**GCSE Controlled assessment Mark Sheet**

**Geographic Understanding Key term checking sheet**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key term | Defined in **introduction**? | Explained how collected in **method**? | Has a method of **presentation** for it? | Is **analysed** using data crunching and reasons? | Is explained in the **conclusion**? | Is fully **evaluated**? |
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**Presentation methods**

|  |  |  |  |
| --- | --- | --- | --- |
| Basic | Tick if used | Complex | Tick if used |
| Bar graphs |  | Isolines |  |
| Pie charts |  | Choropleth |  |
| Photos |  | Proportional flow line map |  |
| Maps (must have a north arrow and scale) |  | Proportional symbols |  |
| Table |  | Scatter graphs **with** line of best fit |  |
| Line graph |  | Cross sections (must be to scale) |  |
| Scatter graph **without** a line of best fit |  | Well annotated field sketches or photographs |  |
| Radar graph |  | Overlays |  |
| Column graph |  | Spearman’s rank |  |
|  |  | Compound bar graph |  |
| Total |  | Total |  |

**Marking sheet**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Tick and comment as appropriate:** | | | | | Circle appropriate | | |
| Criteria | Evidence | | | | Level | Marks | |
| **Geographical**  **Understanding**  *To gain L2, students must fulfil all of L1. To gain L3, students must fulfil all of*  *L2.* | Key concepts/processes are identified  Key concepts/processes are defined  Basic location evidence | | | | 1 | 1 | 2 |
| 3 | 4 |
| Key concepts/processes correctly incorporated into data collection techniques  Key concepts/processes correctly incorporated into interpretation of results  Clear location evidence | | | | 2 | 5 | 6 |
| 7 | 8 |
| Key concepts/processes correctly incorporated into conclusions  Key concepts/processes correctly incorporated into evaluations  Detailed location evidence | | | | 3 | 9 | 10 |
| 11 | 12 |
| **Methodology**  *If there is no primary data, they cannot go beyond L1. To gain L2, students must fulfil all of L1. To gain L3, students must fulfil all of L2* | Identifies question or hypothesis. Context of investigation outlined  List of methods given. Basic evidence of fieldwork | | | | 1 | 1 | 2 |
| 3 | 4 |
| H  O  W | Describes the sequence of the investigation  Primary data collected through fieldwork  Describes methods  Evidence of organisation and planning | | | 2 | 5 | 6 |
| 7 | 8 |
| W  H  Y | All methods clearly justified  Evidence of candidate planning one or more methods  The work is well organised and planned with detailed evidence of data  collection e.g. locations/times/sampling methods/sample sizes | | | 3 | 9 | 10 |
| 11 | 12 |
| **Presentation**  *If there is no ICT present they cannot access L1 at all.*  *To gain L3, students must fulfil all of L2.*  ICT =YES/NO | Level 1 Limited range and basic methods | | Level 2 Range/  Accurate/Appropriate/  complete | Level 3 Wider Range/  Appropriate/  2 x more complex | 1 | 1 | 2 |
| 3 | 4 |
| 2 | 5 | 6 |
| 7 | 8 |
| 3 | 9 | 10 |
| 11 | 12 |
| **Interpretation and**  **QWC** | Brief description of findings  Basic reasons given  QWC – Limited range of specialised terms and reasonable accuracy with SPG | | | | 1 | 1 | 2 |
| 3 | 4 |
| Clear description of results  Attempts to analyse results by basic numerical data manipulation  Valid reasons offered  Simple conclusions are drawn relating to original purpose of investigation  QWC – A range of specialised terms used correctly  Considerable accuracy with SPG | | | | 2 | 5 | 6 |
| 7 | 8 |
| Describes and analyses the results in detail  Links between data sets identified  Valid conclusions are reached in relation to original purpose of investigation  QWC – Wide range of specialised terms used appropriately  QWC – Ideas are expressed clearly/logically/fluently with accurate use of SPG | | | | 3 | 9 | 10 |
| 11 | 12 |
| **Evaluation**  *To gain L2, students must fulfil all of L1. To gain L3, students must fulfil all of L2.* | Reflects on appropriateness and effectiveness of data collection methods  Suggests improvements/alternative methods | | | | 1 | 1 | 2 |
| 3 | 4 |
| Specific problems with methods identified and linked to accuracy of results  Indicates how improvements to methods might improve accuracy of results | | | | 2 | 5 | 6 |
| 7 | 8 |
| Issues with the methods and results on the validity of conclusions are  discussed  Demonstrates understanding of connections between methods, results and conclusions. | | | | 3 | 9 | 10 |
| 11 | 12 |

**Where an answer fails to meet Level 1, zero marks should be awarded. Final Mark = /60**