention to time in respect of, first, broadly equal allocation of time across the three sections, and second, using the space as guidance for how much to write, ought to help candidates. This is particularly true where candidates wrote rehearsed answers for Questions 3a and 3b first, often exceeding the space and writing on extension sheets, only to find that they ran short of time and failed to complete Section B. That said, there were proportionately fewer paper scripts this year (ie those with extension sheets which cannot be scanned and are therefore marked traditionally), suggesting that most candidates have sufficient space within the answer booklet.

Nonetheless, there is a 'tail' of candidates who were less well prepared, perhaps because of curriculum over-run in teaching the two core units, 1 and 2, for the first cycle. Those who were well prepared wrote in a very mature way about issues concerning the fishing industry and about this region; no small matter, since this part of Scotland will have been fresh to the vast majority. It is therefore hoped that timing and preparation will be adjusted by those teachers under pressure of time in the second cycle. It was disheartening to see scripts at D grade and below where candidates had omitted questions randomly, when raw mark boundaries separating the grades are so narrow.

There was less evidence this year of candidate fatigue, reflecting the maturity of candidates and the recognition of the importance of terminal examinations in Year 11, compared to earlier entries taken in Years 9 or 10. Teachers are encouraged to do all they can to ensure candidates go into the examination with the aim of completing it. Even brief attempts at questions can be rewarding.

Question 1 (a)

Responses to this were mostly accurate and made good use of the Resource Booklet. Correct answers usually referred to North East Scotland/North Sea/Coasts and the two counties of Moray and Aberdeenshire. Many responses successfully referred to physical features on the map, eg North of Cairngorms. There was also referencing to remoteness and isolation with the rare use of 'periphery'. Inaccurate answers were few and usually involved north-west or descriptions of the terrain eg low lying/flat. Some candidates unfortunately referred to 'at the top' or 'right hand side' of Scotland.

Answer ALL questions.

Section A - Getting to know the region

1 Use Section A in the Resource Booklet to answer this question.

(a) Study Figure 1 in the Resource Booklet.

Describe the location of the study region within Scotland.

(2)

North East Coast of Scotland in the
Counties of Moray and Aberdeenshire
from RAF Kinloss in the west to
Fraserburgh in the east



ResultsPlus

Examiner Comments

This is a very clear, succinct and straightforward answer, worth 4 marks on the mark scheme.



ResultsPlus

Examiner Tip

Get straight to the point on 2-mark questions like this one. Extended answers worth 6 marks or more are assessed on grammatical structure, so phrases like this answer are perfectly acceptable for 2 marks.

Question 1 (b)

This answer was very well done, and many candidates made good use of statistics to illustrate differences between east and west Scotland. The basic differences were that Kinloss is drier, warmer and sunnier.

(b) Study Figure 5a and 5b in the Resource Booklet.

Outline **three** features of the climate of Kinloss (Figure 5a) that tourists might prefer to that of Kinlochewe (Figure 5b).

(3)

They have a higher temperature in January (max 6.8°C to max 6.7°C) and in July (max 18.7°C to max 18.1°C). They also on average have more sunshine a day, the yearly average is 3.5 hours and Kinlochewe is 2.5 hours. They also have less rainy days, 128 to Kinlochewe's 218.



ResultsPlus

Examiner Comments

This is an excellent response which could have earned 4 marks had they been available. Using point marking, it gains credit in identifying higher temperatures in a particular month, more sunshine per day and fewer rainy days. The use of data is also credited with 1 mark.



ResultsPlus

Examiner Tip

Do not forget on questions that are point marked

a) 3 marks needs 3 points

b) Illustrating your answer with data can also earn you 1 mark.

Question 1 (c)

Question 1c(i) was done well by most candidates, who gave examples of remoteness including poor transport type (exemplified with lack of rail and motorways) together with distances to major cities. Some described it in terms of its rurality, with an urban population of under 25 percent. The question assumes candidates know the meaning of 'remote', one of the italicised key terms from the Resource Booklet. It is important that candidates know and can use these terms in the examination.

