



REVISED GCSE
Teacher Guidance
Geography
Controlled Assessment

For first teaching from September 2009

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Internally Assessed Fieldwork Investigation
Issued: September 2009

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Foreword

Controlled assessment is a new approach in GCSE subjects which require internal assessment. It is a tightening of the circumstances in which students, over a period of time, complete those aspects of the subject which are usually marked by their teacher.

Controlled assessment regulations set out the level of control at each stage for individual subjects. The aim is to address issues of authenticity, plagiarism and comparability of process and demand across specifications in the same subject offered by different awarding bodies.

These guidance notes are intended to provide advice for teachers and candidates on the controlled assessment unit of the GCSE Geography specification for first examination in 2011 and thereafter.

This material complements the information provided in Section 6 Guidance on Controlled Assessment (p27–44) in the Geography GCSE specification and, where necessary, expands upon it.

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1 Controlled Assessment in GCSE Geography

Controlled Assessment takes the form of an investigative study supported by fieldwork. The investigation must be a hypothesis testing task.

The following skills are assessed through controlled assessment in the context of fieldwork:

- identifying, analysing and evaluating geographical questions and issues;
- establishing appropriate sequences of investigation incorporating geographical skills, including enquiry skills;
- extracting and interpreting information from a range of different sources, including field observations, maps (including an OS map of the study area obtained from a digital source) drawings, photographs (ground, aerial and satellite imagery), diagrams and tables; and
- evaluating methods of collecting, presenting and analysing evidence, and the validity and limitations of evidence and conclusions.

Candidates must be given opportunity to:

- contribute to the planning of the investigation;
- obtain appropriate information by collecting primary and secondary data;
- process and present their findings; and
- discuss their results in a form that relates to the original topic.

The controlled assessment comprises three stages:

- task setting
- task taking
- task marking.

2 Task Setting: Choosing a Title for Investigation

CCEA will produce a list of fieldwork titles each year and centres must choose from one of these taking into account the list appropriate for the year of final award, see Geography GCSE specification, Appendix 1 for the current list of titles.

The level of control for task setting is **high**. This means that the task is set by CCEA.

There are four fundamental points of information from the specification which are worth highlighting at the outset, namely:

- certain aspects of the investigation may be undertaken as a group exercise but each individual must complete a separate report;
- the controlled assessment element accounts for 25% of the total marks available in the examination;
- the controlled assessment element must be completed within the prescribed time limits, see GCSE Geography specification (section 6.5); and
- it should be possible to complete the report within the required maximum length of 2,000 words (excluding appendices).

The task chosen should be appropriate to the ability level of your candidates and allow for differentiation by both task and outcome. The single controlled assessment component is made up of one task, a list has been provided by CCEA and centres must choose one, see Geography GCSE specification Appendix 1.

Candidates will have the chance to make further use of fieldwork experience gained at Key Stage 3. They will have extended opportunities to display skills and techniques not assessed in the terminal examination. These will include the practical use of instruments and the collection, processing and refinement of data. A carefully selected task will allow weaker candidates to tackle the study at a basic level while affording better candidates the scope for a more detailed or sophisticated investigation.

The choice of a task will also be determined by a number of other factors. These factors relate to the manageability of the investigation for teachers and candidates. In the choice of task and preliminary preparations teachers will need to consider at least some of the following questions:

- Should all of the candidates do the same task?
- Should the same location be used for all?
- How accessible is the fieldwork site?
- Is the owner's permission to visit required and obtainable?
- What is the optimum size of a fieldwork group(s)?
- Has adequate provision been made for safety and supervision outside the classroom?
- What range and number of fieldwork instruments will be needed?
- Will the fieldwork be arranged through a Field Centre?
- If so, what will be the extent of co-ordination required with Field Centre personnel?
- When is the best time to do the fieldwork, taking into account controlled assessment in other subjects?

- Has adequate provision for the controls been made?
 - Collection of primary data: 6 hours maximum.
 - Research and data collection (including preparation and write up of the introduction, methodology and presentation of data): 12 hours maximum.
 - Completion of analysis and evaluation of findings: 6 hours maximum.
- Please note that during the final stage, candidates must not have access to the Internet, e-mail or removable storage devices.

Teachers must be able to authenticate the work, to monitor progress and prevent plagiarism. They must also ensure that candidates acknowledge and reference any sources they use; see Geography GCSE specification (section 6.5).

3 Task Taking

This stage of the controlled assessment is divided into:

- (a) Research and Data Collection
- (b) Analysis and Evaluation of Findings

(a) Research and Data Collection

The level of control for research and data collection is **limited**. This means that the requirements are clearly specified, but some work may be completed without direct teacher supervision. Candidates may undertake research and preparatory work with limited supervision. This work may inform, but should not be included in the final piece of work presented for assessment.

During this stage teachers can provide guidance to candidates on the following aspects:

- the focus of the investigation;
- the relevance of materials and/or concepts;
- the structure of the report including section titles and content;
- techniques of data collection;
- techniques of data presentation; and
- skills of analysis and evaluation.

Teachers must guide and supervise candidates in relation of the following:

- monitoring progress;
- preventing plagiarism;
- ensuring compliance with health and safety requirements; and
- ensuring work is completed in accordance with the procedures and marking criteria.

The work of individual candidates may be informed by working with others, but each candidate must provide an individual response. Where work is undertaken within a group, or is teacher-directed, candidates must indicate their individual contribution. Teachers must be able to authenticate the work and must ensure that candidates acknowledge and reference any sources they use.

(i) Planning (10 marks)

The success of an investigation depends on careful preparation and planning in advance. Final conclusions are more easily reached when appropriate tasks are identified and aims clearly understood by both teachers and candidates at the outset.

Thus, having chosen a task, the planning stage requires candidates to:

- clarify the hypotheses of the investigation;
- identify the type of information and evidence that is required to test the hypotheses and to explain outcomes and/or results;
- agree the methods and techniques to be used for data collection, e.g. instruments required/questionnaire design;
- carry out practical preparations – consider health and safety issues and requirements to complete investigations successfully; and
- establish effective sequences of investigation.

The framework for the rest of the investigation is set by the first of these planning tasks, namely, defining and clearly stating the aim and hypotheses of the investigation. The aim and hypotheses should be arrived at through a combination of discussion, candidate initiative and teacher direction, with weaker groups inevitably being teacher-led. Well chosen hypotheses will form an excellent basis for the candidates to work through the investigation and for its assessment.

The degree of complexity of the task should be dictated by the ability of the candidates. One simple hypothesis may not be enough to extend better candidates. Too many will tend to ‘swamp’ weaker candidates with data and they will find it difficult to make written analysis, interpretation and conclusions meaningful and cohesive. Generally, two or three hypotheses with a maximum of four will be sufficient for an investigation at GCSE level.

The rest of the planning stage will involve the teacher and candidates suggesting and making decisions about relevant data, sites, sampling techniques and groups to carry out the work. Recording instruments and methods will also need consideration while base maps, recording sheets, worksheets and questionnaires, will have to be devised as required.

Candidate involvement in the planning stage must be individually assessed and physical evidence of this involvement must be submitted as an appendix to each candidate’s report. Field notebooks should not be included.

Planning could be presented in the form of a structured work booklet or worksheet, perhaps with stimulus materials such as maps, photographs, sketches or newspaper cuttings. This should be submitted as evidence. Candidates should also be encouraged at this stage to research appropriate material for the chosen task to enhance their understanding.

Candidates should be given guidance as to how to construct a questionnaire/transect and how to choose and use appropriate equipment. They should also have opportunities to consider how the information gathered/collected will be recorded and also and health and safety issues pertaining to their fieldwork.

This approach to planning may also benefit candidates by preparing them for what to expect in the field rather than collecting raw data with little background knowledge. It should make the collection task more purposeful and the subsequent writing more meaningful.

Evidence of planning must be included as an appendix to the report. It must be clearly labelled and attached as part of the report.

(ii) Data Collection (15 marks)

The following points should be noted when preparing this aspect of the investigation.

- Level of control: **limited**;
- Candidates have to collect primary data and be assessed individually while doing it;
- Candidates may spend up to 6 hours on the collection of primary data;
- As with planning, **evidence** of primary data collection must be submitted as an appendix; and
- Where work is undertaken within a group or is teacher-directed, candidates must indicate their individual contribution.

Candidates will be awarded marks based on their ability to:

- use instruments/techniques; and
- organise and record data in an appropriate way.

The marking criteria and band descriptors for the above two tasks can be found in Appendix 2 and in the Geography GCSE Specification.

Candidates may be assessed on their confidence and accuracy in using appropriate instruments such as measuring tape/trundle wheel, ranging poles, clinometer, quadrat, stopwatch, callipers, weather recording instruments, flowmeter, camera, etc.

Techniques may include the ability to orientate and use a base map, methods of recording information on a base map (code/symbols/key), conducting interviews and questionnaires and the sampling strategy used in carrying them out.

An important technique is observation - making subjective judgements on, e.g. the age of buildings, the quality and appearance of an environment, noise levels, evidence of flooding, evidence of erosion etc.

A systematic approach should be used to record field data. Assessment may be based on the degree of organisation and ability shown in tasks such as the following:

- drawing and labelling of field sketches;
- completion and labelling of a base map;
- completion of recording sheets/worksheets/questionnaires;
- entries on a prepared transect diagram/profile; and
- completion of a Quality Index, e.g. environmental.

Assessment should also take account of completeness, accuracy, legibility, and neatness as well as the inclusion of specific details such as date/time/place/scale. Individual initiative shown and the ability to cope with the unforeseen may also be considered.

Finally, it should be noted that the evidence of Data Collection should be included as an appendix to each report. For questionnaire surveys this should be a completed sample and not the whole of the candidate's work.

In preparation for writing the report, candidates should be aware of the following:

- Candidates must submit their own work; and
- Secondary sources can be used but must be adapted and acknowledged.

During the research and data collection stage candidates may use up to 12 hours to prepare and write up their:

- introduction and methodology; and
- data processing and presentation.

Candidates should realise the importance of structure in producing a report. Higher marks are more likely to be gained by giving careful consideration to the mark weightings for the various sections. These are given in the table below.

Section of Report	Mark
Introduction	10
Presentation of Data	10
Analysis	15
Interpretation	15
Conclusions	10
Evaluation	10

Candidates also need to know the exact meaning of each of these headings so that written content is directly relevant to each of them. It is recommended that these headings are used in the report.

(a) Introduction (10 marks)

The four main elements of the introduction are:

- clear and concise statement of aims and the theoretical context;
- spatial context;
- list of hypotheses to be tested; and
- methodology.

A relevant location map is necessary. Brief reference only should be made to the theoretical context for the study.

(b) Presentation of Data (10 marks)

A good report will contain a wide and appropriate variety of illustrative techniques with a high standard of presentation. Candidates should display the following skills:

- sorting the data; and
- using appropriate techniques for data presentation, including ICT.

Data chosen and methods of presentation will vary with the type of investigation but might include some of the following examples:

Maps	Location maps, sketch maps, transect maps, distribution maps. Photocopied OS maps should be used as sparingly as possible and should have significant candidate input such as annotation, overlays etc. Maps should be relevant to the study area.
Tables and Diagrams	Results summary tables, annotated sketches, transect diagrams, systems diagrams, flow charts, cross-sections, kite diagrams.
Graphs	Line, Bar, Histogram, Pie, Divided/Proportional Bar, Scatter, Triangular, Pictogram, Gain/Loss Bar Chart, Flow lines.
Photographs	Individually taken, titled and annotated. Overlays may also be used.
ICT	Word processing work or part thereof; using a spreadsheet for storage and retrieval of data; using software packages to generate graphs and charts; satellite imagery.

Candidates should be reminded of several salient points in this section:

- The use of Information Technology and IT generated materials is essential but this must involve individual candidate input.
- Appropriate conventions should be used for all graphs, maps, diagrams etc; Title/Key/Scale/North point/axis labelled/and annotation should be included as appropriate.
- Illustrative materials including maps and photographs should support and complement the text and be integrated in an appropriate place.

(b) Analysis and Evaluation of Findings

The level of control for the analysis and evaluation of findings is **high**. This means candidates' work must be completed under direct supervision. This may be the candidates' teacher or another person nominated by the centre. Candidates do not have to complete their work in one sitting. The time allowed for this stage is 6 hours. Where candidates complete this stage over a number of sessions, candidates' work must be collected, stored securely and re-distributed as necessary.

Teachers must guide and supervise candidates in relation to the following:

- ensuring work is completed in accordance with the specification requirements; and
- ensuring work can be assessed in accordance with the procedures and marking criteria.

Teachers must not advise candidates in the analysis and evaluation of their finding or during the writing of the final report.

During this stage candidates must work independently, they must not communicate with each other during this phase. Any assistance they receive during this stage must be recorded on the Candidate Record Sheet.

Candidates are not permitted to introduce pre-prepared materials into this phase of the assessment. The teacher/invigilator must ensure that candidates do not bring any new materials into the classroom once this phase has started.

Candidates must have access to their research and planning but must not have access to secondary sources or the Internet while they write up the final sections of their report.

The work may be hand written or presented using ICT. Candidates using laptops or PCs cannot have access to the Internet, e-mail or removable storage devices. If the work is divided into a number of sessions, centres must ensure that work is saved securely to ensure that candidates cannot amend or add to the saved material between sessions.

Candidates may use the spell check and grammar facility on a computer.

Candidates must write up the final four sections of their report:

- Analysis of the results;
- Interpretation of the results;
- Conclusions; and
- Evaluation.

(i) Data Analysis (15 marks)

In this section, the candidate should examine the presented information and only describe what it shows in relation to the original hypotheses. Patterns, relationships, trends and deviations from trends should be singled out with appropriate data for comment where appropriate.

(ii) Interpretation (15 marks)

Interpretation, in turn, involves trying to explain why the results were as found. Candidates are expected to try to find and express valid reasons for trends/deviations from trends mentioned above. It is suggested that interpretation should be clear and concise and geographically sound. Candidates should be encouraged to refer to relevant geographical theory which may help explain their results.

(iii) Conclusions (10 marks)

These may range from simplistic to complex observations relating not only to the chosen task but in some cases to the specific background theory as well. Good conclusions will be well argued and backed up by sound evidence collected. The conclusions should relate back to the original objectives, drawing them together with regard to the overall aim being investigated.

(iv) Evaluation (10 marks)

Candidates are asked to take an objective overview of the completed investigation. The two-fold aim of an evaluation is to look critically at the methods used and to suggest improvements.

Better candidates will reflect in their evaluation the tentative nature of some of the findings which may influence their conclusions and recognise possible flaws in the work. They may comment on possible shortcomings, limitations (for example, in sites chosen), sampling techniques and limitations of equipment. Manageable improvements which would benefit future groups should be suggested.

The depth required in this section is indicated again by the mark weighting but both criteria should be met and several points should be made.

4 Task Marking

The level of control for task marking is **medium**. This means teachers mark the controlled assessment task using the mark scheme provided in the specification.

Candidates are assessed on their ability to:

- plan some aspects of work to be carried out in the field;
- collect and record data in the field;
- develop a written report to present, analyse and interpret this data; and
- draw valid conclusions and evaluate the methods used to carry out the investigation.

Teachers must ensure that the submitted report they mark is the candidate's own. They must sign a declaration certifying that, to the best of their knowledge, all the work the candidate has submitted for assessment is their own and they have not received any help other than that permitted (see Section 3 Task Taking).

When deciding on the appropriate mark to award for each stage or component of the coursework teachers may wish to adopt the following procedure.

- (i) Read that part of the report to which the first mark allocation applies, e.g. Introduction.
- (ii) Read through each of the description summaries for the three mark bands.
- (iii) Select the summary which most closely describes the candidates' work.
- (iv) Having selected a summary decide whether the pupils' work falls in the top, middle or bottom of the mark band for that summary.
- (v) Award the mark for that part of the mark band.
- (vi) Place the mark in the appropriate part of the candidate record sheet and go on to the next criteria.

Planning and Data Collection

When assessing a written report, marks for these two stages of the investigation will have already been decided. It is to be hoped that the headings, criteria, mark allocations and band descriptors (see Appendix 2) will have helped in this task. Markers should be realistic and accurate with marks for these two stages. It would be unusual for a large discrepancy to exist between these and the written report marks for a candidate.

It must be stressed again that evidence of individual work in planning and samples from data collection must be submitted as short appendices to each report to support the marks awarded.

The Written Report

As with planning and data collection the mark weightings, headings, criteria and mark band descriptors should form an easy-to-use basis for the marking of each section of the report. Very good studies will be distinguished by having these required elements plus clarity, readability and good development of argument. The allocation of ten to fifteen marks to a section provides good scope for differentiation between candidates and the mark bands with clear descriptors allow marks to be further refined.

It is necessary to bear in mind the amount of teacher help given in the planning and data collection stages; these should be reflected in the marks awarded to candidates.

Quality of Written Communication

The final task in assessment is to award a mark for the quality of written communication. Guidelines for this task can be found in Appendix 2 of the GCSE Geography Specification.

On Completion of Assessment

Candidate Record Sheets must be completed with care. The addition of brief, meaningful annotation will help Moderators and benefit candidates. Annotation is a requirement; rather than general comments about the candidate, it should consist of concise remarks specific to the criteria on the Candidate Record Sheet.

Authentication

Teachers are required to sign a declaration to certify that to the best of their knowledge, all the work submitted for assessment is the candidates own and ensure that a sufficient amount of work has been completed under direct supervision.

5 Internal Standardisation

Where there is more than one teaching group in the subject the centre **must** carry out internal standardisation before submitting coursework to CCEA. This is to ensure consistency of marking across all teaching groups. It is suggested that such an internal standardisation meeting may be planned along the following lines:

- (i) Consideration given to exemplars from Agreement Trial which would act as a 'bench mark'.
- (ii) Consideration of three pieces of work from each teaching group representing performance at the top, middle and lower of the range for that group. During the meeting the teachers mark/moderate the three types of work in turn beginning with all of the pieces in the bottom set. The marks awarded by any class teacher should not be made known until his/her colleagues have scrutinised the work.
- (iii) Having marked/moderated the candidates' work, teachers should compare their outcomes and discuss any differences between them. It may be necessary to look again at the work before a consensus on the mark to be awarded can be reached.
- (iv) Standardisation of the marks for the selected samples may reveal general tendencies toward leniency or severity of marking. This may indicate that some teachers may have to adjust the marks for all or some of the pupils in their teaching group.

6 Moderation

Centres must submit their marks and samples to us by 1 May. We issue full instructions about the details of moderation procedures and nature of the sample we require well in advance of submission.

7 Support

The following support is available to centres:

- Agreement Trials organised on an annual basis, which allow clarification of standards set with Principal Moderators. Exemplar reports will be available at these trials.
- Arrangements for support moderators to advise centres with particular difficulties.
- Written feedback to centres on TAC 6 Centre Report forms.
- Principal Moderator's Report.
- Centre visits by CCEA officer.

Appendix 1 provides a pupil checklist which you may find useful for both teachers and students.

Teachers are advised to read the Principal Moderator's Report which is available on an annual basis. This report outlines examples of good practice and areas where improvement is needed.

For further information on any of the above please contact Margaret McMullan, Principal Officer, Geography on 028 90 261200 ext. 2285 or e-mail: mmcmullan@ccea.org.uk.

Health and Safety Considerations in Fieldwork

Candidates must have opportunities to develop awareness of Health and Safety considerations in fieldwork. Such considerations should be the focus of class discussion before fieldwork takes place and should include risk assessment, consideration of the precautions to be taken before and during the fieldwork and the procedures to be followed in the event that an accident or emergency occurs. Evidence of this should be shown in planning.

8 Resources for GCSE Fieldwork

Title	Author	Publisher
A–Z Advancing Geography: Fieldwork	Holmes, D and Farbrother, D	Geographical Association (2000)
Classroom Based Fieldwork	Iwaskow, L, M	Hodder & Stoughton
Educational Visits – policy, practice and procedures	Interboard Working Group	www.seelb.org.uk (2007)
Essential Geographical Skills	Christian, D	Nelson Thornes (2009)
Fieldwork Design	Nettleship, J	Causeway Press
Fieldwork File: For the Secondary Years	ed. Richardson, P	Geographical Association/Field Studies Council (2009)
Fieldwork Firsthand	Glynn, P	Crakehill Press
Fieldwork for Geographers	Barton, T	Arnold
Fieldwork Ideas in Action	Miller, J	Hodder and Stoughton (2000)
Fieldwork in Geography	Boyce, J and Ferretti, J	Cambridge Educational
Fieldwork in Investigation Series:		Nelson
<ul style="list-style-type: none"> • Landforms • The National Environment • Rural Land – Use and Settlements • Towns and Cities 		
Fieldwork in Urban Geography	Briggs, K	Oliver and Boyd
Fieldwork Studies in Geography	Gillett, J	Longman

Title	Author	Publisher
Fieldwork Techniques and Projects in Geography	Lenon, B and Cleves, P	Collins (2000)
Geographical Enquiries – Skills and techniques for Geography	Nagle, G and Spencer, K	Stanley Thornes (2000)
GCSE Geographical Enquiry	Day, T	Stanley Thornes
GCSE Geography Coursework		Longman Coursework Guides
Geography Enquiry Guides		Network Educational Press
Geography Fieldwork	Frew, J	Nelson
Learning Outside the Classroom	OFSTED	HMI OFSTED (2008) www.ofsted.gov.uk
Managing Safe and Successful Fieldwork	May, S and Richardson, P (eds)	Geographical Association Field Studies Working Group (2005)
Methods of Presenting Data	St John, P and Richardson, D	Geographical Association (2000)
Methods of Statistical Analysis of Fieldwork Data	St John, P and Richardson, D	Geographical Association (2000)
Outdoor Education – aspects of good practice	OFSTED	HMI OFSTED (2004) www.ofsted.gov.uk
Project Fieldwork	Greasley, B	Collins
Science Through the Environment	Edwards, R and Wallace, E	NAFSO Stibbington Centre 01780 782386
Skills for Geography	Sauvain, P	Stanley Thornes
Tackling Geography Coursework	Bowen, A and Pallister, J	Hodder Education (2 nd edition)

9 Frequently Asked Questions

- *When can candidates take the controlled assessment unit?*

The controlled assessment task can be completed at any time. However, you should be aware that:

- (a) the controlled assessment unit is terminal;
- (b) centres must submit their marks and samples to us by 1 May in the year of submission;
- (c) candidates must complete a task which has been issued for the year of submission.

- *What is the weighting for the controlled assessment unit?*

The controlled assessment unit has a weighting of 25%.

- *Is there a recommended word limit?*

The completed fieldwork report must be no longer than 2,000 words.

- *Can I amend titles to suit my candidates?*

CCEA will set a range of titles each year, centres must choose one. Centres will have the opportunity to contextualise the task to better suit their specific circumstances. The controlled assessment is a hypothesis-testing task. Centres may decide on the number and nature of hypotheses which best suit their specific circumstances.

- *How many hypotheses should be covered?*

One simple hypothesis may not be enough to stretch better candidates. Too many will tend to swamp candidates. Generally, two or three hypotheses with a maximum of four will be sufficient for an investigation at GCSE level.

- *Can candidates collect their primary data as a group?*

The collection of primary data can be undertaken as a group; however, candidates must indicate their individual contribution.

- *Can candidates collaborate with one another about their work?*

During the research and data collection stage the work of an individual candidate may be informed by working with others; however, each candidate must provide an individual response.

During the analysis and evaluation of findings stage candidates must work independently and must not communicate with each other.

- *Can candidates use ICT to prepare and/or present their work?*

ICT may be used at any stage throughout the controlled assessment. However please note that:

- the use of ICT for data presentation must involve individual input;
- at the analysis and evaluation of findings stage, candidates must not have access to the Internet, e-mail or removable storage devices;
- work produced during the analysis and evaluation of findings stage must be saved securely to ensure that candidates cannot amend or add to the saved material.

- *Can candidates draft and re-draft their work?*

Drafting is not one of the skills being assessed through controlled assessment in Geography. Teachers may review candidates' work and may provide advice at a general level. Teachers must not provide detailed and specific advice on how drafts could be improved to meet assessment criteria.

- *If a candidate re-sits a task, do they need to sit a different task?*

Candidates must complete a task which has been issued for the year of submission. The marking criteria remains the same each year.

- *If a candidate re-sits a task, which mark counts towards their overall GCSE grade?*

Candidates can re-sit each unit once with the highest mark counting towards their overall GCSE award.

Appendix 1: Student Checklist

Before handing your coursework to your teacher check that you have included all of the following. Tick each item to show that you have completed it.

- Candidate Record Sheet: signed and authenticated
- Title Page
- Content list (index)
- Introduction
- Aims and Hypotheses
- Maps (relevant to your study area and labelled)
- Methods of data collection and equipment used
- Diagrams/Graphs – all labelled and given a heading
- Annotated Photographs
- Analysis for each hypothesis
- Interpretation for each hypothesis
- Conclusion
- Evaluation – strengths/weaknesses of the study and suggested improvements
- Bibliography showing all sources used (published sources and Internet)
- Appendices – planning and data collection sheets

Appendix 2: Assessment Criteria for the Controlled Assessment Task

The controlled assessment task is awarded a mark out of 100 as follows:

- Stage 1: Planning **10 marks**
- Stage 2: Data collection **15 marks**
- Stage 3: Report development **70 marks**
- Quality of written communication **5 marks**

The assessment criteria for stages 1–3 of the enquiry are as follows:

Stage 1: Planning	Maximum marks per task
Evidence of this work must be included as a short appendix to the report	
<p>Candidates should be assessed on their ability to plan some aspects of work to be carried out in the field. This will involve:</p> <ul style="list-style-type: none"> • identifying the information required to test the hypotheses and to explain the outcomes and/or results; • suggesting methods of data collection, for example, instruments required or questionnaire design; and • considering health and safety issues. 	10
Maximum mark for Stage 1	10

Stage 2: Data Collection	Maximum marks per task
Evidence of data collected in the field by each individual student must be included as a short appendix to the report	
<p>Candidates should be assessed on their ability to:</p> <ul style="list-style-type: none"> • use instruments or questionnaires, sampling methods etc; and • organise and record the data into coherent tables. 	15
Maximum mark for Stage 2	15

Stage 3: Report Development	Maximum marks per task
Candidates should be assessed on their ability to complete a written report following the sequence outlined below:	
(a) Introduction: <ul style="list-style-type: none"> • the overall aim of the investigation and its theoretical context based on the learning outcomes stated in the specification; • spatial context, to include: <ul style="list-style-type: none"> – one regional map showing the location of the investigation in the NI context; and/or – an OS map of the location of the data collection using GIS; • a list of objectives or hypotheses to be tested; and • methods of data collection described; 	10
(b) Data presentation: <ul style="list-style-type: none"> • appropriate tables, graphs, annotated maps, photographs, overlays etc; 	10
(c) Data analysis: <ul style="list-style-type: none"> • a description of the patterns and/or relationships in the data presented; 	15
(d) Interpretation: <ul style="list-style-type: none"> • concise and valid explanations of the information collected in the fieldwork, supported by evidence and theory; 	15
(e) Conclusions: <ul style="list-style-type: none"> • summary statements about the outcomes of testing the hypotheses; 	10
(f) Evaluation: <ul style="list-style-type: none"> • advantages and disadvantages of the methods used to carry out the investigation; and • further improvements to the investigation. 	10
Maximum mark for Stage 3	70

For each of the above criteria, there are three levels of response. If the candidate has not demonstrated any success for a particular criterion, the teacher should award no mark for that criterion.

We have provided the following guidelines for teachers to identify levels of response for each assessment criterion.

Stage 1: Planning

Band 1 (1–3 marks)

The teacher has helped the candidate to identify a hypothesis and some suitable methods and/or techniques for collecting the required data. The candidate completes some basic practical preparations. They give limited consideration to health and safety issues.

Band 2 (4–6 marks)

The candidate outlines a hypothesis for investigation and identifies relevant data to collect. The candidate selects the methods and/or techniques of collection satisfactorily. The candidate completes necessary practical preparations in an appropriate manner. They give reasonable consideration to health and safety issues.

Band 3 (7–10 marks)

The candidate demonstrates that they can competently define a hypothesis for the investigation and identifies relevant data to collect. The candidate demonstrates initiative and appropriateness of selection in the methods and/or techniques and other related details suggested for data collection. They give detailed consideration to health and safety issues.

Stage 2: Data Collection

Band 1 (1–5 marks)

The candidate uses the instruments and/or techniques with the teacher's guidance and collects reliable data. The candidate demonstrates that they are aware of the need for coherence in the recording of the data they collect.

Band 2 (6–10 marks)

The candidate demonstrates reasonable competence in the use of instruments and/or techniques with a reasonable degree of accuracy. The candidate is organised in the recording of data they collect.

Band 3 (11–15 marks)

The candidate demonstrates clear competence in the use of instruments and/or techniques to collect accurate data. The candidate demonstrates a high level of organisation in recording data accurately.

Stage 3: Report Development

(a) Introduction

Band 1 (1–3 marks)

The candidate provides a simple statement of the aim and hypothesis of the investigation. The candidate provides a brief, general description of the work in the field. Spatial context is limited

Band 2 (4–7 marks)

The candidate outlines the aim and hypothesis of the investigation and provides a spatial context for the study. The candidate describes the methods they use in the field with a fair degree of accuracy.

Band 3 (8–10 marks)

The candidate states the aim and hypothesis clearly and concisely. The candidate clearly provides the spatial context of the investigation. The candidate describes the methodology used precisely. The candidate demonstrates a clear understanding of the methodology

(b) Data presentation

Band 1 (1–3 marks)

The candidate makes some effort to present the data collected using simple graphical and mapping techniques.

Band 2 (4–7 marks)

The candidate demonstrates some ability to sort the data collected and identify it for inclusion in each presentation technique. The candidate's techniques of presentation are generally appropriate and use ICT.

Band 3 (8–10 marks)

The candidate demonstrates the ability to sort the data collected and to use presentation techniques to illustrate relevant sets of data. The candidate demonstrates a high level of competence using ICT in the construction of the appropriate presentation techniques.

(c) Data analysis

Band 1 (1–5 marks)

The candidate provides a simple, straightforward description of the patterns apparent in the presented data.

Band 2 (6–10 marks)

The candidate provides a reasonable description of the patterns and relationships apparent in the presented data.

Band 3 (11–15 marks)

The candidate demonstrates the ability to describe clearly and concisely the patterns and relationships apparent in the presented data.

(d) Interpretation

Band 1 (1–5 marks)

The candidate demonstrates their application of knowledge and understanding through simple, straightforward explanations of the patterns they have identified. There is limited use of evidence to support these explanations, and there are limited links to theory.

Band 2 (6–10 marks)

The candidate demonstrates their application of knowledge and understanding through reasonable explanations of the patterns they have identified. The candidate supports these explanations through use of evidence. There are reasonable links to relevant theory.

Band 3 (11–15 marks)

The candidate demonstrates their application of knowledge and understanding through concise and valid explanations. They support these explanations by evidence and link to theory where appropriate.

(e) Conclusions

Band 1 (1–3 marks)

The candidate gives some limited statements relating to the stated hypothesis.

Band 2 (4–6 marks)

The candidate's conclusions are generally logical and relate to the evidence collected for the hypothesis.

Band 3 (7–10 marks)

The candidate demonstrates the ability to state clearly logical conclusions in relation to their hypothesis, which they support by the evidence they have collected.

(f) Evaluation

Band 1 (1–3 marks)

The candidate is able to identify a few of the strengths of the methods used or conclusions drawn in the investigation.

Band 2 (4–6 marks)

The candidate offers some evaluation of the methods and conclusions and suggests some improvements.

Band 3 (7–10 marks)

The candidate offers a thorough evaluation of the methods and conclusions and suggests improvements to the investigation.

The teacher should award 0 for a response not worthy of credit.

Assessment of Quality of Written Communication

The teacher should take the complete controlled assessment task into account when assessing the quality of written communication.

Quality of Written Communication		Marks
Performance level:	Criteria:	
Threshold	Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.	1, 2
Intermediate	Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.	3, 4
High	Candidates present and organise effectively relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision.	5
Maximum mark for Quality of Written Communication		5

The teacher should award 0 for a response not worthy of credit.

Appendix 3: Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks.</p> <p>May contain one or more tasks.</p>
Controlled assessment	<p>A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking.</p>
External assessment	<p>A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body.</p>
Formal supervision (High level of control)	<p>The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.</p>
Informal supervision (Medium level of control)	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Low level of control)	<p>Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.</p>
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task.</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts.</p> <p>May also include information about unacceptable answers.</p>

Term	Definition
Task	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects.
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes.</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding body.</p>
Task setting	<p>The specification of the assessment requirements.</p> <p>Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations.</p> <p>Teacher-set tasks must be developed in line with awarding body specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work.</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the Internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported and can be separately certificated.</p> <p>May comprise separately assessed components.</p>

