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A-LEVEL

A-LEVEL GEOGRAPHY (7037)

NOTES AND GUIDANCE

Teaching Guide – Annotation of student work, completing the marksheet and CRF

This document offers guidance to teachers on completing the Candidate Record Form, mark sheet and annotating student work.

Version 1.0 Spring 2020

This document offers guidance to teachers when it comes to completing the *Candidate Record Form* (CRF), mark sheet and annotating student work. You will find examples of annotated work, and example CRFs with commentary to demonstrate good practice.

When assessing student work it is a requirement of the specification that teachers provide evidence of how and why marks have been awarded against the NEA assessment criteria (A-level Geography 7037 page 49 section 5.5 Annotation). This helps to facilitate the standardisation of marking within the centre and enables the moderator to check the application of the assessment criteria to the marking.

Students' investigations must be internally assessed by centres and, where appropriate, the marks awarded should be internally standardised. Teachers are required to record separate levels and marks for each area of the mark scheme in the spaces provided on the marking grid, to total the overall mark in the box provided and to make an overall summative comment about the work. Teacher comments will help the moderator see, as precisely as possible, where the students have met the assessment criteria.

Work can be annotated using either or both of the following approaches:

- key pieces of evidence flagged throughout the work by annotation in the margin or embedded in the text
- summative comments on a cover sheet, referencing precise sections or pages in the work.

Annotation must be used, in addition to information on the CRF, to explain how marks were applied in the context of any additional assistance given to the student.

Comments on how marks have been awarded should:

- be clear and unambiguous
- be appropriate to the nature and form of the work
- use phrasing from the mark scheme to indicate clearly to the moderator how the student has met the assessment criteria. This applies to the annotations that are written on the work and to the comments on the marking grid included with the CRF.

Advice on annotation of student work

Teachers may use abbreviations and brief comments to provide evidence of the areas and strands of the mark scheme eg 1a Research question identified, 1a Secure link to specification 1b Limited literature review 1b Inconsistent theoretical context. There is no expectation that annotations go into details that include the reasons why marks are awarded.

At the end of each section of the work a summative level for the relevant area and strand of the mark scheme should be indicated eg 1a Level 3+ 1b Level 2-. Plus and minus symbols may be used to indicate if the level awarded is close to the top or bottom of the level.

In some cases more than one area or strand of the mark scheme might appear on the same page. For instance, in a methodology table there may be evidence of two aspects of methodology (2a, 2b), as well as some evaluative comments (3b or 4b) or reference to the ethical dimension (4b).

It is not recommended to state a level next to a specific item such as an individual presentation or analytical technique.

For the purpose of moderation, avoid the use of adjectives and descriptions that are not linked to the mark scheme. For instance, making comments such as ‘outstanding work’, ‘excellent description’ or ‘superb presentation’ is not helpful in justifying the marks awarded. Teachers may wish to add a brief comment on some or all the annotations, but this is not essential.

Example of annotation of student work

The following piece shows part of an investigation report with sample annotations linked to the mark scheme. As per the guidance outlined above, these annotations use abbreviations to indicate where different aspects of the marking criteria are being address.

Note that the levels awarded are indicated at the end of each section only (Introduction and methodology). It is not usually helpful to place levels intermittently through the study. For some criteria, evidence may be found in different parts of the written report, particularly for strands such as 2c (implementation of chosen methodologies), 3c (application of knowledge, theory and concepts), 4a (ability to write up field results and include a range of presentation methods) and 4b (evaluation, wider context and understanding of ethical dimension).

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Aim

This investigation will decide if Polish immigration promotes stability, growth and development in Lincoln's Park and Abbey Wards, linking in with the specification as Global Systems 3.2.1.2 says 'unequal flows of people ... can sometimes act to promote stability, growth and development'. In order to do this, the core area of Polish settlement in each ward needs to be delimited (Objective 1) to see how data collected in these areas compares to data collected in areas not associated with Polish migrants. This should allow the comparison of the ways in which native Britons and Polish immigrants are affected by unequal flows of people (Objective 2). The collection, presentation and analysis of primary and secondary data should also permit the assessment of attitudes towards **Brexit** found amongst native Britons and Polish immigrants (Objective 3).

1a Relevant link to spec

1a Research question with 3 objectives

Contents

4a Evidence of sequence and organisation

Introduction

The words 'stability', 'growth' and 'development' in the title are given very loose meanings for the purpose of this investigation. Stability will be seen if Poles have similar effects on Lincoln to native Britons as this means that their migration has not caused disruption. Growth and development are interpreted very similarly as they are both to do with Lincoln improving in some way, with growth especially being associated with the economy.

In each of the eleven Lincoln wards, Polish is the most common non-English first language[1] so Lincoln as a whole suits the investigation title. The specific area of focus was originally just supposed to be Abbey Ward as this is where Monks Road is, an area many of Lincoln's native Britons associate with Polish migrants. However, it seemed wrong to not include Park Ward, home to 'Mała Polska' (Little Poland), as it is known to the migrants. Both of these areas seemed suitable for an investigation into Polish migration. For example, they are inner city areas, so fit in with the theory of the inner city being where immigrants go. It is also clear without even beginning a proper investigation that evidence of Poles such as shops and TV satellite dishes are found there.