Most candidates scored 2 marks for 1c(ii) by commenting on the relationship between distance/time and cost, sometimes developed with reference to difficulties to establishing a market in a sparsely populated area. A few candidates extended this by making links to an unskilled workforce.

(c) Study Page 7 in the Resource Booklet.

(i) Why might this region be considered **remote**?

(2)

One reason the region is considered remote is that it is far away from major cities - it takes one hour to travel from Froberg to Aberdeen. Another reason is the lack of transport links - there are no motorways, and no direct rail links to any cities. It takes a long time to travel anywhere outside the region.

(ii) Explain why this remoteness makes it difficult to attract new industries to this region.

(3)

Delivery costs are high for any industry in the region, as there are no motorways, flights or rail links from within the region. Industries must use delivery drivers to transport their products over long distances by road, which costs a lot of money, and takes a long time. This remoteness also means that it is difficult to find skilled labourers within the region, it would take a long time for them to commute from outside the region.



ResultsPlus

Examiner Comments

This response earned the full 5 marks for c(i) and c(ii). In c(i) it refers to distance from major cities and lack of motorways for 2 marks; c(ii) earns 3 marks by explaining how delivery costs are high, long distances travelled by delivery drivers, and time taken.



ResultsPlus

Examiner Tip

Make sure you know the meaning of key terms which are italicised in the booklet - 'remote' was one such term in the Resource Booklet for this Unit.

Question 1 (d)

Most candidates clearly understood the nature of the question, but a large number did not get beyond Level 2, as they itemised factors from the Resource Booklet, rather than tie them together into an overview. The development of one factor (eg low pay) would automatically lead good candidates into a discussion of part-time and seasonal work, and then into the primary economy which was in decline. Most recognised this as an explanation for lack of opportunity for young adults; a few interpreted it as being about birth rates and delayed marriage, and scored few if any marks. Most mentioned the drift or 'brain drain' of those away from the region to university and subsequent employment in large cities in Scotland or elsewhere in the UK. Others referred to the shortage of skilled employment in the region, together with rural isolation. A few wrote about expensive house prices and a profusion of second home owners driving up house prices; although some impacts of tourism were discussed in the Resource Booklet, these impacts have not been felt generally, and property is cheaper than the UK as a whole, as the Resource Booklet made clear. The strongest answers, such as the one below, linked factors together to give an overview of the prospects for young adults.

*(d) Study Figure 7 in the Resource Booklet.

Explain why there are relatively fewer people in the 20–29 age group in the region.

(6)
There are fewer people in the cohort 20-29 because many of this age range are highly educated and have been to university, 25% of university students never return because there are so few professional and managerial jobs which ~~are~~ require high skill and 8+ education.

Also the few high skilled jobs at the RAF bases have been cut in 2007 by 1/5 reducing the high skilled jobs available.

The majority of jobs available in this area are seasonal or migrant which are generally low paid, this area has a average income of £281 in 2004 compared to the UK average of £345 in 2004, showing much better professional and

managerial jobs like else were with
more tertiary and quaternary jobs available.
This is why there are fewer people
in this cohort than the UK average.

(Total for Question 1 = 16 marks)

TOTAL FOR SECTION A = 16 MARKS



ResultsPlus

Examiner Comments

This answer links together several factors.

- a) The exodus of young people for university, the small percentage who return, and the link of lack of professional and skilled jobs in the region, exemplified with data about the RAF.
 - b) The seasonal and low-paid nature of most jobs, again illustrated with data.
- By developing these two points well, the candidate produces a level 3 answer. This is reinforced with the use of geographical terminology, eg tertiary and quaternary jobs, cohort, etc, and well structured syntax and accurate grammar.



ResultsPlus

Examiner Tip

The key to reaching level 3 is:

- a) To develop answers well by linking together factors into an overview. You do not need many factors - two factors, well developed, can earn you 6 marks.
- b) Use geographical terminology.
- c) Sequence the answer into paragraphs and full sentences.

