

AS GEOGRAPHY – SPECIFICATION A – UNIT 3a

**Personal Enquiry
Individual Candidate Record Sheet**

Centre number	Centre name
Centre address	
Candidate number	Candidate name

Title of personal enquiry
Date of entry Jan/June* 20 _____

Mark awarded		Moderated mark (For Edexcel use only)	
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** delete as appropriate*

Certificate of authenticity

Statement by the candidate:

1. I declare that the personal enquiry attached is _____ words in length (omitting appendices and maps, diagrams, etc.)

NB A penalty will be imposed in Assessment Criterion 1 on enquiries over 2,500 words

2. I declare that I have produced the personal enquiry attached without external assistance, apart from any that is acceptable under the scheme of assessment and is recorded overleaf.
3. I declare that the personal enquiry attached is based on primary data collected on fieldwork. (Secondary sources may also be used.)

Candidate's authentication of work: Signature _____	Date
Teacher responsible for supervision: Signature _____	Date

Teachers may use this box to highlight any issues they wish to bring to the attention of the Moderator

Mark Sheet to be used in conjunction with detailed grade descriptors. Teacher examiners are invited to highlight relevant grade descriptors which justify the mark awarded.

Assessment Criterion 1: Investigation Design and Planning

Level 4 10-12	Well organised. Clear, realistic plan. Full statement of aims in Enquiry. Identified investigations independently. Links to theoretical background. Clear location. Within word limit.	
Level 3 7-9	Appropriate aims and sound planning. Aims and location described in Enquiry. Some questions/issues identified independently. Some theoretical background. Within the word limit.	
Level 2 4-6	Proposal lists aims and data collection. Aims and location stated in Enquiry. Needed some assistance to identify investigation. A little relevant theoretical background. Exceeds word limit.	
Level 1 1-3	Much assistance needed in planning Enquiry. Aims and location indicated in Enquiry. Relies on questions/aims provided by teacher. Exceeds word limit.	
0	No understanding or ability in planning investigation.	

Assessment Criterion 2: Data Collection

Level 4 7-9	Systematic research programme based on substantial data collection with a wide range of accurate observations/measurements. Data collection methods justified, including sampling. Considers all significant factors affecting data collection.	
Level 3 5-6	Accurate observations and measurements. Explanation of data collection methods, including sampling. Some factors affecting data collection commented on.	
Level 2 3-4	Narrow range of data collected. Some assistance needed in this section. Data collection methods described and some factors affecting them noted.	
Level 1 1-2	Limited ability to complete research or make observations. One method of data collection. Much assistance needed in this section.	
0	Unable to carry out research on the topic.	

Assessment Criterion 3: Data Presentation

Level 4 7-9	Candidate selected appropriate and varied range of presentation techniques. All methods executed precisely and accurately. Full annotation and integration into text. Well organised and logical presentation.	
Level 3 5-6	Candidate selected and used appropriate presentation techniques. All competently executed and clearly labelled. Data organised and presented clearly.	
Level 2 3-4	Candidate selected and used limited range of straightforward techniques. Most were appropriate, and executed neatly with sufficient labelling. Some meaningful organisation. Some assistance required in this section.	
Level 1 1-2	Candidate used simple techniques, some of which were appropriate. One or two methods used. Labels give some information. Some organisation of material attempted. Much assistance required in this section.	
0	No attempt made to present data collected.	

Assessment Criterion 4: Analysis and Interpretation

Level 4 14-18	Effective, coherent and independent analysis and interpretation, using all information collected and presented, directly related to aims. Significant interrelationships and patterns identified and developed. Statistical analysis, significance testing accurate and appropriate. Good use of geographical terminology. Few errors in grammar, punctuation and spelling.	
Level 3 9-13	Some independent analysis and interpretation; used most of data collected; referred to aims of Enquiry. Some interrelationships identified and commented upon. Statistical analysis accurate where used. Appropriate geographical terminology. Some errors in grammar, punctuation and spelling.	
Level 2 5-8	Some relevant analytical points linked to aims of Enquiry and referring to much of data collected. Some interrelationships noted. Some assistance required in this section. Appropriate geographical terminology used in places. Noticeable errors in grammar, punctuation and spelling.	
Level 1 1-4	Description of collected data. Much assistance needed to identify some inter-relationships and patterns. No explicit link between the analysis and aims of Enquiry. Appropriate geographical terminology used infrequently. Intrusive errors in grammar, punctuation and spelling.	
0	No attempt made to analyse or interpret data collected.	

Assessment Criterion 5: Conclusions and Evaluation

Level 4 10-12	All information used to provide answers and reach succinct and clear conclusions. Conclusions justified and related directly to aims of Enquiry. Awareness that conclusions may be partial, tentative or incomplete. Evaluation of Enquiry as a whole. Comment on opportunities to extend study. Good range of geographical terminology. Few errors in grammar, punctuation and spelling.	
Level 3 7-9	Reference to data collected to draw some logical conclusions related to aims of enquiry. Some awareness that conclusions may be partial, tentative or incomplete. Some evaluative comment. Some opportunities for further study described. Appropriate geographical terminology used but occasional errors in grammar, punctuation and spelling.	
Level 2 4-6	Some use of data collected to draw straightforward conclusions. May have required some assistance. Conclusions presented as facts rather than partial, tentative or incomplete. Opportunities for further study stated. Evaluation linked to data collection. Some appropriate geographical terminology. Noticeable errors in grammar, punctuation and spelling.	
Level 1 1-3	Much assistance required to produce a basic conclusion, with only an indirect link to data collected and/or aims of Enquiry. Much comment repetitive of ideas noted elsewhere. Infrequent use of geographical terminology. Intrusive errors in grammar, punctuation and spelling.	
0	No attempt made to draw conclusions to the Enquiry.	

TOTAL:

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