1b Theoretical context

For words and phrases in **bold**, please see Appendix A.

Map of Lincoln showing its wards

Map of the UK showing the location of Lincoln

1b Clear locational context

[1] City of Lincoln Council *Lincoln Community Cohesion Strategy 2013 - 2018* p6 https://www.lincoln.gov.uk/_resources/assets/attachment/full/0/5701.pdf [18/09/17]

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Literature review

In order to get some context for the investigation, some research was done and the most useful pieces of literature are discussed here. Okólski and Salt[2] have retrieved their information largely from UK census data so is based on fact. It is also the latest census so should be up-to-date, but was carried out over 5 years ago, before **Brexit**, so the information may no longer be as relevant. That said, their work is still more useful than Kurekova's[3] as they specifically deal with Polish migration whilst she deals with Central and Eastern European migration as a whole. Finally, Hawkins and Moses'[4] work should be reliable because they were working for the government so would have had access to the largest possible range of up-to-date, detailed information. However, they may have a political agenda. Furthermore, they have not gone into as much detail as the others.

Polish immigration promotes stability:

The transition from a **communist** to a **capitalist** economy was very quick and drastic, leading to labour market imbalances and mismatches between newly-emerged employment opportunities and skill structures inherited from the old regime. For example, there was a strong focus on the **primary sector** in the **communist** economy, in order to repay foreign debts accrued to pay for grand **socialist** projects. As a result of this, Poland lacked socio-economic stability so Poles sought it elsewhere. Many believed the UK would provide this stability due to its passive and active labour market policies, family support and good access to healthcare, which would greatly affect their everyday lives. (Kurekova)

In comparison with all families in the UK, a much larger proportion of Polish families are married couples with dependent children, reflecting the Polish immigrant population's younger age-structure (mainly due to the fact that younger people are more prone to search abroad for 'decen

1b Relevant literature sources support theoretical context

[2] Okólski, M and Salt, J (2014) *Polish Emigration to the UK after 2004; Why Did So Many Come?* http://www.ceemr.uw.edu.pl/vol-3-no-2-december-2014/articles/polish-emigration-uk-after-2004-why-did-so-many-come [17/06/17]

[3] Kurekova, L (2011) *Theories of migration: Conceptual review and empirical testing in the context of the EU East-Wes flows* http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiI99L1itzVA XKBcAKHafLAIsQFggoMAA&url=http%3A%2F%2Fcream.conference-services.net%2Fresources%2F952%2F2371%2Fpdf%2Fmecsc2011_0139_paper.pdf&usg=AFQjCNF3XIkGF8HAVF6SbE W4uCATK4f-g [17/06/17]

1b Clear referencing of sources

[4] Hawkins, O and Moses, A (2016) *Polish population of the United Kingdom* http://researchbriefings.files.parliament.uk/documents/CBP-7660/CBP-7660.pdf [17/06/17]

work and better living conditions, education, family reunification and for humanitarian reasons'[5]). This shows the structure of Polish migrant families to be one which promotes stability. (Hawkins and Moses)

Polish immigration promotes growth and development:

The main motive for Polish migration to the UK was employment, through which Poles hoped to achieve growth and development. They generally attained this as they were happier than native Britons to work for minimum wage or less. This is because minimum wage in the UK still tends to allow Poles to earn more than they would in Poland as the monthly minimum wage in Poland is €497.91 whilst the monthly minimum wage in the UK is €1354.17.[6] The UK government granting immediate access to the British labour market when Poland joined the **EU** was another important factor in why many Poles chose the UK over other countries. This is important because it shows the UK believed it was **interdependent** with Polish migrants- both would gain growth and development from Polish migration. (Okólski and Salt)

A big factor in why Polish migrants should, in theory, bring a great deal of growth to the UK's economy, is that most are young, coming to the UK just as they join the **economically active** population and remaining for their time as a part of it. (Hawkins and Moses)

Polish immigration does not promote growth and development:

Employment of Polish migrants for minimum wage or less has allowed employers to avoid capital investment that would have increased productivity as it means people, as opposed to expensive machinery and technology, are the resources. For example, farmer Guy Poskitt has had to invest $2.8 million into an automatic carrot grading machine to do the work of the 22 migrant workers he has lost due to **Brexit**.[7] Therefore, even though Poles may achieve personal growth and development, this can be at the expense of the UK as people are not as efficient as machinery and technology in terms of manual labour. (Okólski and Salt)

1b Thorough literature review- wide range of sources

[5] International Labour Organization *Why do young people migrate?* http://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_219045/lang--en/index.htm [30/09/17]
[6] Eurostat (2017) Minimum wage statistics http://ec.europa.eu/eurostat/statistics-explained/index.php/Minimum_wage_statistics [30/09/17]
[7] Beard, S (2017) *UK farms replace EU migrants with machines* https://www.marketplace.org/2017/01/09/world/uk-farms-start-replace-eu-migrants-machines [30/09/17]

Conclusions from literature reviewed:

In terms of relating these findings back to the title of 'Polish immigration promotes stability, growth & development in Lincoln's Park & Abbey Wards', the literature is not specific to the locations that will be investigated, but presents ideas which could be relevant to them. For example, due to Poland's history of instability, it is relatively easy for other countries to be stable for Poles in comparison, hence the lack of evidence for them not promoting stability. However, whether or not Polish immigration promotes growth and development seems more up for debate. On the one hand, Polish migrants can grow and develop their careers due to migration. On the other hand, perhaps their growth and development is at the expense of the growth and development of native Britons. Therefore, 'unequal flows of people ... can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices'.

1a Research hypothesis identified, with clear rational for study

Commentary

1a Level 4 - Link to specification clearly stated. Research question effectively identified.

1b Level 4 - Comprehensive, balanced and relevant literature review, fully referenced. Theoretical context well understood. Locational/comparative context shown.

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2b Explanation of methods relevant to investigation

2a Justification of methods

Methodology

4b Evaluation of methods, pros and cons

	How?	Why?	Positives	Limitations
Delimiting survey	Walk around Park and Abbey Ward, plotting evidence of the Polish communities on an Ordnance Survey map using a key.	To delimit the core area of Polish settlement in Lincoln on an Ordnance Survey map.	People are more likely to be off work and school in the summer, meaning more evidence to record. No proper sampling type so can be carried out quickly and easily.	May miss some evidence, meaning the result isn't completely accurate.
Photos	Take a series of images from Google Maps' Street View, showing evidence of Park and Abbey Wards' Polish communities.	To delimit the core area of Polish settlement in Lincoln on an Ordnance Survey map.	No proper sampling type so can be carried out quickly and easily. Done online so less time consuming than walking around Lincoln. Measures to respect people's privacy (e.g. blurring faces) will have already been taken by Google, again making it less time consuming.	The images might be old and therefore, not representative of the modern day situation.
Polish questionnaires (see Appendix B)	Formulate a questionnaire based on research into how to make them successful.[8] Print 50 and write on their intended recipients which are decided upon according to Polish immigrant demographics.[9] Give them out to Poles at St Hugh's Catholic Church.	To find out if Poles sought stability, growth and development when immigrating and whether they feel they attained these things. In 2011, 87.5% of Poles identified as Roman Catholic[10] so St Hugh's should provide a fair representation of Poles.	Reasonable amount and proportional allocation of questionnaires makes a fair overall representation of views more likely. Questionnaire format means I do not have to be present whilst they're filled in so less time consuming.	Immigrants may go back to Poland over the summer, meaning fewer potential participants. The allocation of questionnaires is based on data that is over 10 years old and not specific to Lincoln.

[8] Burgess, T (2001) *A general introduction to the design of questionnaires for survey research* http://iss.leeds.ac.uk/downloads/top2.pdf [01/07/17]
[9] CRONEM (2004) *Polish migrants survey results* p4 https://www.surrey.ac.uk/cronem/files/CRONEM_BBC_Polish_survey%20_results.pdf [01/07/17]
[10] GUS (2013) *Narodowy Spis Powszechny Ludności i Mieszkań 2011* p99 http://stat.gov.pl/download/cps/rde/xbcr/gus/LUD_ludnosc_stan_str_dem_spo_NSP2011.pdf [01/07/17]

British questionnaires (see Appendix C)	Formulate a questionnaire based on research into how to make them successful. (Burgess) Print 50 and write on their intended recipients which are decided upon according to Lincoln's demographics.[11] Give them out to native Britons on Lincoln High Street.	To find out how native Britons' stability, growth and development has been affected by Polish immigration. The High Street will have a wide range of people on it so should provide a fair representation of Lincoln residents.	Reasonable amount and proportional allocation of questionnaires makes a fair overall representation of views more likely. Questionnaire format means I do not have to be present whilst they're filled in so less time consuming. People are more likely to be off work and school in the summer, meaning more people on the High Street and thus, more potential participants.	Cannot factor out Polish people in British demographics.
Environmental quality surveys (see Appendix D)	Put a grid over Park, Abbey and Minster Wards and make 10 coordinates for each using Google's random number generator. Complete the Royal Geographical Society's environmental quality survey at each of these points.	To see how the more Polish Park and Abbey Wards compare to the more British Minster Ward- do the levels of stability, growth and development differ between more Polish and more British areas? As a result of this, how is Polish immigration affecting native Britons?	Only a few areas to visit and in a close proximity to each other so should be quick and easy. Random sampling reduces prior planning and bias. Comparing to Minster Ward makes it more reliable as the south is affluent and the north is more deprived so it gives a fair representation as Lincoln as a whole. It also borders the inner city like Park and Abbey Wards, limiting variables.	Only 10 areas in each ward may not be representative of the whole area. Surveys done in the summer holiday may not be indicative of the whole year. The randomly selected areas may be an unfair representation. Some of the survey points may be inaccessible.

2b
Detailed K and U of methods

2a
Sampling type and size indicated

2a
Well reasoned justification linked to title

4b
Clear evaluation of methods

3b
Ref to sampling reliability

[11] The Policy Team (2016) *The Lincoln City Profile – 2016* pp15-16
https://www.lincoln.gov.uk/EasySiteWeb/GatewayLink.aspx?alId=23392 [01/07/17]

Bipolar landscape evaluations (see Appendix E)	Plot survey points at the beginning, middle and end of the High Street and Portland Street and connect these with lines to form a grid of more survey points. Plot 6 survey points equally spaced along Monks Road in Abbey Ward and alternate between adding another point above and then below, in between these. Formulate a bipolar landscape evaluation and complete 1 at each of these points and 1 in the core area of settlement of the other wards bordering the city centre.	To focus in more on the effects on Polish migration on the immigrants themselves as opposed to native Britons- how does their core area of settlement differ from those of the nearby more British wards?	Only a few areas to visit and in a close proximity to each other so should be quick and easy. More systematic sampling means a fairer spread of survey points and therefore, a better representation of the whole area.	Only 11 areas in Park Ward and 12 in Abbey Ward may not be representative of the whole area. Surveys done in the summer holiday may not be indicative of the whole year. Some of the survey points may be inaccessible.

2b
Detailed explanation of method

2a
Justification of method

4b
Evaluation of method

3b
Aware that sample size and type may not be representative

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Emails (see Appendix F)	Email academics at UCL's School of Slavonic and East European Studies and Lincoln University, representatives of Lincoln's UKIP branch, the Embassy of the Republic of Poland in London and the British Polish Chamber of Commerce, Lincoln's MP, Park and Abbey Wards councillors (including the Mayor of Lincoln), the head teachers of the primary schools Monks Abbey, St Peter At Gowts and Bishop King and Lincolnshire Police.	To find out if these people believe Polish immigration promotes stability, growth and development and to see if they have information that may help with the project. Also, to collect Park and Abbey Wards crime data from 2003 so it can be compared to the 2017 data in order to see if there has been stability, growth or development as a result of Poland joining the **EU**, allowing Poles to migrate.	Academics will have more time to respond over the summer holiday as students will have gone home. Academics should be highly knowledgeable about the topic area with access to more information than me, so data collected should be very useful and reliable. Those contacted cover people who represent both sides of the argument e.g. UKIP is likely to say negative things about Polish migration whilst the Embassy of the Republic of Poland in London will probably be in favour of it.	Unlikely to get many responses as not many people are qualified for what is needed out of this type of data collection. Academics and head teachers may not be willing to do work outside of term time. Some of the people contacted will not be able to answer specifically to Lincoln.
Online research (see Appendix G)	Look online for information to fill in any gaps in the investigation left by the other data collection methods e.g. find deprivation data for Park, Abbey and Boultham Wards.	To ensure the investigation is cohesive, covering all the relevant points, and that there is a range of evidence on whether Polish immigration promotes stability, growth and development.	No proper sampling type so can be carried out quickly and easily.	The data will be secondary so will not know how accurate it is.

2b
Explanation of method

2a
Thorough justification

4b
Evaluation of method

2a Level 4 - Detailed use of approaches. Justification for each method (8) stated clearly. Sampling strategies are indicated.

2b - Level 3+ Clear demonstration of K and U of methods relevant to investigation.

2c - Level 4 (see later evidence). All techniques followed up. Data is of good quality and relevant to investigation.

Guidance on awarding marks and completion of CRF mark sheet for teachers

To meet Ofqual's qualification and subject criteria students and teachers must complete and sign the CRF. Teachers must ensure that a CRF is provided with each student's investigation.

As well as annotating the work, teachers should make a summative comment for each area of the mark scheme on the CRF.

Teachers must show clearly how marks have been awarded against the assessment criteria in the specification. Teacher comments must help the moderator see where students have met the assessment criteria. They should:

- record comments on the CRF
- check that the correct marks are written on the CRF and that the total is correct.

Students' investigations must be internally-assessed by centres, and annotated to indicate how and why marks have been awarded. Where marking has been carried out by more than one teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the assessment criteria. This helps to ensure fairness, accuracy and reliability.

There are a total of 60 marks available for 7037/C: Geographical investigation. A mark should be awarded for each of the four areas of the mark scheme and added together to reach a total out of 60 marks based on the following procedure.

There are four levels of achievement for each assessment criterion. Each area of the mark scheme is divided into either two or three criteria. Area 1 has two criteria whereas the other areas have three. When assessing the work, the teacher should identify the level for each individual criterion based on the descriptors in the mark scheme. When this has been determined, a decision must be taken on whether the work is placed at the 'bottom', 'middle' or 'top' of this mark range. A mark can then be confidently awarded. It may be helpful to indicate the position in the level using + and – symbols.

An overall level is then produced for the area of the mark scheme, taking into account the levels awarded for individual criteria. This is converted into a mark. For example the teacher may assess Area 1a as Level 2+ and Area 1b as Level 3. Therefore the overall Level for Area 1 is Level 3-. Using the mark allocations in the mark scheme the student is awarded 6 marks.

