

Principal Assessor Report 2002

Assessment Panel:

Environment

Qualification area

**Subject(s) and Level(s)
included in this report**

**Managing Environmental Resources
Intermediate I**

Statistical information: update

| | |
|----------------------------------|----|
| Number of entries in 2001 | |
| Pre appeal | 14 |
| Post appeal | 14 |

| | |
|----------------------------------|---|
| Number of entries in 2002 | |
| Pre appeal | 9 |
| Post appeal | |

General comments re entry numbers

Two centres presented. Both centres had presented before: one from 2001 and the other presented in 2000.

General comments

There seems to be a trend where the centre presents the subject one year and the next year the subject, for various administrative reasons cannot be included in the option choice for pupils.

Grade boundaries at C, B and A for each subject area included in the report

| | | |
|---|---|----|
| A | - | 56 |
| B | - | 48 |
| C | - | 40 |

Marks out of a total 80.

General commentary on grade boundaries

Notional percentage cut-offs for each grade

Question papers and their associated marking schemes are designed to be of the required standard and to meet the assessment specification for the subject/level concerned.

For National courses the examination paper(s) are set in order that a score of approximately 50% of the total marks for all components merits a grade C (based on the grade descriptions for that grade), and similarly a score of 70 % for a grade A. The lowest mark for a grade B is set by the computer software as half way between the C and A grade boundaries.

Comments on grade boundaries for each subject area

No change in grade boundaries.

Comments on candidate performance

General comments

In general the candidates answered well, reflecting their high final scores.

Question 1 was a good settling in question with 7 / 11 being the lowest score.

Questions 2, 4, 7 and 8 were the most discriminating with the better candidates all achieving a higher score.

The quality of answers from Q8, the interpretation showed that candidates had enjoyed the course and studied certain aspects of the environment in great detail.

The answers in Q10 reflected a practical understanding of investigative techniques.

Some candidates had difficulty with extended answers but problem-solving skills were very good.

Areas of external assessment in which candidates performed well

Candidates performed well as a whole in this paper. In particular, all knew that the sun was the source of energy for all food webs. (Q.6.).

Candidates showed understanding of the different types of environment (Q.1.), pollution and its effects.

More candidates this year appreciated the level of operation by legislation, initiatives and organisations. Graphs were well drawn and interpreted.

Areas of external assessment in which candidates had difficulty

Q10(a) iii) posed difficulties – candidates could not link up a range with a reason.

Q9(e) – candidates found difficulty with management of waste.

Areas of common misunderstanding

The arrows in a food web indicate the flow of energy, not “who eats what” or eaten-by. (Q6(a)(iii)).

The definition of an ecosystem proved difficult. Also, some candidates did not appreciate the meaning of the word community (Q6(b)).

Some candidates misunderstood the meaning of physical requirements and included human resources in the answer. (Q9(a))

Recommendations

Feedback to centres

Centres should be congratulated for the high standard of work. The quality of the candidates work was very high.