Question 2 (a)

Although this question was generally done well, a large number of candidates only scored 1 mark; although they understood that over-fishing was taking or catching too many fish, they omitted any supporting reason. Those who scored 2 marks explained that breeding would not occur for the fish to replenish and this would lead to a fall in stocks. Many used the term 'unsustainable' or wrote about prospects for future fish stocks. A few scored 0 marks for writing about fishing methods. Few referred to "adult fish" or gave examples of over-fished species eg cod, herring.

Section B - Understanding the issues

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

(a) Define the term **overfishing**.

(2)

Overfishing is fishing too much causing fish stocks to decline. It doesn't allow the species to reproduce and so the stocks dwindle and fish become scarce.



ResultsPlus

Examiner Comments

This is a classic answer for 2 marks; it defines over-fishing in terms of fishing too much, but also in terms of the inability of the fish population to reproduce itself.



ResultsPlus

Examiner Tip

Do not bother rote learning 40 italicised words, but do get a general understanding of each italicised term which you can phrase in your own words.

Question 2 (b)

The vast majority of candidates referred to the 4 policies in Figure 13. The most common was that Scottish boats could fish in EU waters plus a named area, eg Spain, developed to show how they could catch more or more diverse fish, or could overcome the fact that their own stocks were low. A few mentioned quotas, mesh size, and compensation payments when governments forced no fishing policies. With problems, many who wrote about EU waters then only scored 1 mark by using phrases like "other countries' waters or wider territories." Most wrote about how EU boats could fish in UK or Scottish waters, but did not develop this to suggest how over-fishing might result. A few candidates wrote about being allowed to fish for only 4-5 months from page 10 of the Resource Booklet, but did not develop this for a second mark.

(b) Explain **one** way in which the region's fishing boat owners gain from EU policies. (2)

Scottish fishing boats can fish anywhere in the EU, giving them more ~~business~~ area to cover (more fish) and so they can profit more.



ResultsPlus

Examiner Comments

A clear answer, developed with two statements 'to give them more area to cover more fish', and 'so they can profit more'.



ResultsPlus

Examiner Tip

Remember how to develop an answer for 2 marks, just the same as if it was worth more.

Question 2 (c)

This question attracted plenty of description of trawling, its methods, issues such as by-catch and damage caused by beam trawling. Weaker candidates tended to leave it at that which, at best, would get them into level 2. The strongest candidates used terminology from learning about ecosystems, and linked these factors to habitat destruction, reduced breeding, food chain disruption, and depletion or potential extinction of species.

* (c) Describe how modern fishing methods are destroying the North Sea's marine ecosystem.

(6)

Modern fishing methods are destroying the North Sea's marine ecosystem because the technology for fishing is increasing rapidly.

The use of large boats to catch more fish is reducing the amount of time the fish have to reproduce the large numbers. This is because the large boats can pinpoint shoals of fish accurately using radar. (page 10) This messes up the ecosystem around the fish because of the loud engines on the boats. However EU policies have ~~made~~ put in fishing quotas which allow the boats to go fishing 4-5 months per year.

Beam trawling is also becoming a huge problem in the fact that although it catches fish that rest on the sea beds it also brings up the sea floor ecosystem as well - destroying it. Depending on the mesh size also depends on what gets caught, however.

protected species such as dolphins and
whales are still getting caught up.



ResultsPlus

Examiner Comments

This answer develops two points to reach 6 marks – each of them is well developed.

- a) Linking large boats and their use of technology to over-fishing of large shoals and reduced breeding potential.
- b) The impact of beam trawling and its destruction of the sea floor, linked to mesh size of nets.



ResultsPlus

Examiner Tip

Think of 6-mark questions as opportunities to write about two or three things in depth – do not think of it as requiring 6 points to get the marks. Look at how this answer ties together all the factors into two main paragraphs.

Question 2 (d)

The addition of a 9-mark question to Section B (as well as that in Section C) and additional space did not faze candidates, nor did they feel obliged to fill all the space provided. Some very good responses emerged, such as the one below. Generally, there were good descriptions of problems, eg part-time/seasonal employment linked to the decline in primary employment and the threat to employment in food processing if the decline in fishing were to continue.

The lack of a knowledge economy offering quaternary employment was also well explained. Weaker candidates tended to describe without any explanation or simply string together several descriptive statements from the Resource Booklet without further comment, and could not access beyond mid-Level 2 for 5 marks. However, stronger candidates linked several of these factors together well, using data from Resource Booklet, together with the negative effects of migrant workers and problems caused by an ageing population.

*(d) Apart from its remoteness, this region has many reasons for its employment problems.

Using the resources on pages 14–19, explain these problems.

(9)

One of the main factors of this region's employment problems is the fact that ^{more than} ~~many~~ of the jobs are ~~seasonal~~ ^{part-time} meaning they are part-time. This causes a lower average income to be obtained by the workers and also fluctuations in employment figures throughout the year. Employment figures seem to coincide with harvesting season, while crops in the food industry are being harvested more people obtain part-time, low income jobs such as in August through to November, while unemployment figures skyrocket from January through to March as shown in figure 15.

As the fishing industry in Scotland decreases ~~many~~ people are left without a job, this affects the primary industry negatively as there are less resources being taken in, but also secondary ~~and tertiary~~ jobs as there is less need for fish processing workers and boat repair/construction workers.

Tertiary jobs are also in decline as the RAF have cut 20% of its work force. This is one of the few places that offer jobs to well qualified people and may lead more of the younger generation to leave after further education. This decreases the number of full time jobs but also also the median weekly earnings of the region which is already much lower than the UKs and Scotland as shown in Figure 14



ResultsPlus

Examiner Comments

This is an excellent answer which earned the full 9 marks. It is well organised into paragraphs, each of which discusses a different aspect of employment problems.

Each paragraph links together factors and gives a detailed overview of seasonal employment, for example.



ResultsPlus

Examiner Tip

Plan your answer into three or four paragraphs; it will give your answer a greater sense of direction, and will avoid you writing down 'whatever comes next' from your head.

Question 3

The 9 mark loading for Question 3a gave many candidates a chance to excel, without at the same time fazing weaker candidates unduly; the requirement to justify their choice served to keep even relatively weak responses on track. Even though many candidates go into the examination with a clear idea of their choice, the most able candidates write cogent arguments which are of top quality. Most strong 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 or hastily scribbled points). Some candidates reached 8 or 9 marks with outstanding answers, which were coherent and well-reasoned. Like Question 2(d), one of the main discriminators was the degree of 'lift' from the Resource Booklet, with weaker responses 'lifting' statements from the Resource Booklet direct, or simply stringing a few extracted sentences together with no further comment. Strong answers came from all three options; Option B was by far the most popular, and the strongest candidates evaluated it well, setting short-term losses in initial employment against long-term gains and sustainability. Strong candidates wrote consistent arguments and recognised weaknesses by discussing 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. Both approaches are fully justified, and candidates could score 9 marks by taking either of these routes. Either way, the requirement is for well developed statements to reach level 3.

In Question 3b, a significant number of candidates were caught out by timing and did not complete it fully; this is a pity as those who organised their time were able to score highly. Option F was the most popular choice, but by a smaller margin than the dominance of Option B in Question 3(a). Some candidates tended to describe their option choice in their own words, without the application to the question, and were thus restricted to level 1. The strongest answers evaluated their chosen option against the likely impacts on either preventing the region's 'brain drain' or in attracting back skilled or professional workers. Most recognised the importance of improving the infrastructure and how economic stimulus could, if successful, lead to a multiplier effect. Many recognised that the closure of the RAF Base at Kinloss would not necessarily be compensated for by a boom in tourism, and so discussed whether tourism was actually the answer – would it simply enhance a seasonal, part-time, low wage economy? In spite of timing issues, some candidates did well enough on this question to stage a late recovery in their overall mark.

Section C – Options for the future

3 Study the options on page 24 in the Resource Booklet in order to answer Section C.

*(a) Choose **one** fishing option (A, B or C) which you think would be best for this region's future.

Chosen fishing option: B

Justify your choice as the best option for the region's future.

(9)

I think that option B would be the best option for the fishing industry
for a variety of reasons, as it has many advantages but also
some disadvantages.

A North sea marine reserve would give ~~us~~ ~~the~~ the chance of over and threatened fished species and natural ecosystems to regenerate and recover. Completely closing some areas to fishing ~~was~~ for the possible future would protect sensitive habitats from the destructive fishing methods ~~e~~ sometimes used which would conserve the area so at some point it can be fished again. The EU estimates that 90% of the oceans have hardly any fish left. In the long term this would create fishing jobs that could sustainably catch fish and could work well with option E of making the region a 'food hotspot' which in the long run could increase tourism to the area and create jobs.

However, this would create short term unemployment as fishing areas would be restricted, but some parts of the reserve could be open to small-scale, non-destructive fishing, but the catch sizes wouldn't be a big and the money made would be smaller.

To conclude, I think that option B will be the best option because it will give species a chance to regenerate and is the best for the environment, and

in the long term, best for employment in fishing.

*(b) Choose **one** employment option (D, E or F) which you think would be best for this region's future.

Chosen employment option: F

Explain how your chosen option could affect people under 35.

(6)

Making the region a business development zone would affect people under 35 because it would increase the amount of high skilled and semi skilled jobs which are higher paid, than the unskilled, and seasonal ones available at the moment.

Improving the regions road and rail ~~inf~~ infrastructure would connect it with the rest of the UK and encourage businesses to take up residence ~~in~~ in old converted fishing harbour buildings into offices. This would influence the people aged under 35, because at the moment over ~~25~~ 25% of people do not return to the region after university, but this figure could decrease if there ~~are~~ were more high skilled and high paid jobs that they are qualified for which could convince them to stay in the region. If broadband connectivity was improved there could be alot of home-based ~~be~~ jobs (e.g. IT) that could influence the under 35's in to staying as well.

~~To~~ To conclude, option F would convince people ~~com~~ coming ~~st~~ out of university to stay in the region and work in the high skilled ~~and~~ and high ~~pay~~ paid jobs the region would have to offer.

(Total for Question 3 = 15 marks)

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



ResultsPlus

Examiner Comments

This is a strong answer, particularly for question 3a, for which it scored the full 9 marks. Note that it does not fill all the space given. It is a well-organised response, with a clear environmental justification for option B, whilst also noting its disadvantage in terms of short-term loss of employment. Each set of statements is coherent and well developed, with a good overview of each factor.

The response to question 3b is still Level 3, though it was awarded 5 marks instead of the full 6; there is no mention of the importance of improvements to the infrastructure which will be essential if option F is to take off.



ResultsPlus

Examiner Tip

Note - you do not have to fill all the space. What is required is quality - a good overview of the reasons for choosing the option, and some recognition that it may have disadvantages too. Alternatively, this candidate could have compared it with other options; either approach is suitable and could get a candidate full marks.

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:

1. Mark allocation

Questions of 5 marks or fewer (the minority on this Tier) are point-marked; those over 6 marks (the majority) 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 on shorter questions for, say, 3 marks (e.g. Question 1cii), markers are instructed to credit developed answers i.e. those that extend beyond basic statements. For example, in that question, 'there are no major towns or cities in the region (1) which makes it difficult to develop a market for products (1)' earns 2 marks; further extension of the answer so that it becomes 'well developed' could be 'there are no major towns or cities in the region (1) which makes it difficult to develop a market for products (1) or find enough skilled workers (1)'.