It is possible that students may achieve very different levels for each criterion of the mark scheme. For instance a student may develop an effective research question which is fully linked to the specification (Area 1a Level 4) but the literature review may only be partially relevant and theoretical context inconsistently stated (Area 1b Level 2). Levels are allocated according to the degree of competency demonstrated for each criterion individually, which have equal weighting in each area. The marking should be on a 'best fit' principle. If a student's work meets all criteria in a particular level this should be awarded the top mark in the level. An answer does not have to meet all the requirements of a level descriptor before

being placed in that level. The extent to which it meets all of the requirements of a level descriptor will determine its placement within that level. Note the uneven number of marks in each level.

The mark scheme should be applied **positively**. Students must be rewarded for what they have shown they can do rather than being penalised for omissions. All the marks on the mark scheme are designed to be awarded. Teachers should award full marks if deserved and should be prepared to award zero marks if the student's response is not worthy of credit according to the mark scheme.

In addition to the levels and marks given on the marking grid, teachers should make comments on each area of the mark scheme in the right-hand box of the mark sheet, justifying or supporting the marks awarded. This may be a summative comment for each of the four areas of the mark scheme or may be split into the individual criteria. See the example below for illustration of this process. This is the mark sheet for the same projects used above exemplifying guidance on annotation.

Sample Mark sheet with teacher comments

Title of investigation: Polish immigration promotes stability, growth and development in Lincoln's Park and Abbey wards

Marks must be awarded in accordance with the instructions and criteria in the specification.

Area	Level	Overall level	Mark	Comment
Area 1. Introduction and preliminary research **10 marks** (a) To define the research questions which underpin field investigations (AO3)	4	4	10	1a. Effective research title taken directly from the specification on global systems, with clear rationale. The link to the specification is clearly stated in the aims (p2) and developed further eg on p6. Level 4 1b.Comprehensive, balanced and relevant literature review, fully referenced in footnotes eg p4, p5 and bibliography p 27. Theoretical context is well understood and fully stated. Locational/comparative context shown clearly on p3. Level 4
(b) To research relevant literature sources and understand and write up the theoretical or comparative context for a research question (AO3)	4			
Area 2. Methods of field investigation **15 marks** (a) To observe and record phenomena in the field and devise and justify practical approaches taken in the field including frequency/timing of observation, sampling, and data collection approaches (AO3)	4	4-	13	2a. 8 different techniques used to gather data, including some secondary methods. Justification for each method is fully stated in the method table, and generally linked back to title. Sampling strategies are indicated and justified eg random sampling for EQS, stratified sampling for questionnaires. Size of sample and frequency of observation is indicated for most surveys. Detailed use of approaches. Thorough justification of methodology Level 4 2b. Clear demonstration of Knowledge and Understanding relevant to the investigation.
(b) To demonstrate practical knowledge and understanding of field methodologies appropriate to the investigation of human and physical processes (AO3)	3+			

(c) To implement chosen methodologies to collect data/information of good quality and relevant to the topic under investigation (AO3)	4+			Some methods are explained fully, but others have missing details eg EQS, p8, questionnaires, photos p7. Rationale for questions is shown in appendix - annotation of field survey sheets. Level 3+ 2c. All techniques are followed up and implemented. Data is of good quality and relevant to the investigation Level 4+
Area 3. Methods of critical analysis **20 marks** (a) To demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them (AO3)	4	4	20	3a. A wide range of techniques is used, including land use maps of Polish areas p12, pie charts eg p13, 18, 23 dot maps, p13, isoline maps p14, located proportional circles p15, bar graphs p15, 16, located bars p18, 19, located proportional circles p 20, 22, choropleth map p 20, word cloud p20, radar graphs p22, dispersion graph p23. Some statistical analysis. Thorough ability to select suitable methods for analysis and presentation. 3b.Results are fully interrogated. Each set of results is considered and links made between data sets. Data is thoroughly manipulated and reasons given. Some recognition of limitations of sample size eg p26 email survey. Level 4 3c. Links are made with theoretical context throughout, with further references to literature eg p21. Effective application Level 4
(b) To demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding (AO3)	4			
(c) To apply existing knowledge, theory and concepts to order and understand field observations (AO2)	4			

Area	Level	Overall level	Mark	Comment
Area 4. Conclusions, evaluation and presentation **15 marks** (a) To show the ability to write up field results clearly and logically, using a range of presentation methods. (AO3)	4+	4	14	4a. A well structured investigation, based on a single research question. The report covers all aspects of the enquiry route, and includes several appendices. Wide range of presentation methods, effectively embedded in the report. Level 4. 4b. Each method is systematically evaluated, although the account occasionally strays into suitability of presentation techniques rather than reflecting on whole investigation. Suggestions for improvement or further research not explicitly stated. Limited comment on validity of conclusions. Ethical dimension not considered separately, but issues incorporated in discussions of methodology and interpretation. Methods evaluated in methodology table p7-10. Secure evaluation and reflection on the fieldwork investigation. Level 3+ 4c. Clear connections made with initial research question. Conclusions strongly supported by evidence, Thorough and coherent conclusions drawn, relating results to wider context.
(b) To evaluate and reflect on fieldwork investigations, explain how the results relate to the wider context and show an understanding of the ethical dimensions of field research. (AO3)	3+			
(c) To demonstrate the ability to write a coherent analysis of fieldwork findings in order to answer a specific geographical question and to do this drawing effectively on evidence and theory to make a well-argued case. (AO3)	4+			
	Total (60 marks)		57	

The Candidate Record Form

The CRF is an important means of confirming the authenticity and independence of a student's work. It should be:

- submitted with a student's investigation
- signed by both the teacher and the student
- fully completed.

Guidance on completing the CRF proposal form for teachers

The proposal form must be completed by the students and checked by the teacher prior to the student beginning their investigation.

1 The **title** should ideally have both a locational and theoretical context. Sometimes the final wording of the title may emerge a little later.

2 **Link to specification**. This section offers evidence that the central theme has a solid and real connection to some content within the specification, ideally using numbers and page references in the specification to show the linkage. Quite often there are links to more than one theme in the specification.

3 **Questions/hypotheses** make the decision as to whether the investigation will be based on questions or hypotheses. Ensure that these are manageable and achievable. Avoid subdividing the study into too many questions. Sometimes a successful investigation can be based on a single question or hypothesis.

4 The **focus** section provides brief details about the theoretical background and the location /spatial area in which the investigation will take place. Justify why a particular site and area has been chosen in relation to the title or theme of investigation.

5 **Methodology.** In this part of the form the student should outline sampling strategies and ideally link the proposed methods to the sub questions or hypotheses listed in section 3. It is essential to obtain a fair and representative sample as well as one which can be analysed. Ensure that the methods are pertinent to the investigation.

Teacher approval

It is essential that the teacher comments on the proposal and provides general advice before the student starts to collect data for the investigation. Often work is submitted where no guidance is provided at all to the students.

It is fine to: ask general questions, indicate if the study is over-ambitious or unclear, check health and safety, ensure the study is at the right scale, is linked to the specification content, is feasible and realistic, can be completed in the available time, and will give sufficient data. It is important to take the opportunity at this stage to reduce breadth and advise against potentially very long studies. The programme of data collection should be appropriate to the investigation and have the potential to yield sufficient data commensurate with the requirements of a 4000 word study. Avoid making specific recommendations eg about the wording of hypotheses or specific sources of secondary data in line with the regulations.

The teacher must respond to the initial proposal by indicating one of the following: approved, approved subject to amendment, or not approved. If the study is approved, the student may go ahead with the investigation without making any changes to the plan. If it is approved subject to amendments, the student should follow the advice of the teacher in making the recommended changes to the plan before proceeding (although it is not necessary to resubmit the proposal). If the proposal is not approved, the CRF should be resubmitted with a new plan.

If changes are subsequently made to an approved plan it is good practice for the student to state these changes in the report. For example, if a new method is introduced or a planned method dropped, this can be explained in the methodology section of the report.

Note that the proposal form is a way of managing changes and adaptations within the investigation, and is not an exact blueprint. It may be necessary to revise and review this through the various stages within the route to enquiry. In some cases the number of methods, sampling strategies and even the number of hypotheses may alter as the student reflects on the task in hand.

Attach the approved version of the CRF to the work, there is no need to submit earlier versions where the student proposal was not approved. Where internal standardisation has produced more than one mark, only the definitive agreed result should be submitted.

The title and proposal form must be completed independently. Very similar or identical titles may result from discussion or collusion between students. Those with similar aims can collaborate on sampling and data collection and share data, but the work cannot be teacher directed. Students should also avoid producing formulaic work with similar presentation and analytical techniques, outcomes and evaluations.

Sample Candidate Record Form

The following CRF demonstrates some aspects of good practice.

1. The title has an evaluative focus, and include both a locational and theoretical context.
2. The link to the specification is specific, with the relevant numbers and page references, and a short rationale or justification.
3. There are no more than three sub questions or hypotheses. These are all closely connected to the title. If a hypothesis-testing framework is adopted, the hypotheses are capable of being tested based on evidence collected.
4. The focus indicates why the area chosen is suitable for carrying out the investigation.
5. The proposed methods are all linked to the sub questions or hypotheses. Sampling type and size are stated.
6. Teacher approval provides some realistic advice and makes recommendations relating to scale and manageability.

Note however that this is not the only effective approach that can be used. The investigation may be based on a single hypothesis or research question. Indeed some enquiries are more suited to this approach.

Further examples of students' NEAs with completed CRFs are available on e-AQA as part of our feedback course materials.

NEA proposal

To be completed by the candidate

Investigation title	How effective are coastal management strategies in protecting the coastline at Torcross and Slapton Sands, Devon?

How the title links to the specification content

3.1.3.2 Systems and processes - Sources of energy in coastal environments: winds, waves (constructive and destructive), currents and tides. Low energy and high energy coasts. Geomorphological processes: weathering and erosion.
3.1.3.3 Coastal landscape development. Origin and development of landforms and landscapes of coastal deposition…barrier beaches. Factors and processes in their development. Recent and predicted climatic change and potential impact on coasts
Coastal systems and landscapes (3.1.3.2) and coastal landscape development (3.1.3.3) are both relevant, as the investigation will consider how the local landscape has evolved and progressed inland over time. . 3.1.3.4 Coastal management - Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management
Coastal management (3.1.3.4) also provides a suitable link to the title, as the local council has invested millions of pounds in recent years to reinforce the coastal defences and ensure that access along the A379 is maintained.

Planned investigation hypothesis or question/sub-questions

1 –To what extent has the coastline of Slapton changed in the past 30 years?
2 - How well is the coast managed for protection against powerful storm waves?
3 - Are the coastal management strategies sustainable?

Investigation focus – indication of how the enquiry will enable the candidate to address the investigation title and explore the theme in relation to the chosen geographical area

Slapton Sands is a shingle barrier beach located on the south Devon coast running between Strete in the north and Torcross in the south. The Slapton coastline is experiencing increased erosion and destruction due to more extreme weather. The area is vulnerable to south westerly gales. Because of a rise in seasonal storms, the A379 road has been battered by destructive waves, including those associated with storm Emma. The local government and South Hams Council have spent millions on the re-development of the link in recent years. However, if the storm damages the road again, it may not be rebuilt and the South West's largest freshwater lake and nature reserve behind the bar could be destroyed. I will be analysing how the beach has changed over the past 30 years, and assess the extent to which the coastal management and defences are efficient and sustainable in protecting Slapton Sands from seasonal storms and damage. The investigation will consider three places that are different in terms of coastal management. Torcross has two coastal defences, recurved sea wall and rip rap. Along Slapton sands, protecting the A379 has shingle bastions, and Strete gate has soft engineering of sand/shingle piling

Planned methodology – indication of qualitative and/or quantitative techniques including primary and, if relevant, secondary data collection techniques. Indication of the planned sampling strategy or strategies

Sub question 1. a. Use of OS maps and historical and contemporary photographs to show changes in the shape of the coastline over time, especially the effects of storm damage (primary and secondary, qualitative)
b. Measurement of wave energy, frequency and size, repeated on 3 occasions during autumn and winter (primary, quantitative).

Sub question 2 a. Beach profiling to show how effective coastal management is at Torcross in protecting the coast and preventing longshore drift . These profiles may show where the beach is more vulnerable and whether infrastruture behind is adequately protected. Systematic sampling every 200 metres. (Primary, quantitative). b. Field sketching and drawing of coastal profiles at Slapton, Strete and Torcross (qualitative) c. Secondary data from several previous years' fieldwork to show how the beach profiles have changed (quantitative)
Sub question 3. a. Bi-polar survey which assess positives and negatives of the management to decide whether it is sustainable and appropriate for the area. Minimum of 8 surveys (primary, qualitative). b. Questionnaire aimed at locals and visitors focusing on attitudes towards coastal management and sustainability (primary, qualitative). c. Research online, including published Shoreline Management Plans and and environmental Reports on feasibility of coastal management strategies (secondary, qualitative).

Data collection: ☒ Individual ☒ Group

To be completed by the teacher

Teacher approval for the investigation or details of any necessary amendments that need to be made before approval can be given

The title is a promising one as it has an evaluative question and a clear purpose. The sub questions are related to the theme of the investigation and generally in a logical sequence, although there may be some overlap. You have selected a suitable location to carry out your study and have given much thought to the planning of the enquiry. There is a balance of qualitative and quantitative data. The proposals for data collection are quite ambitious -you are planning 8 methods- and I see that you will need to revisit the sites on more than one occasion. You have ticked both group and individual data collection. Please indicate which techniques are being completed as part of a group. Are you sure that you can answer all 3 questions using the proposed methods? Judging effectiveness and sustainability may be challenging and it will be important to have sufficient relevant data to be able to make evaluative judgements. It is good that you are comparing with previous surveys, maps and photographic images (secondary data), so that changes over time may become apparent. Sampling strategies are indicated for some techniques but are not clear for all methodologies.

☐ Approved ☒ Approved subject to the implementation of amendments above ☐ Resubmission required

Full name Click here to enter text.

Teacher signature.

Date Click here to enter a date.

AQA Realising potential

Annotated Candidate Record Form

NEA proposal

To be completed by the candidate

Investigation title: How effective are coastal management strategies in protecting the coastline at Torcross and Slapton Sands, Devon?

The title includes a locational and theoretical context. The question prompts evaluation and requires a judgement to be made.

