

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

Component	Investigative Geography	Unit Code	H481/04/05	Session	June	Year				
Centre Name						Centre Number				
Candidate Name						Candidate Number				
Investigation Title										

Mark scheme section	0 marks	Level 1	Level 2	Level 3	Level 4	Teacher Comment	Mark
Section 1: Planning, purpose and introduction. (8 marks)	0 marks	1-2 marks	3-5 marks	6-8 marks	n/a		
Section 2: Data, information collection methods and sampling framework. (7 marks)	0 marks	1-2 marks	3-4 marks	5-7 marks	n/a		
Section 3: Data presentation techniques. (9 marks)	0 marks	1-3 marks	4-6 marks	7-9 marks	n/a		
Section 4: Data analysis and explanation. (14 marks)	0 marks	1-3 marks	4-6 marks	7-10 marks	11-14 marks		
Section 5: Conclusions and investigation evaluation. (12 marks)	0 marks	1-3 marks	4-6 marks	7-9 marks	10-12 marks		
Section 6: Overall quality and communication of written work. (10 marks)	0 marks	1-3 marks	4-6 marks	7-10 marks	n/a		
Total/60							
Please tick to indicate this work this been standardised internally							

Criteria				Teacher Comments	
Section 1: Planning, purpose and introduction (8 marks).					
0 marks	Level 1 (1-2 marks)	Level 2 (3-5 marks)	Level 3 (6-8 marks)		
No response or no response worthy of credit.	<ul style="list-style-type: none"> There is a partial or incomplete attempt to include a plan with aims or questions or hypotheses which are not clearly linked to the geographic purpose of the investigation. The plan is based on an individual geographical topic or issue, within a research framework, but definitions are incomplete or absent. There is no justification for the investigation provided in the introduction and no meaningful attempt to contextualise the fieldwork and research. The location is unclear with few relevant or appropriate geo-spatial techniques. There is limited evidence of research that supports the investigation through wider geographical links, comparisons, models or theory. 	<ul style="list-style-type: none"> There is a mostly clear plan, appropriately designed to include aims or questions or hypotheses linked to the geographic purpose of the investigation. The plan is based on an individual geographical topic or issue, within a research framework, which is partially defined. There is some justification for the investigation provided in the introduction and an attempt to contextualise the fieldwork and research. The location is clear, using geo-spatial techniques, and at different scales. There is some evidence of individual research that supports the investigation through an appropriate combination of wider geographical links, comparisons, models and theory. 	<ul style="list-style-type: none"> There is a clear, well focused plan, appropriately designed to include aims or questions or hypotheses linked to the geographic purpose of the investigation. The plan is based on an individual geographical topic or issue, which is accurately and appropriately defined and within a research framework. There is a justification for the investigation provided in the introduction and valid contextualisation of fieldwork and research. The location is precise and geo-located, using geo-spatial techniques, at appropriately different scales. There is clear evidence of valid and individual literature research that defines and contextualises the investigation through an appropriate combination of wider geographical links, comparisons, models and theory. 		
[0]	[1 2]	[3 4 5]	[6 7 8]	Mark	

Criteria				Teacher Comments	
Section 2: Data, information collection methods and sampling framework (7 marks).					
0 marks	Level 1 (1-2 marks)	Level 2 (3-4 marks)	Level 3 (5-7 marks)		
No response or no response worthy of credit.	<ul style="list-style-type: none"> There is limited knowledge and understanding of data collection methodologies which are sometimes appropriate but lack explanation. There is little or no evidence of personalised methodologies and approaches to observe and record primary data and phenomena in the field and/or incorporate secondary data and/or evidence, collected individually or in groups. There is little or no evidence of the ability to collect and use digital, geo-located data. The data design framework (sampling, frequency, range and location choice) is weak or absent and with no relevant justification. Makes no attempt to address or understand the ethical and socio-political dimensions of the methodologies chosen. 	<ul style="list-style-type: none"> There is some knowledge and understanding of a range of data collection methodologies, including quantitative and/or qualitative approaches, which are partially justified with some limitations outlined, mostly appropriate to the investigation with some explanation. There is limited evidence of personalised methodologies and approaches to observe and record primary data and phenomena in the field and to incorporate secondary data and/or evidence, collected individually or in groups. There is limited evidence of the ability to collect and use digital, geo-located data. The data design framework (sampling, frequency, range and location choice) is mostly appropriate but with limited justification. Attempts to address and show an understanding of the ethical and socio-political dimensions of the methodologies chosen. 	<ul style="list-style-type: none"> There is good knowledge and understanding of a range of data collection methodologies, including suitable quantitative and/or qualitative approaches, which are justified with limitations outlined, appropriate to the investigation and explained in detail. There is clear evidence of personalised methodologies and approaches to observe and record primary data and phenomena in the field and to incorporate secondary data and/or evidence, collected individually or in groups. There is clear evidence of the ability to collect and use digital, geo-located data. The data design framework (sampling, frequency, range and location choice) is appropriate, coherent and justified. Addresses and shows an understanding of the ethical and socio-political dimensions of the methodologies chosen. 		
[0]	[1 2]	[3 4]	[5 6 7]	Mark	

Criteria				Teacher Comments
Section 3: Data presentation techniques (9 marks).				
0 marks	Level 1 (1-3 marks)	Level 2 (4-6 marks)	Level 3 (7-9 marks)	
No response or no response worthy of credit.	<ul style="list-style-type: none"> There is no evidence of selective presentation of the most influential data collected directly related to the investigation. The range of data presentation methods is poorly selected, with limited knowledge and understanding of the relevant techniques for representing results. There is no attempt to balance the simple and more sophisticated data representation methods, relevant to the topic. 	<ul style="list-style-type: none"> There is some selective presentation of the most influential data collected directly related to the investigation. The range of data presentation methods is mostly well selected, with some knowledge and understanding of the relevant techniques for representing results. There is an attempt to balance the simple and more sophisticated data representation methods, relevant to the topic. 	<ul style="list-style-type: none"> There is appropriate and selective presentation of the most influential data collected directly related to the investigation. The range of data presentation techniques is appropriate and well selected, with good knowledge and understanding of the relevant techniques for representing results clearly. There is an appropriate balance of simple and more sophisticated data representation methods, relevant to the topic. 	
[0]	[1 2 3]	[4 5 6]	[7 8 9]	Mark

Criteria					Teacher Comments
Section 4: Data analysis and explanation (14 marks).					
0 marks	Level 1 (1-3 marks)	Level 2 (4-6 marks)	Level 3 (7-10 marks)	Level 3 (11-14 marks)	
No response or no response worthy of credit.	<ul style="list-style-type: none"> There is limited evidence of relevant independent analysis and interpretation of data and information. When appropriate to the topic, statistical analysis and significance testing are absent or largely irrelevant to both the data and topic of investigation. When appropriate to the topic, qualitative and non-numerical analysis techniques are absent or largely irrelevant to the overall purpose of the investigation. The analysis and explanation show a poor or irrelevant link to the stated aims or questions or hypotheses. There are limited or no element of appropriate knowledge, theory and geographical concepts to help explain findings. 	<ul style="list-style-type: none"> Data and information collected is analysed and interpreted in a relevant manner, with evidence of independence, demonstrating partial knowledge and understanding of the techniques appropriate for analysing and explaining data and information. When appropriate to the topic, statistical analysis and significance testing are attempted when appropriate but with limited accuracy for both the data and topic of investigation. When appropriate to the topic, qualitative and non-numerical analysis techniques are used but with limited success in relation to the overall purpose of the investigation. The analysis and explanation show only a partial link to the stated aims or questions or hypotheses. There is some attempt to use appropriate knowledge, theory and geographical concepts to help explain findings. 	<ul style="list-style-type: none"> Data and information collected is analysed and interpreted in a relevant manner, with evidence of independence, demonstrating the knowledge and understanding of the techniques appropriate for analysing and explaining data and information. When appropriate to the topic, statistical analysis and significance testing are used with some accuracy for both the data and topic of investigation. When appropriate to the topic, qualitative and non-numerical analysis techniques are developed and used to support explanations and findings from data and information collected. The analysis and explanation link to the stated aims or questions or hypotheses. There is use of appropriate knowledge, theory and geographical concepts to help explain findings. 	<ul style="list-style-type: none"> Data and information collected is analysed and interpreted in an effective and coherent manner, with evidence of independence, demonstrating the knowledge and understanding of the techniques appropriate for analysing and explaining data and information. When appropriate to the topic, statistical analysis and significance testing are used accurately and proficiently for both the data and topic of investigation. When appropriate to the topic, qualitative and non-numerical analysis techniques are successfully and individually developed and used to support explanations and findings from data and information collected. The analysis and explanation are relevant and link effectively to the stated aims or questions or hypotheses. There is effective use of appropriate knowledge, theory and geographical concepts to help explain findings. 	
[0]	[1 2 3]	[4 5 6]	[7 8 9 10]	[11 12 13 14]	Mark

Criteria					Teacher Comments
Section 5: Conclusions and investigation evaluation (12 marks).					
0 marks	Level 1 (1-3 marks)	Level 2 (4-6 marks)	Level 3 (7-9 marks)	Level 3 (10-12 marks)	
No response or no response worthy of credit.	<ul style="list-style-type: none"> Basic, often unsupported conclusions which have few links to the aims or questions or hypotheses. Limited elements of primary and/or secondary evidence linked to arguments and conclusions. There is no evidence that conducting an investigation extended geographical understanding with no reference to the wider geographical context of the investigation. The evaluation is very limited to the identification of a few basic errors and problems. There is no comment on the ethical and socio-political dimensions of field research and data presentation. 	<ul style="list-style-type: none"> There is a limited attempt to reach conclusions which are linked to the aims or questions or hypotheses, communicated by limited means of extended writing. Elements of primary and secondary evidence and, where appropriate, theory link to the argument and conclusions. There is limited evidence that conducting the investigation extended geographical understanding with limited reference to the wider geographical context of the investigation. There is an evaluation of the investigation through reference to isolated aspects of the investigation. There are basic comments on the ethical and socio-political dimensions of field research and data presentation. 	<ul style="list-style-type: none"> There are clear conclusions linked to the aims or questions or hypotheses, communicated by means of extended writing. Draw on primary and secondary evidence and, where appropriate, theory to make a well-argued case and shape conclusions. There is some evidence that conducting the investigation extended geographical understanding with reference to the wider geographical context of the investigation. There is an evaluation of the overall success of the investigation with reference to the data sources, data collection methods, the accuracy of data collected and the extent to which it is representative, and validity of the analysis and conclusions. There is a reasonable understanding of the ethical and socio-political dimensions of field research and data presentation. 	<ul style="list-style-type: none"> There are clear, accurate and thorough conclusions linked to the aims or questions or hypotheses, communicated by means of extended writing. Draw effectively on primary and secondary evidence and, where appropriate, theory to provide a very well-argued case and shape conclusions. There is convincing evidence that conducting the investigation extended geographical understanding with clear reference to the wider geographical context of the investigation. There is a strong evaluation of the overall success of the investigation with reference to the reliability of data sources, data collection methods (including sampling), the accuracy of data collected and the extent to which it is representative, and the validity of the analysis and conclusions. There is a thorough understanding of the ethical and socio-political dimensions of field research and data presentation. 	
[0]	[1 2 3]	[4 5 6]	[7 8 9]	[10 11 12]	Mark

Criteria				Teacher Comments
Section 6: Overall quality and communication of written work (10 marks).				
0 marks	Level 1 (1-3 marks)	Level 2 (4-6 marks)	Level 3 (7-10 marks)	
No response or no response worthy of credit.	<ul style="list-style-type: none"> There is basic communication that has limited relevance to the geographic purpose of the investigation. Arguments are absent or simplistic. The work is poorly or partially structured and lacks a logical order. Presentation is often poor with little attempt to integrate text and figures. Sources and literature references are mostly excluded from the investigation or not relevant. Geographical terminology isolated or absent and there are frequent written language errors. 	<ul style="list-style-type: none"> There is a variable standard of communication that has some relevance to the geographic purpose of the investigation. Arguments are present showing elements of individuality. Written work is generally well structured, logical, concise and presentation is adequate with text and figures mostly integrated. Sources and literature references are mostly referenced throughout the investigation. Geographical terminology is present, but there are some written language errors. 	<ul style="list-style-type: none"> There is a high standard of communication that is relevant to the geographic purpose of the investigation. Arguments are clear, demonstrating a strong degree of individuality. Written work is very well structured, logical, concise, and includes good presentation with text and figures appropriately integrated. Sources and literature references are clearly stated and accurately referenced throughout the investigation. Geographical terminology is technical, used appropriately, and written language errors are rare. 	
[0]	[1 2 3]	[4 5 6]	[7 8 9 10]	Mark

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk).