

AGRICULTURE

Paper 0600/01
Multiple Choice

<i>Question Number</i>	<i>Key</i>	<i>Question Number</i>	<i>Key</i>
1	C	21	D
2	D	22	B
3	C	23	C
4	C	24	C
5	A	25	A
6	A	26	D
7	B	27	B
8	D	28	D
9	C	29	A
10	B	30	C
11	D	31	A
12	A	32	D
13	B	33	C
14	B	34	B
15	B	35	A
16	A	36	A
17	D	37	C
18	C	38	B
19	D	39	B
20	D	40	C

General Comments

To perform well on this question paper candidates need to have a good knowledge of the basic facts and should make sure that they understand all the terms mentioned in the syllabus. This paper always includes very good diagrams which can be helpful to students; they should be encouraged to look at each diagram carefully to find relevant information before answering the questions that are linked to the diagram.

Candidates would benefit from paying greater attention to certain areas of the syllabus, notably livestock anatomy and physiology (questions 18,19,21) and some aspects of plant structure and function (questions 9,10,11). As in the past, items with a numerical element (29,32) caused problems for candidates. Most candidates however had little difficulty with items 1,4, 5,6,8,13,14,17,20,22,26,30,31,36,39 and 40, and these items require no further comment.

Comments on specific items

Item Number

2. *Organic farming* is farming that is carried out without the use of chemical fertilisers or pesticides but this was not particularly well understood as only 53% of candidates gave the correct answer whilst the remaining candidates were evenly divided between the other options.
3. The very clear diagram illustrates a practical technique that should be familiar to all candidates. There could be no doubt that the two bottom layers were gravel and sand which together made up 70% of the sample. Thus the soil was of a type that is easily leached, easy to work and easy to warm up.
7. Only 35% of candidates knew that the tuber of an Irish potato is a modified stem. All four of the named plants are referred to in **Section 2.2** of the syllabus.
9. The correct answer is respiration but more than 20% of candidates suggested photosynthesis.
10. Only half the candidates gave the correct answer. A and C were both clearly parts of wind pollinated flowers rather than an insect pollinated flower such as the bean.
11. The function of phloem is not well understood by students.
12. Only a third of candidates gave the correct figure. Students need to be able to remember that compound fertilisers contain the elements nitrogen, phosphorus and potassium (N:P:K) and that the figures on the fertiliser packet are percentages, always given in the same order with nitrogen first and potassium last.
15. Although many gave the correct answer **B**, a substantial minority gave **D**.
16. This proved to be a difficult question for candidates, possibly because they didn't understand that herbicides used in cereal crops would damage broad leaved bean plants in the neighbouring field if the spray managed to drift into it. In effect, the question was asking "what would cause the least spray drift?" A coarse spray, i.e. one with large droplets too heavy to drift, was the correct answer. A spray well above the crop is much more likely to drift.
18. 30% of candidates named **X** as the cervix when the correct answer was the vagina.
19. The correct order for the parts of the digestive system is stomach, small intestine, caecum and large intestine.
21. The *oestrus cycle* is the interval between the start of heat periods.
23. It should have been understood that rats are mainly attracted to animal houses in their search for food. Consequently, prevention of access to food reduces the number of rats in a livestock house and thus the risk of disease spread.
24. The 'licks' are provided for cattle as a source of minerals. Sodium was the only mineral listed. The other substances could only be provided by food materials.
25. Although the overall response was good, almost a quarter of candidates thought that grass does not supply water when in fact the moisture content is around 80%.
27. Since all the calves were polled, it is clear that 'polled' is the dominant condition. Hence the allele for the horned condition is recessive.
28. The high disease resistance and low calf mortality should have pointed to **Z** as the best choice.
29. Less than half of candidates gave the correct answer **A**. Assuming that *stocking rate* and *carrying capacity* (both syllabus terms) were understood, it appears as though the calculation caused problems. A simple approach is to multiply the number of sheep by two to give the required area. Thus for **A**, $65 \times 2 = 130$. Since paddock **A** is only 125 hectares, it will be overstocked.

