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Examiners' Report June 2010

Principal Learning
Environmental and Land-based Studies
ES307 Sustainable Development of Resources

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Level 1 Principal Learning in Environmental and Land-based Studies

Unit 7: Sustainable Development of Resources

Introduction

This first assessment of unit 7 saw a very small entry, all from the one centre. The paper discriminated between learners and produced a reasonable mean score.

The unit is fundamentally about sustainable resource development (SRD) practices and policies, their operation, value and evaluation. This fundamental focus had not been fully appreciated by the candidature who were strong on resource development and conservation but less so on planning and monitoring outcomes.

Report on individual questions

Question 1

This five-item 30 mark question was less well done than Q2. Part (a) tended to give learners a decent start; they were generally able to manipulate and make good use of the data provided, including understanding rising price as an indicator of scarcity.

Q1(b) differentiated effectively though surprisingly few learners attained maximum marks. Most learners again used the stimulus-material provided (Figure 1(c)) to good effect and scored reasonably well but too few went beyond the stimulus-material to discuss the importance of SRD using their own examples. Marks badly tailed off in parts (d) and (e). The naming of a valid management plan, knowing some of its specific details and being aware of relevant evaluation procedures proved to be generally challenging. Any case study knowledge of protocols and processes was absent. The disappointing performance on parts (d) and (e) accounts for this questions lower average score.

Question 2

Learners tended to score higher on this three-item 20 mark question. They generally grasped the demands of part (a), successfully identifying appropriate sustainable energy needs/priorities. Part (b) did generate some decent responses highlighting the nature of conflicting interests though the term, stakeholder seemed to be unfamiliar to some. The item did differentiate but the justification of conflicting views lacked emphasis. Most were able to come up with a sustainable energy plan of sorts with its rationale was sadly lacking. Broad generic planning with little or no rationale typified the scripts.

Grade Boundaries

Level 3 Unit 6: Sustainable Development of Resources

	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	50	44	39	34	29	24	19
Points Score	14	12	10	8	6	4	2

Notes

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the mark scheme or mark grids.

Raw boundary mark: the minimum mark required by a learner to qualify for a given grade.

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