# Independent investigation mark sheet

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| **Pearson Edexcel Level 3 Advanced GCE in Geography 9GE0/04** | | | | | | | | |
| Centre name: | | | | | Centre number: | | | |
| Candidate name: | | | | | Candidate number: | | | |
| Title of Independent Investigation | |  | | | | | | |
| Mark awarded |  | Moderated mark  (For Pearson use only) | | | | |  | |
| **Assessment criterion** | | | | **Total marks** | | **Marks awarded** | | **Moderator mark (For Pearson use only)** |
| a- Purpose of the Independent Investigation | | | | 12 | |  | |  |
| b- Field Methodologies and Data Collection | | | | 10 | |  | |  |
| c- Data Representation, Analysis, Interpretation and Evaluation of Techniques and  Methodologies used | | | | 24 | |  | |  |
| d- Conclusions and Critical Evaluation of the Overall Investigation | | | | 24 | |  | |  |
| **Total marks** | | | | **70** | |  | |  |
| Details of any additional advice/support given (e.g. for candidates with special considerations) | | | | | | | | |
| Candidate declaration – I can confirm that I have produced the attached work without assistance other than that which is acceptable under the guidelines given by the teacher. Any use of Artificial Intelligence (AI) has been clearly referenced and is in line with the JCQ AI Guidance. | | | | | | | | |
| Signed candidate: | | |  | | | | | |
| Internal Assessor declaration – I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification. I certify that to the best of my knowledge the work submitted for this assessment is the learner’s own. I have not solely used AI to mark the learner’s work. I understand that false declaration is a form of malpractice. | | | | | | | | |
| Assessor Name: | | | | | | Date: | | |
| Assessor: | | | | | |
| Additional Candidate declaration: | | | | | | | | |
| Signed candidate: | | |  | | | | | |
| By signing the above declaration you agree to your non-examination assessment being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please contact [teachinggeography@pearson.com](about:blank) | | | | | | | | |

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| **Purpose of the Independent Investigation (12 marks)**  **(AO1: 4 marks, AO2: 4 marks and AO 3: 4 marks)** | | | |
| **Descriptor** | **Mark range** | **Actual Mark** | **Comment** |
| No rewardable material. |  |  |  |
| * Demonstrates isolated elements of geographical knowledge and understanding of location, geographical theory and comparative context, which are frequently irrelevant or inaccurate. (AO1) * May attempt to apply understanding to find links between the investigation’s context and a broader geographical context but links are irrelevant with frequent inaccuracies. (AO2) * May attempt to investigate frequently irrelevant and narrow range of geographical sources in order to identify/obtain geographical information and data that is frequently inaccurate and only occasionally supports the investigation; the aim, question or hypothesis is generic or unlinked to research information, and provides an unfocused framework for investigation, with flawed consideration of manageability and/or scale; planned enquiry process is limited in clarity and   structure. (AO3) | 1–4 |  |  |
| * Demonstrates geographical knowledge and understanding of location, geographical theory and comparative context which is relevant but narrow or incomplete, and may include some inaccuracies. (AO1) * Applies understanding to find links between the investigation’s context and a broader geographical context; links are mainly relevant and coherent but may include some inaccuracies. (AO2) * Investigates a range of mainly relevant geographical sources in order to identify/obtain mainly accurate geographical information and data that supports most parts of the investigation; research information is used to construct a generally valid aim, question or hypothesis that provides a mostly appropriate framework for investigation with some consideration of manageability and/or scale; planned enquiry process is   adequately structured and clear. (AO3) | 5–8 |  |  |
| * Demonstrates accurate and relevant geographical knowledge and understanding of location, geographical theory and comparative context throughout. (AO1) * Applies understanding to find coherent and relevant links between the investigation’s context and a broader geographical context. (AO2) * Investigates a wide range of relevant geographical sources in order to identify/obtain accurate geographical information and data that support the investigation; research information is used to construct a justified aim, question or hypothesis that provides an appropriate framework for investigation at a manageable scale; planned enquiry process is logically   structured and comprehensive. (AO3) | 9–12 |  |  |

