

Edexcel GCSE in Geography Specification A & B
Unit 4 (5GA04/5GB04) Investigating Geography



Examination year:	
Centre name:	Centre number:
Candidate name:	Candidate number:

Unit 4 - Task question

Assessment criterion	Total marks	Marks awarded	Moderator Mark (for Edexcel use only)
a - Purpose of investigation	6		
b - Methods of collecting data	9		
c - Methods of presenting data	11		
d - Analysis and conclusions	9		
e- Evaluation	9		
f - Planning and organisation	6		
Total marks	50		

Details of any additional advice or 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. I confirm that the work is/is not* in accordance with the word limit.

Signed candidate _____ Date _____

Teacher declaration I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Signed teacher _____ Date _____

Name of teacher _____

By signing the above declaration you agree to your controlled assessment task(s) 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

N.B. Please attach this controlled assessment record sheet to the candidate's work before submitting it to the moderator.

*delete as applicable

GCSE Geography Specification A&B Unit 4 - Controlled Assessment Mark sheet

	Mark range	Actual Mark	Comment
Assessment criterion a – purpose of investigation			
No location or issue identified.	0		
The issue or question is weakly identified. Location is mentioned but unclear.	1-2		
A clear statement identifies the issue or question. The location is established.	3-4		
A well-focused statement that identifies and contextualises the issue or question. The location is focused on the place of the investigation.	5-6		
Assessment criterion b – methods of collecting data			
There is no evidence of data collected or method(s) of collection.	0		
There is limited evidence of primary and secondary data collected by the student. There is little explanation of why the methods were used to collect primary and secondary data. The contribution of the student to the primary data collection is briefly described. Limited evidence of risk assessment. No obvious evidence of the use of GIS to gather data.	1-3		
The primary and secondary data has been collected by the student and is appropriate for the investigation. There is some explanation of why the methods were used to collect primary and secondary data. The contribution of the student to the primary data collection is clearly described. Clear evidence of risk assessment having been undertaken. Some limited use of GIS to collect information.	4-6		
The primary and secondary data has been accurately collected by the student and is appropriate for the investigation. There is detailed explanation of why the methods were used to collect primary and secondary data. The contribution of the student to the primary data collection is described in detail. Clear reference to risk assessment, explicitly linked to the investigation. Use of GIS is clear and well linked to chosen issue or question.	7-9		
Assessment criterion c – methods of presenting data			
There is no evidence of data presentation.	0		
A limited range of basic presentation techniques is used. The methods used are usually not appropriate.	1-4		
A range of mainly appropriate data presentation techniques is used. Techniques are well presented, with scales and titles present on most techniques. At the top of this level, some of the techniques should be more sophisticated.	5-8		
A wide range of presentation techniques is used, which is well presented and appropriate. Techniques are well presented, with scales and titles present on most techniques. A number of the presentation methods will be more sophisticated.	9-11		

Assessment criterion d – analysis and conclusions			
There is no analysis or conclusion.	0		
Data has been extracted and described. Some basic conclusions have been drawn, which vaguely relate to the question or issue investigated.	1-3		
Data is described in some detail with analytical comments. Plausible conclusions are reached using the evidence, which is presented in the investigation report.	4-6		
There are analytical comments, which draw together the student's findings. The conclusions are accurate and substantiated and refer to the correct theory where appropriate.	7-9		
Assessment criterion e – evaluation			
There is no evaluation.	0		
There is limited evaluation of the investigation: either all aspects of the investigation have been evaluated in limited detail or some aspects of the investigation have been evaluated in more detail.	1-3		
There is evaluation of the investigation which varies in completeness between the aspects. Some of the limitations of the evidence collected have been recognised.	4-6		
There is detailed evaluation of the investigation, which reflects on the limitations of the evidence collected.	7-9		
Assessment criterion f* – planning and organisation			
The investigation report lacks any planning or organisation. Geographical terminology is absent. Spelling, punctuation and grammar errors are very frequent.	0		
The work may be incomplete and not fully organised into a logical sequence. Geographical terminology may not be used accurately or is inappropriate. Spelling, punctuation and grammar errors are very frequent.	1-2		
There is a sequence of enquiry in the investigation report. Content is clear, for example page numbers are all present. The student spells, punctuates and uses the rules of grammar with some accuracy. Geographical terminology is used appropriately in the investigation report.	3-4		
Students must be within the word limit to achieve this level. An organised and well-structured report, showing the correct sequence of enquiry followed. Diagrams are integrated into the text with appropriate sub-headings. Grammar, punctuation and spelling errors are almost non-existent. Clear and accurate use of geographical terminology to support the work.	5-6		

*Opportunity for students to be assessed on quality of written communication strands:

- i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- ii) select and use a form and style of writing appropriate to purpose and to complex subject matter
- iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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