

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

Unit Title	Local Geographical Investigation			Unit Code	A733	Session	June	Year	2	0			
Centre Name							Centre Number						
Candidate Name							Candidate Number						
Investigations completed: 1A <input type="checkbox"/> or 1B <input type="checkbox"/> or 2A <input type="checkbox"/> or 2B <input type="checkbox"/>													
Evidence of your investigation :													
											Total/50		
											Please tick to indicate this work has been standardised internally		
	Criteria					Teacher Comment			Page No.	Mark			
AO1	<p>Candidates</p> <p><input type="checkbox"/> demonstrate knowledge of the locality being studied in a limited way.</p> <p><input type="checkbox"/> define the geographical features of the issue basically.</p> <p><input type="checkbox"/> identify that there are different values and attitudes involved in the issue in a simplistic way.</p> <p><input type="checkbox"/> offer a simplistic reflection.</p> <p style="text-align: right;">[0–3 Marks]</p>	<p>Candidates</p> <p><input type="checkbox"/> demonstrate sound knowledge of the locality being studied.</p> <p><input type="checkbox"/> define the geographical features of the issue in a sound way.</p> <p><input type="checkbox"/> describe some of the different values and attitudes involved in the issue with some explanation.</p> <p><input type="checkbox"/> offer some critical reflection on the issue.</p> <p style="text-align: right;">[4–7 Marks]</p>	<p>Candidates</p> <p><input type="checkbox"/> demonstrate clear and detailed knowledge about the locality being studied.</p> <p><input type="checkbox"/> have a clear and detailed understanding of the defining geographical features of the issue.</p> <p><input type="checkbox"/> describe and explain different values and attitudes involved in the issue clearly.</p> <p><input type="checkbox"/> offer a detailed and justified reflection on the issue.</p> <p style="text-align: right;">[8–10 Marks]</p>										

Criteria			Teacher Comment	Page No.	Mark
AO2	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> include a plan and strategy for conducting the investigation, produced with teacher guidance. <input type="checkbox"/> identify geographical questions and recognise the basic sequence of an investigation. <input type="checkbox"/> use research to help study the issue, with teacher guidance but limited initiative. <input type="checkbox"/> show a basic understanding of findings. <input type="checkbox"/> demonstrate a basic interpretation of the geographical nature of the issue. <input type="checkbox"/> apply basic geographical concepts to help communicate understanding of the issue being investigated. <p style="text-align: right;">[0–7 Marks]</p>	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> include a plan and strategy for conducting their investigation, produced with some independence. <input type="checkbox"/> identify and begin to analyse geographical questions and establish an effective sequence of investigation. <input type="checkbox"/> use research to inform understanding of the issue with some independence and some initiative. <input type="checkbox"/> show a clear understanding of findings. <input type="checkbox"/> demonstrate a sound interpretation of the geographical nature of the issue. <input type="checkbox"/> apply some geographical concepts to help communicate understanding of the issue being investigated. <p style="text-align: right;">[8–15 Marks]</p>	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> include a developed plan and strategy for conducting their investigation, showing independence and initiative. <input type="checkbox"/> identify, analyse and evaluate geographical questions and issues and demonstrate, with initiative, the ability to establish an effective and logical sequence of enquiry. <input type="checkbox"/> demonstrate independence and initiative in using research to inform understanding of the issue. <input type="checkbox"/> show a thorough understanding of findings. <input type="checkbox"/> demonstrate a thorough interpretation of the geographical nature of the issue. <input type="checkbox"/> apply a variety of valid geographical concepts to clearly communicate understanding of the issue being investigated. <p style="text-align: right;">[16–20 Marks]</p>		

Criteria			Teacher Comment	Page No.	Mark
AO3	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> show basic evidence of planning with limited evaluation. <input type="checkbox"/> demonstrate, with teacher guidance, a basic range of enquiry skills in exploring and analysing the issue, using a limited number of techniques in selecting and gathering primary and secondary data from a limited range of sources. <input type="checkbox"/> use simple geographical statements and a limited variety of basic presentation techniques, appropriate to both task and intended audience. <input type="checkbox"/> interpret evidence, describe its limitations simply and reach a basic conclusion. <input type="checkbox"/> include a basic reflection about the success of the investigation. <input type="checkbox"/> show organisation, accuracy and clarity in a basic way. <input type="checkbox"/> produce investigations that contain mistakes in spelling, punctuation and grammar, which sometimes hinder communication. <input type="checkbox"/> produce investigations that are basic and lack focus (see specification for further information). <p style="text-align: right;">[0–7 Marks]</p>	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> show some evidence of organisation and some evaluation. <input type="checkbox"/> demonstrate, with some independence, a range of enquiry skills in exploring and analysing the issue, using a range of skills and techniques in selecting and gathering primary and secondary data from a suitable range of sources. <input type="checkbox"/> use a range of well chosen and suitable geographical techniques, appropriate to both task and intended audience. <input type="checkbox"/> include analysis and interpretation of evidence, with recognition of some of its limitations, and reach a plausible conclusion. <input type="checkbox"/> include some plausible reflections about the success of the investigation. <input type="checkbox"/> present clear, organised and largely accurate work, with some appropriate use of specialist terms. <input type="checkbox"/> produce investigations that are legible with spelling, punctuation and grammar that are mostly accurate. Meaning is communicated clearly. <input type="checkbox"/> produce investigations that are written with some precision and succinctness and do not exceed the prescribed word limit (see specification for further information). <p style="text-align: right;">[8–15 Marks]</p>	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> show comprehensive planning and evaluation. <input type="checkbox"/> demonstrate, with independence and initiative, a broad range of enquiry skills and well chosen techniques in exploring and analysing the issue, using a broad range of skills and techniques in selecting and gathering primary and secondary data from an extensive range of appropriate sources. <input type="checkbox"/> use a wide range of effective and well-produced presentation techniques, appropriate to both task and intended audience. <input type="checkbox"/> analyse, interpret and critically evaluate the evidence and reach a substantiated and appropriate conclusion. <input type="checkbox"/> include a meaningful reflection on the success of the investigation. <input type="checkbox"/> present clear and accurate work, with a high level of organisation and largely accurate use of specialist terms. <input type="checkbox"/> produce investigations that are thoroughly coherent with spelling, punctuation and grammar that are accurate. Meaning is communicated clearly. <input type="checkbox"/> produce investigations that are written with precision and succinctness, and do not exceed the prescribed word limit (see specification for further information). <p style="text-align: right;">[16–20 Marks]</p>		

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).
A completed Centre Authentication form CCS160 **must** accompany the MS1 when it is sent to the moderator.

Guidance on Completion of this Form

- 1 **One** sheet must be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Enter the mark awarded for each AO of the marking criteria in the relevant mark column.
- 5 Add the marks for the AOs together to give a total out of 50. Enter this total in the relevant box on the front cover.