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Examiners' Report

June 2011

GCSE Geography 5GB3F 01

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Introduction

It was 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. Even in the Foundation Tier, which many teachers use to enter candidates at an earlier stage of the course, produces some exceptional quality responses, and many candidates acquitted themselves very well indeed. Some of the writing for extended questions of 6 or 9 marks was very good.

Candidates had generally been very well prepared; most of them demonstrated a high level of knowledge about the issues facing the fishing industry and communities in north-east Scotland, and possessed a strong 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 posted lesson ideas 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 strong 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 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.

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. Nonetheless, some candidates did not attempt all questions. 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. Shorter questions in Sections A and B do not always require full sentences; for example, candidates who, for question 1(d) wrote, 'it has less rainfall, more sunshine hours, and higher temperatures in July' were credited with three marks, just as if they had written fuller sentences with supporting data.

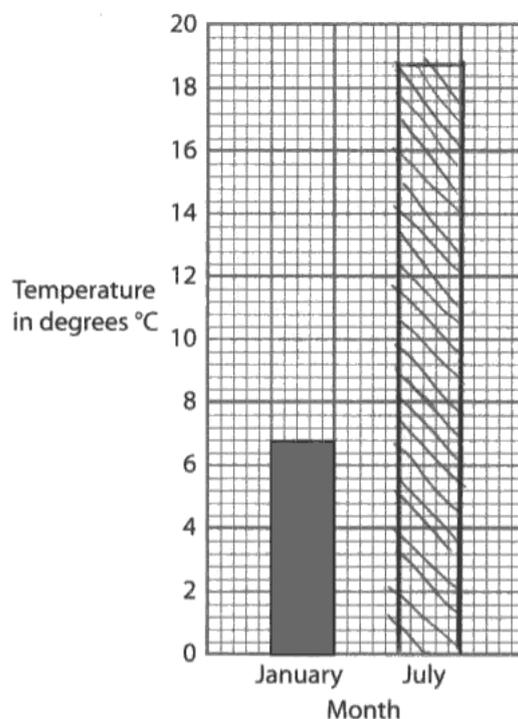
Question 1 (b) (i)

This question was done well, though some candidates were clearly at a disadvantage in plotting and drawing a bar freehand without the use of a ruler. Encourage candidates to come fully prepared to the exam; skills questions are widely used in Foundation Tier. When just a few raw marks separate one grade boundary from another, candidates should be encouraged to gain any credit that they can.

(b) Look at Figure 5a in the Resource Booklet.

- (i) On the bar chart below (Graph 1), draw a bar to show the maximum temperature of Kinloss in July.

(1)



Graph 1 – Average July temperature



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Examiner Comments

This graph is accurate, clear, and well-drawn. Markers were instructed to allow a range of points on the graph. Shading is not needed and could have cost this candidate time.



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Examiner Tip

Always go into the exam with pen, pencil and ruler. Expect skills questions like this one. But do not bother shading in the graph - a simple outline is all that markers are looking for.

Question 1 (b) (ii)

This question began to test some candidates who found the first three questions straightforward; data interpretation is important, and often slightly more testing than simply manipulation as in Question 1bi. Teachers preparing candidates for the exam could use examples like this as lesson openers to help candidates prepare for this kind of question.

Question 1 (c)

This question was generally well done and a high proportion of candidates successfully itemised two characteristics of the climate. The important indicator was a comparative statement – ie 'there are more sunshine hours in Kinloss' – rather than 'sunshine hours are high in Kinloss'. The mark scheme for this question is fairly typical of what future candidates can expect, ie that some kind of interpretation is required, with the significance of the data explored.

(c) Look at Figures 5a and 5b in the Resource Booklet.