'Developed' answers can be achieved by using:

- a) Exemplification. In question 1(b), the use of data can be used to illustrate differences between the climate of Kinloss in the region and Kinlochewe in western Scotland.
- b) Expansion. Even on shorter questions for, say, 3 marks (eg question 1cii), markers are instructed to credit developed answers which expand basic statements. For example, in that question, 'there are no major towns or cities in the region (1) which makes it difficult to develop a market for products (1)' earns 2 marks; further extension of the answer so that it becomes 'well developed' could be 'there are no major towns or cities in the region (1) which makes it difficult to develop a market for products (1) or find enough skilled workers (1)'.

In the case of well developed answers, 3 marks can be achieved for developing 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.

The importance of developing statements cannot be over-stated; markers look for developed answers in looking for evidence of candidate achievement above Level 1, and for well developed statements as evidence of achievement in level 3. Some of the examples of responses used in this report act as models in this respect.

2. Timing

The paper is demanding in 60 minutes, though the majority of candidates did complete the examination, including some very high quality candidates who wrote at length. It will help prepare candidates for future examinations if teachers:

- a) Practice timed answers with their candidates.
- b) Help to keep candidates focused on the requirements of questions.

3. Key terms

The italicised terms are central to the issue in the examination. It is less important that candidates rote learn definitions than they understand their general meaning and sense. With 40 italicised terms in this year's Resource Booklet, only one was directly assessed by definition, but examiners do expect to be able to use the terms in questions, and candidates are expected to be able to use them as evidence towards the assessment of Quality of Written Communication (QWC), of which geographical language and terminology is an important element.

4. 'Lifted' material

Many candidates wrote at length, but a few 'lifted' material direct from the booklet, or in ways that did not actually process the data. For example, many candidates – asked to explain the employment problems in the region for question 2(d) – simply 'lifted' (ie copied verbatim) a number of extracted statements from the Resource Booklet, and gained few if any marks for doing so. Candidates who 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. By contrast, even brief but focused answers of just a few lines could access at least the top of Level 2. Encourage candidates to write less but in a more focused way directed at the question.

For example, a response to question 2(d) might mention:

- Low wages
- The decline in full-time and increase in part-time employment
- The lack of skilled or high wage professional / managerial employment
- Seasonal unemployment

Some candidates simply listed points such as this, without any further development or explanation. This would merely describe problems, without explanation. One of the main differences between this and Foundation Tier is the use of 'explain' as a command word. Teachers are encouraged to help candidates explain issues – in this case how the primary economy has led to the three other problems above.

5. Handling Section C

Teachers can prepare candidates in developing reasoned answers for questions in Section C. Options in Section C of the Resource Booklet will always form the focus for Section C in the examination. Pre-prepared learned answers are not helpful, because candidates may find the actual questions different, but those who practise reasoned and well-evidenced analysis of the options do stand out. Similarly, teachers should not encourage candidates to believe that there is any preference shown by markers towards particular options. All options were reasoned choices, each having its supporters in Scotland itself; none was 'fictionalised' for the sake of the examination. Encourage candidates to take an individual view, and discourage them from thinking that there is a 'right' and 'wrong' option. Some of the highest quality responses came from candidates who made strong cases for less popular choices (e.g. option A).

6. Preparation

Finally, it is important that candidates enter the examination having had the benefit of 10-15 hours preparation. In the first examination cycle, it is only to be expected that Units 1 and 2 will take longer to teach than in subsequent years. Evidence from a small trial of one of the SAMS examinations for Unit 3, together with the examination in June 2010, showed a correlation between high standards reached by candidates in schools who used the required preparation time, and the much lower performances of those candidates who had less. Similarly, the publication of the Resource Booklet, and a PowerPoint of all the images contained within it, enabled some teachers to draw upon Scotland as an example for use in teaching Unit 1 Topic 7 ('Oceans on the Edge'), thereby preparing candidates even better. Edexcel will be offering training sessions during the coming year which will enable teachers to plan how to use preparation time appropriately.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG028037 June 2011

For more information on Edexcel qualifications, please visit

www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning