

REVISED GCSE

Student Guidance

Geography

Controlled Assessment

Internally Assessed Fieldwork Investigation

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geography

Foreword

Congratulations on choosing Geography as one of your subjects at GCSE. The GCSE Geography specification is made up of three units: Unit 1 Understanding Our Natural World, Unit 2 Living in Our World and Unit 3 Fieldwork report. Units 1 and 2 are externally assessed by a written exam. Unit 3 is controlled assessment.

Controlled assessment is a new approach in GCSE subjects which require internal assessment. It is a tightening of the circumstances in which you complete those aspects of the subject which are usually marked by your teacher.

Controlled assessment regulations set out the level of control at each stage for Geography. The aim is to address issues of authenticity, that is ensuring that the work you submit is your own, and plagiarism, that is ensuring that you have acknowledged all sources used and that you have not tried to pass off material from published sources (books, journals and the Internet) as your own.

This booklet complements the information provided in Section 6 Guidance on Controlled Assessment in the Geography GCSE specification. You can download a copy of the Geography specification from www.ccea.org.uk/geography.



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1 Controlled Assessment in GCSE Geography

Controlled Assessment in GCSE Geography takes the form of a fieldwork investigation. 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.

You will be given opportunities to:

- contribute to the planning of the investigation;
- obtain relevant information by collecting primary and secondary data;
- process and present their findings; and
- discuss your results in a form that relates to the original topic. This will usually be in a report format.

The controlled assessment comprises three stages:

- task setting
- task taking
- task marking.

This means that the completion of this unit will take several sessions, it is important that you know when you are going to be working on the controlled assessment unit and that you attend all sessions.



2 Task Setting

Your teacher will give you the controlled assessment task.

There are four important points which you need to know about from the start, namely:

- some aspects of the investigation may be undertaken as a group exercise, e.g. the collection of primary data, but you must complete an individual report;
- the controlled assessment element accounts for 25% of the total marks available in the examination;
- the controlled assessment task must be completed within the prescribed time limits; and
- it should be possible to complete the report within the required maximum length of 2,000 words (excluding appendices).

By completing this unit, you will have the chance to build on your experience of fieldwork gained at Key Stage 3. You will have opportunities to display skills and techniques not assessed externally in the written examination. These will include the practical use of instruments and the collection, processing and refinement of data.



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 you may undertake research and preparatory work without direct supervision by your teacher. Your research may inform, but must not be included in, the final piece of work presented for assessment.

During this stage your teacher can provide guidance 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.

Your teacher is required to guide and supervise your work in relation to the following:

- monitoring progress: remember you have a set time within which to complete the work;
- preventing plagiarism: you must acknowledge all sources used, both Internet and books;
- ensuring compliance with health and safety requirements; and
- ensuring work is completed in accordance with the procedures and marking criteria.

Your work may be informed by working with others, but you must provide an individual response. Where the fieldwork exercise has been undertaken within a group you must indicate your individual contribution.

Using information from published sources (including the Internet) is a good way to demonstrate your knowledge and understanding of the topic, but you must take care how you use this material - you cannot copy it and claim it as your own work.

The regulations state that **‘the work which you submit for assessment must be your own’** and **‘you must not copy from someone else or allow another candidate to copy from you’**.

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called **‘referencing’**. You must ensure that you give detailed references for everything in your report which is not in your own words. A reference from a published book or journal must show the name of the author, the year of publication and the page number. For example, *‘weathered material falling into the river from the valley sides forms 90% of the load’* (Henderson, Roulston & Corr, 2009).

For material taken from the internet, your reference must show the date when the material was downloaded and must include the precise web page not the search engine used to find it. This can be copied from the address line. For example:

<http://www.bbc.co.uk/schools/gcsebitesize/geography/weather/climaterev1.shtml>,
downloaded 12 January 2010.

You are also required to include a bibliography at the end of your work. This must list the full details of publications which you used in your research even where these are not directly referred to, for example:

Henderson, P., Roulston, S. and Corr, P. (2009) *Geography for CCEA GCSE*, London, Hodder Education

Teachers must be able to authenticate your work, to do this they will monitor your progress.

You will be required to sign a candidate record sheet to verify that the work you submit is your own and that you have not received any help other than that which is permitted.

(i) Planning (10 marks)

Planning your work is important. During this stage you will be required to:

- clarify the hypotheses to be investigated;
- identify what information and evidence you will need to test the hypotheses and to explain your outcomes and/or results;
- agree the methods and techniques to be used for data collection, e.g. instruments required, questionnaire design etc;
- carry out practical preparations – consider health and safety issues and requirements to complete the investigation successfully; and
- work out how best to approach the task, that is establish an effective sequence of investigation.

Therefore during this stage you will be working with your teacher and others in your class to suggest, and make decisions about, relevant data, sites, sampling techniques and groups to carry out the work. You should become familiar with the recording instruments and methods to be used. You will also need to develop base maps, recording sheets, worksheets and questionnaires, as required.

Your involvement in the planning stage will be individually assessed and physical evidence of this involvement must be submitted as an appendix to your report. It must be clearly labelled and included as part of the report.

(ii) Data Collection (15 marks)

During this stage you will be taking part in a fieldwork exercise to collect the data for your study. You should be aware that:

- evidence of primary data collection must be submitted as an appendix; and
- where work is undertaken within a group, you must indicate your individual contribution.

You will be assessed individually while collecting the data, marks will be awarded based on your ability to:

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

You will be assessed on your confidence and accuracy in using appropriate instruments such as measuring tape/trundle wheel, ranging poles, clinometer, quadrat, stopwatch, callipers, weather recording instruments and flowmeter.



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

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

You will need to record field data in an organised manner. Assessment may be based on the degree of organisation and ability shown in tasks such as the following:

- drawing and labelling field sketches;
- completing and labelling a base map;
- completing questionnaires;
- completing a prepared transect diagram/profile; and
- completing a Quality Index, e.g. environmental quality.

Assessment will also take account of:

- completeness;
- accuracy;
- legibility;
- neatness; and
- 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, evidence of data collection should be included as an appendix to your report. For questionnaire surveys this should be one completed sample questionnaire and not the whole of your work. Field note books must not be included.



During this stage you will also write up the first two sections of the fieldwork report, you need to remember that:

- The work you submit **must** be your own; and
- Secondary sources (such as books and the Internet) can be used but **must** be acknowledged.

If you submit work which is not your own or if you have used published sources which you have passed off as your own then it will be regarded as cheating. There are severe penalties for breaking exam rules and regulations.

You have **up to 12 hours** to prepare and write up your:

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

The structure of your report is important. 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	Marks
Introduction	10
Presentation of Data	10
Analysis	15
Interpretation	15
Conclusions	10
Evaluation	10

You 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 your report. During this stage you will have the opportunity to write the first two sections:

(a) Introduction (10 marks)

A good introduction should include:

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

You should also include a relevant location map. Brief reference only should be made to the theoretical context for the study.

(b) Presentation of Data (10 marks)

In this section you should present your data using a wide and appropriate variety of illustrative techniques with a high standard of presentation. To do this you will need to:

- sort the data; and
- use appropriate techniques for data presentation, including ICT.

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

Maps	Location maps, sketch maps, distribution maps. 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.

Important points to remember:

- The use of Information Technology and IT generated materials is essential and this must involve individual 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

This is the second stage in the completion of your fieldwork report.

The level of control for the analysis and evaluation of findings is **high**. This means your work **must** be completed under **direct supervision**. This may be your teacher or another person nominated by your centre. The time allowed for this stage is **6 hours**. Your teacher will inform you about how this stage will be organised. It is important that you attend all the planned sessions during this stage of the assessment. Your work will be collected at the end of each session, stored securely and re-distributed as necessary. You will not be able to access your work between sessions.

During this stage you must work independently, you must not communicate with other students. Any assistance you receive during this stage will be recorded on the Candidate Record Sheet. Your teacher must not advise you in the analysis and evaluation of your findings or during the writing of the final report.

You will have access to your research and planning but will not have access to secondary sources or the Internet while you write up the final sections of your report. You are not allowed to bring pre-prepared materials into this phase of the assessment. The teacher/invisigator must ensure that you do not bring any new materials into the classroom once this phase has started.

The work may be hand written or presented using ICT. If you are using a laptop or PC you cannot have access to the Internet, e-mail or removable storage devices.

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

During this time you must write up the final four sections of their report:

- Analysis;
- Interpretation;
- Conclusions; and
- Evaluation.

You 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 your report.

(i) Data Analysis (15 marks)

In this section, you 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 identified with appropriate data for comment where appropriate.

(ii) Interpretation (15 marks)

Interpretation involves explaining why the results were as found. You are expected to give valid reasons for trends and any deviations from trends identified in the Analysis section. Your interpretation should be clear, concise and geographically sound. You are encouraged to refer to relevant geographical theory which helps to explain your results.

(iii) Conclusions (10 marks)

Good conclusions will be well argued and backed up by sound evidence from the data 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)

In the evaluation you are required 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 to the investigation.

A good evaluation will reflect the tentative nature of some of your findings which may in turn influence your conclusions. It will also recognise possible flaws in the work. You 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.

4 Task Marking

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

You will be assessed on your 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.

Your teacher is required to sign a declaration certifying that, to the best of their knowledge, all the work you have submitted for assessment is your own and you have not received any help other than that permitted.

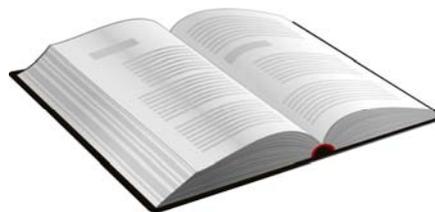


5 Presenting your Fieldwork Report

The following guidelines will help you to produce a fieldwork report that is easily marked by your teacher and easily moderated (or checked) by CCEA:

- You should write as legibly as possible, it is important that your work can be read easily;
- You are allowed to word process your work;
- You should take time to check your spelling, punctuation and grammar as this will be taken into consideration when your work is being marked;
- You should present an organised and neat report; for example:
 - Use standard A4 sized paper;
 - If you are hand writing your work then it is a good idea to use one side of the page only and to ensure that you leave a good margin all around your work – top, bottom, left and right;
 - If word processing your work then use a standard font and font size. You should include your name as a header or footer on every page;
- Make sure that headings and sub-headings are clear and stand out. Underline them if you are hand writing your work. If you are word processing your work then you should underline or embolden headings and sub-headings;
- Take a new page for each section within your report;
- List all the sources you used (online and paper based) in a bibliography at the back of your work (see pages 5 and 6 for information about this);
- When you have finished writing up the report you could number the pages and include a contents page;

Finally secure all your work together in a report file, do not use a ring binder and do not use plastic pockets for your work.



6 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
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
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)
Project Fieldwork	Greasley, B	Collins
Skills for Geography	Sauvain, P	Stanley Thornes
Tackling Geography Coursework	Bowen, A and Pallister, J	Hodder Education (2 nd edition)



7 Frequently Asked Questions

- *When do I have to take the controlled assessment unit?*

Your teacher will tell you when you will be completing the controlled assessment unit.

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

The controlled assessment unit is worth 25% of the total marks for GCSE Geography.

- *Is there a recommended word limit?*

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

- *Do I have to complete the task given to me by my teacher?*

Yes, your teacher will have the list of tasks which relate to the year when you are completing your GCSE Geography.

- *Will I be able to collect primary data as part of a group?*

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

- *Can I collaborate with other students in my class about my work?*

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

During the analysis and evaluation of findings stage you must work independently and must not communicate with any other students.

- *Can I use ICT to prepare and/or present my work?*

Check the actual arrangements in your school with your teacher. It may be possible to use ICT to complete the controlled assessment. However you need to remember that:

- the use of ICT for data presentation must involve individual input;
- at the analysis and evaluation of findings stage, you are not allowed to 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. You are not allowed to access your work between sessions.

- *Can my teacher give me feedback on a draft version of my fieldwork report?*

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

- *Can I re-sit the controlled assessment unit?*

You can re-sit the controlled assessment unit once; however, you must complete a task which has been issued for the year of submission. Your teacher will guide you in relation to this.



Appendix 1: Student Checklist

Before handing your coursework to your teacher check that you have included all of the following (as appropriate). 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
- Appendices – planning and data collection sheets

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