32. This was an instance of candidates not being aware of everyday measurements. If a fence is 0.5 m (50 cm) high, it is clear that cattle and goats could almost walk over it, whilst for chickens it is no higher than a normal perch. Thus the fence is only suitable for rabbits. This is also supported by the fact that about 25 cm of fence is below ground to prevent burrowing.
33. Most gave the correct answer, but some suggested using soil rather than stones.
34. Careful study of the diagrams and a little thought would have indicated the benefit of lighter weight.
35. Although generally well answered, a substantial minority chose **D**, water of a quality for human consumption.
37. The diagrams were very clear and it was surprising that only half of the candidates were able to work out that **C** was the correct choice.
38. The most common wrong answer was **D**. Candidates who have either had the opportunity to use a saw or have seen one used would have been more likely to have understood the benefit of well angled teeth to make a good groove for the saw to pass through.

AGRICULTURE

Paper 0600/02

Core Theory

General comments

This paper is set as an option to paper 3 although some questions have parts in common. It examines the core syllabus and is set to differentiate between grades G to C. It is particularly important that the core paper is accessible to this ability range thus diagrams and clear introductions are provided to prompt candidates into making relevant responses. Candidates should be trained to read these introductions before answering questions. They should be told, also, to look at the mark allocation for each question. Not all questions have spaces for written answers; some ask candidates to label diagrams, an instruction some candidates missed.

Candidates are expected to have practical experience of Agriculture and questions are set to test this in the theory paper.

The paper consists of nine structured questions. Each structured question starts with parts aimed at grades G-F, followed by a middle section aimed at F-D. The final part, that includes open-ended responses, is aimed at grades D-C. The command words such as, 'state' and 'list' introduce low-level question parts. 'Suggest' and 'explain' indicate that higher-level answers are required. It is important that candidates are taught the significance of these command words. State, describe, explain and suggest all have specific and different meanings; see syllabus appendix, page 42.

Some questions require a definition of a syllabus term which is indicated by *italic* type. The definitions need to be concise and use words that are chosen carefully to prevent other meanings.

When answering data analysis questions candidates must take care to respond to the data given and not base their judgements on what they know.

When answering questions that require extended writing, candidates need to be aware that they must write sentences, a requirement for a C grade, and not give one word responses. Explanations have to clearly relate to and explain the facts. Questions asking for suggestions and opinions **do** require supporting factual knowledge; superficial answers do not gain credit.

Comments on specific questions

Section A

Question 1

- (a) A simple introductory question that stimulated a wide variety of answers. Candidates who had not read the introduction lost marks for referring to milk. 'Pulling carts or ploughs' was rejected as power is not a product like skin, meat and dung.
- (b) This is a style of question not used previously in this paper. Most candidates ticked 'chewing cud' as a correct answer. Many muddled the terms 'rumen' and 'caecum'. Another source of error was the failure to realise the significance of 'true' stomach. Wrong answers did not lose marks unless five or more of the options were ticked.
- (c) How to recognise ill health in a cow was well understood. Both behavioural and visual symptoms were credited providing they were accurate. Runny or smelly excreta did not gain credit, blood-stained or worm infected excreta did.

- (d) Only the better candidates related their answers to artificial selection for two months. Some candidates commented on the better conformation/meat qualities of the Devon breed. Other candidates mentioned the advantageous features of the Devon breed are no horns, good bone, rapid growth and an ability to grow on low quality herbage. Phenotypic features such as 'healthy' were not creditworthy.

Question 2

- (a) The tasks to be carried out when converting forest to land ready for cultivation were well known. Cutting down trees, clearing and stumping were common answers. Fewer candidates mentioned burning. Some candidates mentioned digging and ploughing having failed to appreciate that the question asked about making the land **ready** for cultivation.
- (b) The causes and control of erosion had to relate to the land created from the cut down forest. Overgrazing is not relevant here, wind and rain are. Windbreaks, contour ploughing and planting were common methods that were given for reducing the erosion.
- (c) The names of specific inorganic fertilisers were not well known. LAN was allowed for a supply of nitrogen but compound D was rejected as it provides NPK in equal amounts. Superphosphate was acceptable as a source of P.

Question 3

- (a) The hoe was accepted as an alternative to spade provided it was used for digging or turning the soil over. Candidates with practical experience of garden plots had no difficulty in gaining maximum marks for describing how the tools were used.
- (c) Descriptions of *soil crumb*, a syllabus term, were generally lacking in accuracy and detail. An acceptable definition would be, 'a small clump of sand, silt and clay particles loosely held together which provides a well aerated and free draining soil'.

Question 4

- (a) Most candidates correctly labelled the soil profile. Layer **A** had the most organic matter and layer **C** would be the warmest in early morning. The cold air of the night would enter the top layer making it colder than layer **C** and in early morning it would not yet be replaced by the warmer air of the day.
- (b) As in the previous question those with practical experience of the pH test were able to place the tasks into the correct order.
- (c) The first part of this question required the candidate to apply their knowledge of soil indicator; only a few candidates selected red as the correct colour for an acid soil. In part (ii) the benefits to pasture had to be stated. Just stating that lime made the pasture more alkaline was not enough, it had to be qualified e.g. 'in less acidic conditions the soil releases more nutrients to the pasture'.

Question 5

- (a) Straightforward recall of the terms evaporation and transpiration was needed for this diagram of the water cycle. Credit was given for evapo-transpiration at **Y**.
- (b) There were several alternative answers allowed for the use of water in plants including photosynthesis, turgidity / support, transport of material and cooling. Growth was a common answer which was not allowed as it was not specific enough.
- (c) Ways of teaching osmosis can be different and because of this it is important to state what the words concentrated and high or dilute and low refer to. A commonly used definition states that there is movement of water from a high water potential to a low water potential through a semi-permeable membrane. 'Movement of water from a region of high concentration to a region of low concentration' did not get a mark because the candidate had not made it clear that it was the solvent (water) concentration they were referring to rather than the solute concentration.

- (d) A common error in the first part of this question was for candidates to describe transpiration as the process that takes place in the phloem not the xylem where water moves upwards aided either by transpiration stream or root pressure. Part (ii) required an explanation of why wilting helps plants survive a drought, a high level response. Taking leaves out of the direct heat of the sun scored a mark. So did any reference to wilting reducing water loss, for instance, 'wilting causes the stomata to be closed by the guard cells'.

Question 6

- (a) Many candidates failed to notice that they had to label the diagram in part (i). In part (ii) general comments such as, 'sperm cannot get out' were rejected as the question asked what the effect would be on the animal. The animal would not be fertile was the expected response. 'Would not reproduce' was allowed despite not being strictly true as cutting the duct does not affect hormone levels and the ability to mate. Removing the testes, however, does affect hormone levels which initially slows growth and later results in the deposition of fat as energy is not used for reproduction.
- (b) The descriptions of birth were generally lacking the detail suggested by the three mark allocation. Descriptions should have referred to initial isolation or visual contractions; the water bag; the arrival of head between forelegs and the afterbirth.
- (c) The last parts to each question test the higher levels so general comments such as 'provides nutrients' or 'helps control disease' are not worthy of a C level answer. Colostrum specifically provides a high level of protein or antibodies.

Question 7

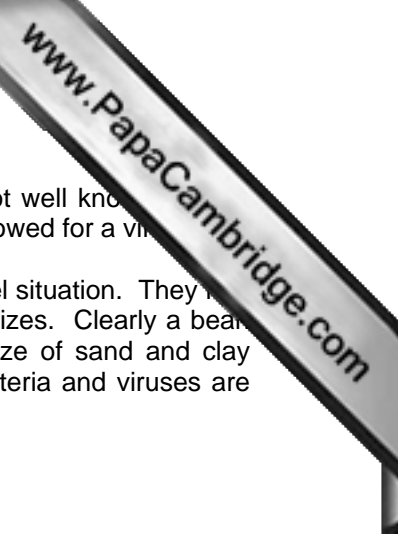
- (a) Many candidates left the rotation diagram blank; as in **Question 5**, not all question parts have a blank space to write in. This is a pity because it required a very simple response. The advantages of rotational grazing were well known; pasture can recover, animals always have good levels of grazing, soil is not compacted and it helps control parasites. By contrast *zero grazing* was not well known. In zero grazing the forage is brought to the animals which are usually in a kraal.
- (b) This was a data response question so marks were given for conclusions that related to the data given. The conclusions had to be more than single observations, thus 'grazing occurs from 0700 to 0900 or in the evening from 1500 to 1600' would gain a mark whilst, 'the animals chew the cud at 1100 hours' would not.

Question 8

- (a) Part (i) asked how the fence shown could be adapted to keep out game. The answer expected was simple, make it higher. However, this was not a common response. Perhaps candidates did not understand what was meant by 'adapted'? In part (ii) candidates mentioned cost despite the question stating 'other than cost'. Wooden posts are usually commonly available and metal posts are durable/last longer. Stronger was not allowed as it is not necessarily true. Part (iii) was not answered well. Many candidates described how to make concrete blocks others how to concrete posts into the ground. They gained one mark if the mix was correctly stated. Use of a mould was required plus any detail to get three marks.
- (b) This part of the question produced better responses. The most commonly given problem of the shallow dam was overflowing. Credit was also given for comments about the shallow reservoir losing water by evaporation. There was some confusion as to which was the front wall of the dam. A general comment about providing strength to the wall gained one mark. Only a few candidates linked the increased width at the base to the greater water pressure at depth.

Question 9

- (a) Part (i) was another three mark question requiring an explanation, so candidates making general comments without explanation did not score. The explanation needed to show how the yield might be reduced, for example, 'insects chewing away parts of the leaf reduce the area for photosynthesis so the plant cannot make as much food'. A reference to insects eating seed was given a mark. Some candidates misread the question and explained why insects liked to eat the crops. In part (ii) most candidates suggested using a pesticide or insecticide spray. Biological control was mentioned and given credit.



- (b) The names of plant diseases caused by bacteria, fungi and a virus were not well known. Mosaic was allowed for both bacteria and fungi. Mosaic, without qualification, was allowed for a virus.
- (c) Candidates responded well to this question which presented them with a novel situation. They were required to apply their knowledge of items on the syllabus and work out the relative sizes. Clearly a bean seed is the biggest and is measured in centimetres. Knowledge of the size of sand and clay particles is a syllabus requirement. They are measured in millimetres. Bacteria and viruses are measured in micrometres (microns) the former being bigger.

AGRICULTURE

Paper 0600/03
Extended Theory

Almost all candidates demonstrated the ability to read and attempt the questions. The quality of longer answer questions such as digestion of a ruminant in **Question 7** was good with it being evident that candidates noted the number of marks a question carries. Surprisingly candidates often did poorly on one or two mark questions where they failed in particular to note the emboldened key word in the question. Despite the obvious effort that had gone into answering the questions it was very evident that many candidates should have been advised to enter 0600/02, where they would have found it easier to access more marks. Candidates would benefit if they concentrated on developing their understanding and use of general scientific terminology.

Some Centres need to strengthen candidates' understanding of the practical application of the agricultural theory used in this specification. Centres should be encouraged to make full use of practical demonstration areas for candidates to have hands-on practical experience of growing crops and handling livestock wherever possible.

Question 1

- (a) Generally well answered, most gave ability to withstand drought/disease resistance. Marks were allowed for fat store in hump but not water stored in hump.
- (b)(i) Mostly well answered with the most common creditworthy responses being good milk yield good meat/conformation.
- (ii) Generally very poorly answered. Some candidates gained one mark for the idea of using artificial insemination to introduce desirable characteristics but few candidates showed any understanding of selecting the best offspring and repeating the process.
- (c) Most candidates gained full marks for interesting well explained processes. Some candidates gave detailed answers about collecting semen from the bull and were credited for providing detail. Some candidates lost marks because they didn't show an understanding of freezing and storing sperm.

Question 2

- (a)(i) Most candidates gave disc harrow, rake or fork. Quite a few candidates gave plough or tractor and had failed to relate their answer to Fig. 2.2.
- (ii) Few candidates gained full marks, with most gaining a maximum of 2 marks for some description of turning the soil and then creating some type of tilth. Candidates need to be able to explain how a good tilth is created that is suitable for sowing root crops.
- (b)(i) All inorganic fertilisers were credited. Too many candidates used abbreviations without the full name of the fertiliser. Some candidates had not read the question carefully and quoted organic fertilisers.
- (ii) Most candidates were able to give two advantages of using inorganic fertilisers.
- (iii) Many candidates were aware that some inorganic fertilisers lower pH but few explained how their use affected the structure of the soil.
- (iv) Although some confusion about the term 'minimum tillage' was evident most candidates gave good answers referring to soil structure and evaporation.

Question 3

- (a) Most candidates described osmosis correctly. Centres are advised to take care with the terminology to explain the process regarding the use of weak and strong and/or more positive or negative potential. Few candidates described movement from the root to the leaf fully.
- (b) Most candidates named the main product of photosynthesis and good candidates fully described the translocation pathways and gained full marks.
- (c) Candidates generally understood how wilting aids plant survival during periods of drought. The explanations of the process tended to be weak but just creditworthy.

Question 4

- (a) Candidates showed a good understanding of the types of protection and the reasons for their use in the application of spays on a crop.
- (b) Credit was given for selective or systemic herbicides. Candidates showed a good understanding of the precautions needed when applying herbicides to crops.
- (c) Many candidates failed to understand the term 'annual weed' and gave confused answers. Perennial weeds were slightly better understood and most candidates were aware of the need to remove the complete weed but failed to describe this or other methods that could be used for the control of weeds.

Question 5

- (a) Some candidates were confused by the words antiseptic and antibiotic but many gained full marks for this question. It is important to stress the role of antibiotics acting internally although topical application is clearly creditworthy. Candidates should make it clear that antibiotics kill the bacteria and do not harm the tissue.
- (b) Almost all candidates were able to name a notifiable disease.
- (c) Candidates offered a wide but acceptable range of services provided by their local veterinary service. The most common answers were vaccination programmes, quarantine and education.

Question 6

- (a) Almost all candidates gave and described features of the building which made it suitable for storing crops.
- (b)(i) There were many alternative correct answers that could be credited. The most common were topography, micro-climatic factors and access.
- (ii) The idea of economies of scale in building a communal crop store were not well understood but credit was given to any appropriate answer.
- (iii) Almost all candidates gained full marks although the disadvantages of concrete proved to be the most difficult part to answer.
- (iv) Most candidates could state an advantage of storing crops but the advantage was then generally not well explained. The idea of the crop gaining in value because it can be sold when the crop is not readily available was not well understood.

Question 7

- (a)(i) Almost all candidates were able to interpret the table and draw two appropriate conclusions.
- (ii) There were many good answers, including checking on health, checking for the animals being on heat, and identifying when they are ready to sell.

- (b) This question produced some impressive answers with most candidates having an understanding of the digestive process in ruminants. A few forgot to explain the role of micro-organisms and subsequently could only gain three marks. It was evident that candidates made full use of the stimulus material used in this question.

Question 8

- (a) Marks were generously awarded for red and orange; quite a few candidates thought that yellow was the appropriate resulting colour.
- (b) Some confusion existed between soil and pasture; marks were credited for factors which would improve the quality of the pasture. Most candidates were able to show how raising the pH increased the availability of most nutrients.
- (c) Candidates could state that the pH would increase but few candidates described the effect of flocculation and the beneficial effects on the micro-flora of the soil.
- (d) A pleasing number of candidates showed an understanding of calcium and other nutrients being removed with a crop, some weaker candidates simply gave lowering of the soil pH.

Question 9

- (a) (i) Most candidates understood the idea of it being cheaper and easier to build a shallow dam.
- (ii) The expected answer was increased evaporation but credit was given for answers indicating more algal plant growth and producing ideal habitats for mosquitoes. Marks were not given for flooding unless this was fully explained. Upstream reservoirs are generally used to reduce flooding events.
- (iii) The term 'catchment area' was not well understood. Only the better candidates used the stimulus material showing numerous streams running into the reservoir.
- (iv) The best answers referred to a possible fall in water supply below the dam and to problems resulting from construction of the dam. The idea of the dam breaking was credited when explained. Quite a few candidates had the wrong idea that reservoirs could result in earthquakes.
- (v) Some candidates did not read *the front wall of the dam* and made reference to the sloping wall helping water enter the dam. Most candidates, however, gained full marks, understanding that the sloping wall provided strength and that the pressure was greatest at the bottom of the reservoir.
- (b) This question produced a wide range of answers. Credit was given for any three processes that might be used. It was very evident that the answers were based on local experience rather than understanding of the general principles of water treatment. Candidates should be encouraged to think of water treatment as sedimentation/flocculation, filtering and sterilisation. Normally sterilisation is carried out by chlorination but boiling was credited. The best candidates made reference to pH adjustment and aeration to improve potability.

AGRICULTURE

Paper 0600/04
Practical

General comments

The entry for this component has remained constant.

It is important that teachers check the Assessment Criteria, which are included in the current year IGCSE syllabus, before starting to prepare candidates for the practical tasks.

Ideally Centres should provide one task from each of the syllabus sections, soil, growing crops, livestock husbandry, farm structures and agricultural economics. Centres that just test the aspects of preparing a garden plot and the growing and harvesting of crops are reducing the opportunities for candidates to demonstrate a full range of skills.

Work on a garden plot realistically covers three practical exercises: seed bed preparation and planting, care of the growing crop and transplanting and harvesting. Each of these tasks can generate written work such as a description of the tools used in preparing the seed bed and a plan of the planted plot, tables of measurements made during crop growth and graphs of growth rates, and a calculation of crop yields with bar charts to demonstrate the harvest.

If this is done, then to complete the practical exercises, a soil test practical and a farm structures activity, such as block making, could be undertaken. Activities with livestock could also be carried out, but it is appreciated that not all Centres have the facilities for keeping animals.

It is not essential to test all candidates on the same exercises. Nor is it essential that every task should be used to assess all of the criteria.

There continues to be a problem with practical exercises that do not differentiate over the full ability range. Some practical exercises by their very nature do differentiate, for example long-term work like the feeding and maintenance of chickens or monitoring plant growth. These are more demanding than for instance, a laboratory based soil settlement exercise. The former gives opportunities for testing all five assessment criteria so helping differentiation, the latter does not. Realistically it tests only two of the criteria namely, technique and quality. This exercise, however, could be used with a worksheet that offered options and extension work to test initiative and enable differentiation at the higher grades.

Internal moderation only needs to be carried out by teachers when there is more than one teaching group in the Centre.

Before sending marks to the board it is essential that the teachers refer to the current syllabus to check the regulations for Coursework.

For external moderation a sample of ten candidates' work with their record cards, is required together with the work sheets and marking schemes used for assessment. The work sent should include the top and bottom marks and a range in between. Any difficulties experienced by the Centre in carrying out the assessments can be included. The Centre summary mark sheet should be sent with the samples along with a copy of the MS1 on which the Centre marks have been entered. Photographs of candidates carrying out tasks are also useful evidence of work done.

AGRICULTURE

Paper 0600/05
Project

General comments

This paper continues to attract a small entry of above average candidates worldwide. In 2010 there was a small decrease in the number of candidates undertaking this component as compared with 2009.

The percentage of candidates obtaining a grade 'C' or above in 2010 was broadly in line with 2009 but there were more of grade 'A' standard and fewer of grade 'B'. At the other end of the scale there was an increase in the number obtaining grade 'F'.

It is very important that teachers new to the syllabus and component check the Assessment Criteria before starting to prepare candidates for the project. These criteria are included in the current IGCSE syllabus.

It is expected that prior to the selection and carrying out of the project candidates will have been made aware of the assessment criteria and taught what a hypothesis is and how to design a questionnaire, control variables, collect data and select suitable graphs. The nature of limitations should be discussed and the required layout of the project should be described.

The regulations for paper 5 allow teachers to monitor candidates' progress and to offer advice. In some assessment criteria the amount of help given will affect the mark awarded. The nature of the help given should be recorded on the individual candidate record card.

Assessment criteria causing most problems are 'background study', 'deductions' and 'limitations'. For the background study the material recorded should relate very closely to the project being specifically undertaken by the candidate. In deductions the evidence needs to be thoroughly analysed and commented upon with adequate detail. With limitations any flaws in the experimental plan that became apparent should be commented upon as well as describing the things that went wrong due to unforeseen circumstance and human failings. Suggestions as to how the limitations may be overcome should be put forward. The planning in projects in a number of Centres was rather brief and it ought to include a detailed account of the experimental method and the procedures used. In a number of Centres handling of data was superficial and there was a lack of suitable graphs even though data was available for processing.

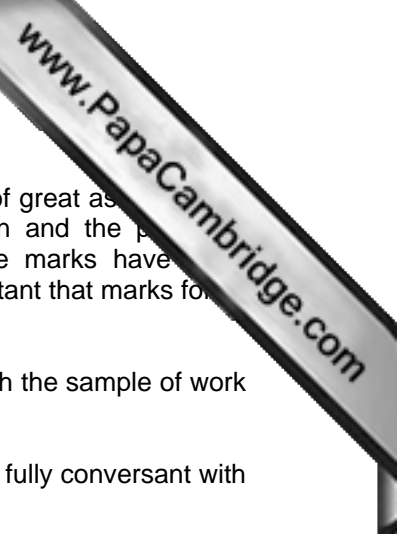
The presentation of many projects was excellent as in previous years. Many demonstrated very good use of computer graphics.

Where evidence is gathered as part of work in a group it is expected, in order that the criteria are met, that the individual contribution of each candidate is clearly identified and marks for individuals reflect this.

As in previous years experimental comparisons provided successful projects. They included effects of spacing, fertilisers, thinning of crops and supporting growing plants. The effect of diet comparisons was an example of a livestock study. Length and width of leaves are not good indicators of growth in many plants; height is more significant. Candidates sometimes measured less than five leaves and this is insufficient to produce valid data.

Some interesting surveys were undertaken but fewer than in previous years. The topics in some cases were quite adventurous but in a number there was a lack of material relating to practical outcomes. Candidates should ensure that sufficient questionnaires are completed in order to collect enough data for subsequent analysis. The data from the questionnaires should be tabulated prior to the production of pie charts or bar graphs.

For external moderation the Board requires a sample of ten projects: the one awarded the highest mark, the one given the lowest mark, and the remainder which should represent the full spread of marks. Centres should ensure that projects are presented in plastic wallets and not bulky files.



The annotation by teachers of the candidate record cards is much appreciated and is of great assistance to the external moderation. Comments that indicate how much guidance has been given and the problems encountered by the candidate help the external Moderator to understand how the marks have been allocated. This is an area which should be developed in more Centres. It is most important that marks for each assessment criteria are recorded on the record cards.

Centres should ensure that the Moderator copy of form MS1 is sent after completion with the sample of work for moderation.

It is of the utmost importance that every teacher responsible for teaching this syllabus is fully conversant with all assessment criteria and that candidates follow clear guidelines.