How the title links to the specification content

3.1.3.2 Systems and processes - Sources of energy in coastal environments: winds, waves (constructive and destructive), currents and tides. Low energy and high energy coasts.
Geomorphological processes: weathering and erosion.
3.1.3.3 Coastal landscape development. Origin and development of landforms and landscapes of coastal deposition…barrier beaches. Factors and processes in their development. Recent and predicted climatic change and potential impact on coasts
Coastal systems and landscapes (3.1.3.2) and coastal landscape development (3.1.3.3) are both relevant, as the investigation will consider how the local landscape has evolved and progressed inland over time.
3.1.3.4 Coastal management - Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management
Coastal management (3.1.3.4) also provides a suitable link to the title, as the local council has invested millions of pounds in recent years to reinforce the coastal defences and ensure that access along the A379 is maintained.

Three relevant areas of specification content are stated, with rationale for the links to the proposed investigation.

Planned investigation hypothesis or question/sub-questions

1 –To what extent has the coastline of Slapton changed in the past 30 years?
2 - How well is the coast managed for protection against powerful storm waves?
3 - Are the coastal management strategies sustainable?

The student poses three sub-questions that require an evaluative approach. They are logically linked in sequence and are all connected to the title.

Investigation focus – indication of how the enquiry will enable the candidate to address the investigation title and explore the theme in relation to the chosen geographical area

Slapton Sands is a shingle barrier beach located on the south Devon coast running between Strete in the north and Torcross in the south. The Slapton coastline is experiencing increased erosion and destruction due to more extreme weather. The area is vulnerable to south westerly gales. Because of a rise in seasonal storms, the A379 road has been battered by destructive waves, including those associated with storm Emma. The local government and South Hams Council have spent millions on the re-development of the link in recent years. However, if the storm damages the road again, it may not be rebuilt and the South West's largest freshwater lake and nature reserve behind the bar could be destroyed. I will be analysing how the beach has changed over the past 30 years, and assess the extent to which the coastal management and defences are efficient and sustainable in protecting Slapton Sands from seasonal storms and damage. The investigation will consider three places that are different in terms of coastal management. Torcross has two coastal defences, recurved sea wall and rip rap. Along Slapton sands, protecting the A379 has shingle bastions, and Strete gate has soft engineering of sand/shingle piling

The student explains why the area chosen is suitable for carrying out the investigation. The geographical context is justified in relation to the investigation title.

Planned methodology – indication of qualitative and/or quantitative techniques including primary and, if relevant, secondary data collection techniques. Indication of the planned sampling strategy or strategies

Sub question 1. a. Use of OS maps and historical and contemporary photographs to show changes in the shape of the coastline over time, especially the effects of storm damage (primary and secondary, qualitative) b. Measurement of wave energy, frequency and size, repeated on 3 occasions during autumn and winter (primary, quantitative).
Sub question 2. a. Beach profiling to show how effective coastal management is at Torcross in protecting the coast and preventing longshore drift . These profiles may show where the beach is more vulnerable and whether infrastruture behind is adequately protected. Systematic sampling every 200 metres. (Primary, quantitative). b. Field sketching and drawing of coastal profiles at Slapton, Strete and Torcross (qualitative) c. Secondary data from several previous years' fieldwork to show how the beach profiles have changed (quantitative)

The various data collection methods are linked to the sub questions, with a balance between qualitative and quantitative techniques. Sampling strategies and size are indicated for some, but not all, methods. The distinction is made between primary and secondary research methods.

Sub question 3. a. Bi-polar survey which assess positives and negatives of the management to decide whether it is sustainable and appropriate for the area. Minimum of 8 surveys (primary, qualitative).
b. Questionnaire aimed at locals and visitors focusing on attitudes towards coastal management and sustainability (primary, qualitative). c. Research online, including published Shoreline Management Plans and and environmental Reports on feasibility of coastal management strategies (secondary, qualitative).

Data collection: ☒ Individual ☒ Group

To be completed by the teacher

Teacher approval for the investigation or details of any necessary amendments that need to be made before approval can be given

The title is a promising one as it has an evaluative question and a clear purpose. The sub questions are related to the theme of the investigation and generally in a logical sequence, although there may be some overlap. You have selected a suitable location to carry out your study and have given much thought to the planning of the enquiry. There is a balance of qualitative and quantitative data. The proposals for data collection are quite ambitious -you are planning 8 methods- and I see that you will need to revisit the sites on more than one occasion. You have ticked both group and individual data collection. Please indicate which techniques are being completed as part of a group. Are you sure that you can answer all 3 questions using the proposed methods? Judging effectiveness and sustainability may be challenging and it will be important to have sufficient relevant data to be able to make evaluative judgements. It is good that you are comparing with previous surveys, maps and photographic images (secondary data), so that changes over time may become apparent. Sampling strategies are indicated for some techniques but are not clear for all methodologies.

☐ Approved ☒ Approved subject to the implementation of amendments above ☐ Resubmission required

The teacher provides suitable feedback on the proposal and conditionally approves the plan for investigation. Attention is drawn to the ambitious nature of the data collection programme and the challenge of collecting high quality pertinent data that answers each of the sub questions.

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/7037

You can talk to us directly

E: geography@aqa.org.uk

T: 01483 477 791

@AQA

GEOGRAPSP7037

aqa.org.uk

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