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| **Field Methodologies and Data Collection (10 marks)**  **(AO3: 10 marks)** | | | |
| **Descriptor** | **Mark range** | **Actual Mark** | **Comment** |
| No rewardable material. |  |  |  |
| * An inappropriate balance between range and depth of methods chosen to collect data and information relevant to the geographical focus. (AO3) * A sampling framework is absent or is not relevant to the topic being investigated. (AO3) * No consideration of either frequency or timing of observations. (AO3) * Research planning shows limited understanding of the ethical dimensions of field research methods. (AO3) * Poor quality data and information as a result of inaccurate use of methods with low levels of accuracy/precision. (AO3) | 1–3 |  |  |
| * Chooses methods to collect data and information relevant to the geographical topic. (AO3) * A sampling framework is considered but may not be technically valid or successfully implemented. (AO3) * Consideration of either frequency or timing of observations. (AO3) * Research planning shows understanding of the ethical dimensions of field research methods, which may be generic or incomplete. (AO3) * Data and information collected using methods with inconsistent accuracy/precision. (AO3) | 4–7 |  |  |
| * Chooses appropriate methods to collect a range of data and information relevant to the geographical topic. (A03) * Designs a valid sampling framework explicitly linked and appropriate to the geographical focus being investigated. (AO3) * Considers both frequency and timing of observations. (AO3) * Research planning shows appropriate and relevant understanding of the ethical dimensions of field research methods. (AO3) * Obtains reliable data and information as a result of consistent use of methods with high levels of accuracy/precision. (AO3) | 8–10 |  |  |

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| **Data Representation, Analysis, Interpretation and Evaluation of Techniques and Methodologies used**  **(24 marks)**  **(AO3: 24 marks)** | | | |
| **Descriptor** | **Mark range** | **Actual Mark** | **Comment** |
| No rewardable material. |  | Marks |  |
| * Indiscriminate use of geographical skills to deconstruct data; connections used to show the statistical/ geographical significance of data are unsupported or linked to flawed evidence. (AO3) * Provides a flawed or incomplete appraisal of techniques and methodologies used including:   + ethical dimensions of field research   + utility and validity of chosen methodologies. (AO3) * Any attempt to synthesise research findings is incoherent; conclusions may be attempted but are frequently flawed and unsupported or linked to irrelevant evidence. (AO3) * Conclusions, if attempted, are simplistic and generic; may attempt to support conclusions with frequently irrelevant references to fieldwork data or information; responses are presented in a manner that is unclear and/or technically inaccurate. (AO3) | 1–6 |  |  |
| * Uses geographical skills, which may not be the most appropriate, to deconstruct data in order to show connections that lack support from evidence and the statistical/ geographical significance of data, which may be incomplete and lack accuracy. (AO3) * Provides a narrow or imbalanced appraisal of techniques and methodologies used including:   + ethical dimensions of field research   + utility and validity of chosen methodologies. (AO3) * Synthesises research findings in a superficial manner to form some rational conclusions that are occasionally supported by evidence which might be limited or incomplete. (AO3) * Communicates conclusions that are supported by fieldwork data or information which are occasionally relevant; responses are presented in a manner which may be occasionally incoherent and is sometimes technically accurate. (AO3) | 7-12 |  |  |

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| **Data Representation, Analysis, Interpretation and Evaluation of Techniques and Methodologies used**  ***continued*** | | | |
| **Descriptor** | **Mark range** | **Actual Mark** | **Comment** |
| * Uses appropriate geographical skills to deconstruct data in order to show partially evidenced connections and mostly accurate statistical/geographical significance of data. (AO3) * Provides a generally balanced appraisal, that may lack detail in some aspects of techniques and methodologies used including:   + ethical dimensions of field research   + utility and validity of chosen methodologies. (AO3) * Synthesises research findings coherently to form rational conclusions that are mostly supported by evidence. (AO3) * Communicates conclusions that are supported by mostly relevant fieldwork data or information presented in a manner which is appropriate and mostly technically accurate. (AO3) | 13–18 |  |  |
| * Uses appropriate geographical skills to deconstruct data in order to show evidenced connections and accurate statistical/geographical significance of data. (AO3) * Provides detailed and balanced appraisal of techniques and methodologies used including:   + ethical dimensions of field research   + utility and validity of chosen methodologies. (AO3) * Synthesises research findings coherently to form rational evidence-based conclusions. (AO3) * Communicates convincing conclusions that are supported by the clear and technically accurate presentation of relevant fieldwork data or information. (AO3) | 19–24 |  |  |