Give **two** things that tourists would like about the climate in Kinloss (Figure 5a) compared to Kinlochewe, western Scotland (Figure 5b). (2)

1 In Kinloss average sunshine per day is 3.5.

2 Kinloss 624mm of rainfall which is less than 2280mm



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Examiner Comments

This candidate earned 1 mark - for the second statement 'which is less than', showing that they had compared the two places. The first statement does not compare.

(c) Look at Figures 5a and 5b in the Resource Booklet.

Give **two** things that tourists would like about the climate in Kinloss (Figure 5a) compared to Kinlochewe, western Scotland (Figure 5b).

(2)

- 1 There is more sunshine in Kinloss than in Kinlochewe
- 2 There are less number of rainy days in Kinloss



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Examiner Comments

This answer gains 2 marks in a very straightforward way; two simple comparisons are drawn.



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Examiner Tip

When interpreting data like this, you should always write 'higher rainfall' rather than 'high rainfall' to show that you are comparing places.

Question 1 (d) (i)

This question was well done, with 90 per cent of candidates correctly identifying 'Aberdeen'.

Question 1 (d) (iii)

Section A is designed to be more straightforward, allowing a range of marks for lower target grade candidates. This was the first question requiring written sentences and interpretation of the Resource Booklet, and most did this well. Some candidates wrote more than was required for a 2-mark question; the two examples below show how this kind of question requires a statement in each of the spaces. Developed answers were credited, so that a candidate could achieve 2 marks by developing one factor, but this was not required. The first candidate runs the risk of running out of time if this kind of length of answer is maintained.

(iii) The location of this region has made it difficult to attract new industries.

Give **two** reasons why.

(2)

- 1 ~~If~~ The location of this region has made it difficult to attract new industries because the region has no motorways and few dual carriageways which is mentioned in text above figure 6.
- 2 Industries in the region have to take their products long distances by road to other areas of the UK, which is also mentioned ~~at~~ at the top of figure 6. This region is quite isolated.



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Examiner Comments

This is a very good answer, but has too many points for a question of this length. A simple 'The region has not motorways' and 'Industries have to take their products long distances to other areas of the UK' would have been enough to gain 2 marks.



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Examiner Tip

The number of marks is an indicator of how many points you need to make; use the space given to judge how long your answer should be.

Question 1 (e) (ii)

Only half of candidates identified 'falling' as the correct answer. This is surprising, as most candidates were clearly comfortable in using age-sex pyramids like the one given in the Resource Booklet. However, data manipulation and interpretation are more demanding, and this question was done correctly by almost all candidates gaining grade D or above.

Question 1 (e) (iii)

This was the most demanding question in Section A, it is not surprising that only a quarter of candidates scored full marks. However, many did well and clearly understood the nature of the question. Preparation stood out; those who had been well prepared for the examination and who knew their way around the Resource Booklet recognised that this was a question about opportunity for young adults. Some candidates interpreted it as being about birth rates and delayed marriage, and scored few if any marks. Although this latter issue may have some general relevance, the question was about prospects for young adults in the region, for which there was evidence in abundance in the Resource Booklet.

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 candidates 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.

(iii) Outline **two** possible reasons why there are fewer people aged 18 to 35 in this region compared to the UK average. (4)

1 Most 18 year olds in this region move away to university nearer the city, that's the reason for the decrease.

2 Most of the skilled jobs needed are in the city, therefore need professionals. Due to bases shutting down, many people have left.



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This is a strong answer which scored 4 marks by developing each reason. In the first point, '18 year olds in this region move away' (1) gains a mark, developed with the reason 'to university' (1). In the second, the recognition that 'most skilled jobs are in the city, therefore need professionals' (1) is the factor that resulted in 'many people have left' (1) with the RAF bases closing down.



ResultsPlus Examiner Tip

Remember that two reasons for 4 marks means that you must develop your answers. Look at how this candidate uses connecting words such as 'therefore' or phrases such as 'due to' to signal the development of the answer beyond a basic reason.

Question 2 (b) (ii)

This question produced a variety in standard. A few candidates found a relevant part of the Resource Booklet and 'lifted' (or copied verbatim) some of the annotations from Figure 11 on page 11 of the Resource Booklet. Do advise candidates that some selection of material is needed. Some questions will test their understanding or comprehension of the material, which they should try to do in their own words. The strongest answers which scored 2 or 3 marks did so by developing their reasons in their own language. This was a case where a well-developed answer would have scored the full 3 marks – eg 'shrimp fishing produces huge by-catch (1) because other fish feed on shrimp (1) and so get caught themselves and die in the nets' (1)

(ii) Describe the problems for the marine ecosystem caused by beam trawling.

(3)

beam trawling is bad because it destroys the sea-floor and it can leave tracks up to 8cm deep, it also damages species living in the sand, and it is fitted with chains which kills fish and leaves them dead in the sea.



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Examiner Comments

This is a good example of a well developed answer which has summarised some of the key points from page 11 in the Resource Booklet - the sea floor and the method by which it is destroyed gets 1 mark, extended by a description of how species living in sand are damaged for a second mark, with the third mark allocated to the dead fish caused by chains.



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Examiner Tip

Follow the example of this candidate who phrased the answer in their own words, and who wrote three problems for 3 marks.

Question 2 (c)

This question was generally done well. Like most questions between 2 and 5 marks, the full 2 marks could be gained either by stating two correct points, or for a developed answer. Most candidates recognised that larger boats could travel further; many candidates described how technology such as freezing or packing capability on-board could allow the boat to stay away from port for longer.

(c) Outline **one** advantage of using larger fishing boats.

(2)

An advantage of large fishing boats is that the fisherman will be able to catch more fish due to fishing out further in deeper waters, with bigger or more nets.



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Examiner Comments

This candidate produces a good answer showing the link between size of boat and size of catch for 1 mark, and develops this by showing how such a boat can move into deeper waters and catch more fish for a second mark. Note how - although the detail for this answer is accessible on Page 11 in the Resource Booklet - this candidate phrases it all in her/his own words.



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Examiner Tip

Always use your own words - never 'lift' or copy material straight from the Resource Booklet, unaltered.

Question 2 (d)

The question, though structured, produced surprisingly few candidates who earned the full 4 marks – about 30 per cent. The two parts were each about an EU policy defined/ explained for 1 mark plus a further mark for development with an impact. Most scored well on the advantage that Scottish vessels had in reaching into EU waters (1 mark) which would provide either more fish (1 mark) or greater variety of fish (1 mark). Its disadvantages were varied, but most candidates focused on how other EU vessels could fish in Scottish waters and therefore lead to over-fishing. In spite of helpful structuring of this question, many candidates did not develop their statements fully and hence a modal mark of 2 of the 4 marks.

(d) Describe one way in which the region's fishing boat owners gain from EU policies and one way in which these policies cause problems. (4)

1. Gain

Allowing EU members access to all EU waters is beneficial as it allows a larger variety of fish to be obtained by Scottish boats.

2. Problems

Allowing all EU members into all EU waters is also a bad thing as the North Sea is already being heavily overfished. With more countries fishing there, certain species may become extinct.



ResultsPlus Examiner Comments

This is a good answer. It gains the full 4 marks. Under 'gains', it identifies the increased access to EU waters (1 mark) with the benefit of 'larger variety of fish' for a second mark. The 'Problems' similarly earn 2 marks - allowing all EU members into all EU waters (1) and how over-fishing results (1).



ResultsPlus Examiner Tip

Where you see 4 marks earned from two descriptions like this, make sure you develop each point. This answer should show you how to do it.

As well as noting the good quality of this answer, notice how this candidate underlined the key words in the question. Strong candidates tend to do this a lot - it helps them to focus.