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| **Conclusions and Critical Evaluation of the Overall Investigation (24 marks)**  **(AO1: 4 marks, AO2: 4 marks and AO 3: 16 marks)** | | | |
| **Descriptor** | **Mark range** | **Actual Mark** | **Comment** |
| No rewardable material. |  |  |  |
| * Demonstrates isolated elements of geographical knowledge and understanding of location, geographical theory and comparative context, which are frequently irrelevant or inaccurate. (AO1) * May attempt to apply understanding to find links between the investigation’s conclusions and a broader geographical context, but these may be inaccurate or irrelevant. (AO2). * Synthesis of research findings is indiscriminate and only occasionally coherent. (AO3) * Appraisal of the reliability of evidence and validity of conclusions is imbalanced and frequently narrow or flawed. (AO3) * A simplistic, undeveloped argument is expressed through flawed or largely incoherent lines of reasoning that demonstrate use of an unfocused enquiry process. Uses limited accurate geographical terminology. (AO3) * Conclusions, if attempted, are simplistic; may attempt to support conclusions with limited links to evidence and concepts which are frequently irrelevant. (AO3) | 1-6 |  |  |
| * Demonstrates geographical knowledge and understanding of location, geographical theory and comparative context, which are occasionally relevant and accurate. (AO1) * Applies understanding to find links between the investigation’s conclusions and a broader geographical context with limited coherence. (AO2). * Synthesis of research findings is limited, but makes some coherent points. (AO3) * Appraisal of the reliability of evidence and validity of conclusions is imbalanced and includes some minor flaws. (AO3) * A simplistic argument is expressed through lines of reasoning, with some coherence that demonstrate use of an inconsistently structured enquiry process. Uses some accurate geographical terminology. (AO3) * Conclusions are simplistic, but occasionally supported with some relevant links to evidence and concepts. (AO3) | 7-12 |  |  |

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| **Descriptor** | **Mark range** | **Actual Mark** | **Comment** |
| * Demonstrates mostly accurate and relevant geographical knowledge and understanding of location, geographical theory and comparative context. (AO1) * Applies understanding to find largely coherent and relevant links between the investigation’s conclusions and a broader geographical context. (AO2) * Synthesises most aspects of the research findings in a largely coherent manner. (AO3) * Provides a mainly appropriate appraisal of the reliability of evidence and validity of conclusions. (AO3) * A developed argument which considers a relevant selection of factors in an uneven manner and which is expressed through logical lines of reasoning that are clear, but not fully developed and demonstrates a use of an appropriately structured enquiry process. Uses mostly accurate geographical terminology.(AO3) * Conclusions are mostly supported by drawing together a selection of mostly relevant evidence and concepts linked to the investigation. (AO3) | 13-18 |  |  |
| * Demonstrates accurate and relevant geographical knowledge and understanding of location, geographical theory and comparative context throughout. (AO1) * Applies understanding to find coherent and relevant links between the investigation’s conclusions and a broader geographical context. (AO2) * Synthesises research findings coherently and comprehensively. (AO3) * Provides a balanced appraisal of the reliability of evidence and validity of conclusions. (AO3) * A balanced and concise, well-developed argument is expressed through sustained logical lines of reasoning that demonstrates use of a structured and comprehensive enquiry process. Uses accurate geographical terminology throughout. (AO3) * Convincing conclusions that are fully supported by drawing together a selection of relevant evidence and concepts linked to the entire purpose of the investigation. (AO3) | 19-24 |  |  |