Question 2 (e)

The vast majority of candidates scored well on this question, mostly by identifying fishing or farming as the primary jobs done in the area, and - most commonly - food processing as the secondary job. Some named particular firms for secondary jobs, eg Young's or Baxter's, and were credited. A few wrote 'manufacturing' for secondary which was not credited.

(e) Give an example of **one** primary and **one** secondary job from this region. (2)

Primary
Fishing

Secondary
Food processing



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Examiner Comments

The most common responses are given here;
both are correct.

Question 2 (f)

Considering the breadth of problems that face this region, it was a demanding task for candidates to describe the problems within the space given; it required an ability to summarise salient points and yet deliver the level of detail to take it to level 3. Most candidates wrote a very reasonable summary, so that the mean mark for this question was 3.5; what separated the 25 per cent of candidates who reached the top of level 3 was an ability to organise their thoughts, as the exemplar below shows. Responses among weaker candidates could be characterised by some 'lift', whereby material was taken almost verbatim from the booklet. Stronger answers resulted when candidates developed an outline of at least 2 problems in detail, with the use of well developed statements, eg *'Most jobs in the area are low-wage so that many people have to go to Aberdeen or Inverness to get decent wages or else leave the region to look for better pay elsewhere'*, clearly expressed in their own words.

In spite of 'lift' in weaker answers, the question discriminated well with C/D candidates who were able to outline a range of employment problems, with some development of significant factors. The important advice for candidates here is that even a 6-mark question does not require every factor; the development of 2-3 factors, written in sequential statements which develop and exemplify, will earn 6 marks.

*(f) The region faces many employment problems.

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

(6)

The region has always relied heavily on the fishing industry to employ most of its working people, now the fishing industry is in decline forcing fishermen out of business.

The region has many unemployed young people who cannot find jobs in the region, the RAF base offers an opportunity, but is now being considered for closure. Around 15% of 16 year olds leave school straight into unemployment.

It also has very few skilled and professional workers, so the region cannot try to invest in something technical. Most skilled workers are employed by the RAF, which is creating 20% of jobs.

Finally, wages are low, forcing young people to look elsewhere for jobs - leaving an ageing population who can not undertake a lot of the jobs.



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This was typical of the very good answers that came from candidates who had organised their thoughts well. The answer takes four problems - the decline of fishing, youth unemployment, lack of skilled work and low wages - and expands on each one. A combination of breadth of coverage and developed statements takes it straight to the top of level 3.



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Examiner Tip

If you are asked to summarise problems like this, try to organise your thoughts. There are two routeways through to level 3 on the mark scheme - and this one explores four problems with further detail. Paragraphs can help to give the impression of an organised answer.

Remember that even 6-mark questions do not require you to mention every factor; the development of 2-3 factors, written in sequenced statements which develop and give examples, can earn 6 marks.

Question 3

In spite of the 9 mark loading, many candidates were clearly not fazed by being asked to write at length. The question format with space for both option choices helped to keep even weaker candidates on track. Only 12 per cent of candidates reached 9 marks, but those that did offered some outstanding answers which were coherent and well-reasoned. Like Question 2(e), one of the main discriminators was the degree of 'lift' from the Resource Booklet. Do discourage candidates from copying out large chunks of the booklet; those who selected Option B were most likely to do this. Nonetheless, most good candidates scored 6 or above on this question, though pressure of time led to a few rushed answers (reflected in the use of bullet points).

The strongest responses came from those who had developed two factors well for each option. Usually, this was best achieved where candidates developed the advantage of their selected Option well, eg for Option A the potential expansion that could result from focusing on large-scale fishing away from the North Sea, and then suggested a problem, eg for Option B the unemployment that would result from initial closure of the fishing grounds.

The strongest candidates wrote consistent arguments, and recognised weaknesses in their choices; they also tended to see connections between their different Option choices (e.g. between sustainable fishing sources in Option B and the creation of a 'food hot-spot' in Option E) in deciding how well their choices could affect the age-sex structure in the region.

Most candidates tackled part (b) well. A few wrote only in general terms about their options, but most at least referred to particular age groups; most common was the aim to retain younger people in the region, as well as attract retirees, and the strongest candidates outlined what the age-sex structure might look like if successful.

Some candidates were caught by timing, and were unable to complete this question, which is unfortunate as many scored highly. However, by contrast, some candidates did well enough on this question to stage a late recovery in their overall mark; it is worth reminding candidates how 8 raw marks (the average for this question out of 15) could well take a candidate through two grade boundaries.

Section C – Options for the future

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

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

(9)

Chosen **fishing** option (A, B or C) B

* (i) Describe how your chosen option will help to improve this region's future.

The idea of having the marine reserve would really help ~~the~~ protect the ^{the} marine reserve eco-system and give threatened species time to recover which would give fish time to breed and cause a rise of fish to occur which is very sustainable because there are fish which will be there for future generations, it would also provide jobs for people e.g. looking after the marine reserve, people would also come to see the reserve which will bring in more money there would be more tourism which would help local businesses

Chosen **employment** option (D, E or F) F

* (ii) Describe how your chosen option will help to improve this region's future.

If you make it into a business development zone then ~~you~~ it will be able to help locals because there would be broadband which will cause a boom in local businesses causing a rise in people being employed it would also give the future generation jobs because of the old harbour buildings needing cleaners, builders etc. also connecting the locals together.

*(b) Explain how your chosen options could change the population structure (Figure 7, page 8) of this region.

(6)

If these plans went ahead then there would be a more stable structure in the age-sex graph as there would be more employment and more access to the region it would also cause future generations to have more jobs in fishing as there will be lots of fish left in the north sea to be fished, this also has a knock on effect to the environment as the fish will still be alive and ~~also~~ less sea beds will be destroyed by beam trawlers and the old fishing warehouses will be being used. The population structure will benefit greatly from the changes and because there will be broadband there more younger adults will stay in the region as they do not need to move.

(Total for Question 3 = 15 marks)



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This is a very good example of a well thought-out answer to both 3 (a) and (b). The candidate develops two points for option b - one environmental, one economic and the effect on jobs. Similarly, Option F outlines the benefits of broadband upon employment, as well as the multiplier effect of further jobs for builders etc. The only weaker feature of this answer was grammatical structure, so it was awarded 8 marks rather than 9.

For part b, the candidate both begins and ends the answer with reference to the age-sex structure of the region. This applies Option choices made very well; once again, it was restricted to 5 marks because of grammatical structure and punctuation.



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Examiner Tip

In explaining the reasons for your choices, two developed statements for each one would in this case have taken you straight to level 3. With better sentence structure, this answer would have been given the maximum 9 marks, but in fact it was restricted to 8. Even under pressure, do remember to write grammatically on extended answers of 6 marks or more.

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 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, eg in Question 1e (iii), markers are instructed to credit developed answers, ie those that extend beyond basic statements. For example, in that question, 'young people move away (1), eg when they go to university (1)' earns 2 marks; further extension of the answer so that it becomes 'well developed' could be 'young people move away (1) when they go to university (1) and do not return because of poor job prospects in the region (1)'.

'Developed' answers can be achieved by using:

- a) Exemplification, in this case the reason why young people move away.
- b) Explanation, in this case why young people do not return.

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.

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 a 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 'lifted' material direct from the booklet, or in ways that did not actually process the data. For example, many candidates – asked to describe employment problems in the region for Question 2 (f) – simply 'lifted', ie copied verbatim a number of extracted statements from the Resource Booklet, and gained few if any marks for doing so. A response 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. Teachers are encouraged to help candidates make links between factors such as these so that candidates see the links between primary employment and the three factors above.

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 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.

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 more extreme choices, eg 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, shows a clear correlation between high standards reached by candidates in schools with the required preparation time, and the much lower performances of those who have 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.

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