

OCR/WJEC GCSE IN GEOGRAPHY B (AVERY HILL)

1987

TEACHER SUPPORT: COURSEWORK GUIDELINES

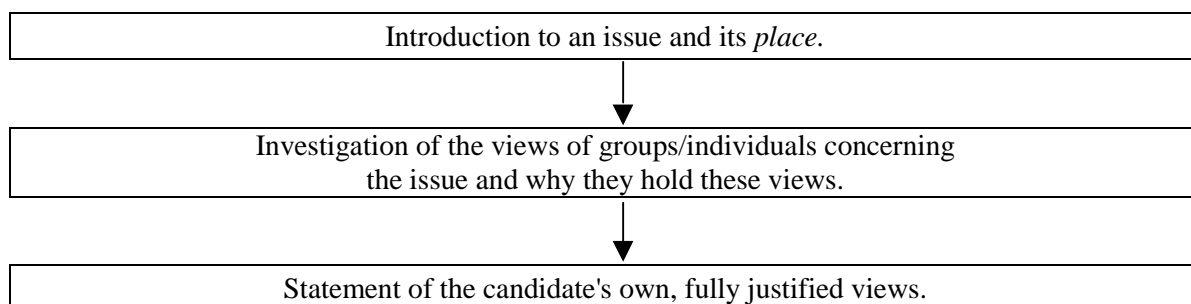
CONTENTS

| | | |
|-----------|--|-----------|
| 1 | BACKGROUND | 3 |
| 2 | CONDITIONS UNDER WHICH COURSEWORK SHOULD TAKE PLACE | 5 |
| 3 | COURSEWORK REQUIREMENTS | 6 |
| 4 | MONITORING AND MODERATION OF THE COURSEWORK | 13 |
| 5 | EXAMPLES OF COURSEWORK TASKS | 16 |
| 6 | MARKING THE COURSEWORK | 19 |
| 7 | ANNEX A | 22 |
| 8 | ANNEX B | 23 |
| 8.1 | Cross-Unit Task, Using an Oral | 23 |
| 8.2 | Cross-Unit Task - Presented in Writing | 24 |
| 9 | ANNEX C - THE STORY OF A COURSEWORK PACKAGE | 25 |
| 10 | USEFUL ADDRESSES AND CONTACT NUMBERS | 27 |
| 11 | DESPATCHES FROM WJEC | 28 |

1 BACKGROUND

- 1.1** The Specification is based on the principle that coursework (25%) provides candidates with the opportunity to demonstrate actively their knowledge and application of geographical ideas and concepts in the context of a learning experience which is defined by the teacher and controlled by the candidate. In addition, whilst fieldwork is seen as an integral part of much of the work done in the teaching units, it is in the school-based assessment, that it is most appropriately assessed. Accordingly, *at least the Study must be derived from fieldwork.*
- 1.2** The Study, based on fieldwork, should provide opportunities for testing, at a local and/or small scale, those enquiry skills referred to in the specification's Assessment Objectives 3.3 - 3.4, the latter of which is better examined without the restriction of a timed examination. In addition, coursework should be seen as an opportunity to clarify values and attitudes. The weightings attached to each Assessment Objective are those given in Table 1 of the Specification.
- 1.3** The clarification of the candidate's own values and attitudes, and those of others, is seen as an important part of Geography B (Avery Hill). It is integral to its aim of preparing young people to play a valuable and valued part in society. It is also recognised that, whilst it permeates much that is good in the Avery Hill classroom, it is best tested outside the constraints of the terminal examination.

Whilst the opportunity may be taken to *explore* values and attitudes through the *Study*, it is in the *Cross-Unit Task* that these are assessed. The *levels* mark scheme in the area of *Application* reflects the importance of this Assessment Objective and, additionally, suggests a route to enquiry that effectively allows candidates to fully access the mark scheme as shown below.



1.4 Quality of Written Communication

The assessment of the *Quality of Written Communication* replaces Spelling, Punctuation and Grammar in GCSE examinations. It is fundamentally different from SpaG in that it is an *integral* part of the assessment of the geography and not an assessment criterion that is *bolted on* and applied after the geography has been assessed.

It now exists as an element of the *Skills* mark within '*each item where the Quality of Written Communication may be demonstrated*'. Thus it is found in the mark criteria for the *Study* and for any *Cross-Unit Task* that has taken the *written* route to assessment. A separate *Cross-Unit Task* mark scheme is available for those *Cross-Unit Tasks* that have been administered orally.

1.5 The past few years have seen major initiatives leading to ICT occupying a position central to the education of young people. Improved hardware now exists in Centres and teachers are being trained in its use. Recent Avery Hill research has shown that, while there is continuing evidence of an uptake in the use of ICT in coursework, such work usually involves the use of word processing packages or the creation of graphs from raw data. It is not always evident that such work actively supports the geography being studied.

ICT is now a part of the assessment of skills within the *Study*. The opportunity should be given for all candidates to access fully this area of the mark scheme. Teachers are urged, though, to ensure that the use of ICT fully supports the geographical aims of the assessment item.

2 CONDITIONS UNDER WHICH COURSEWORK SHOULD TAKE PLACE

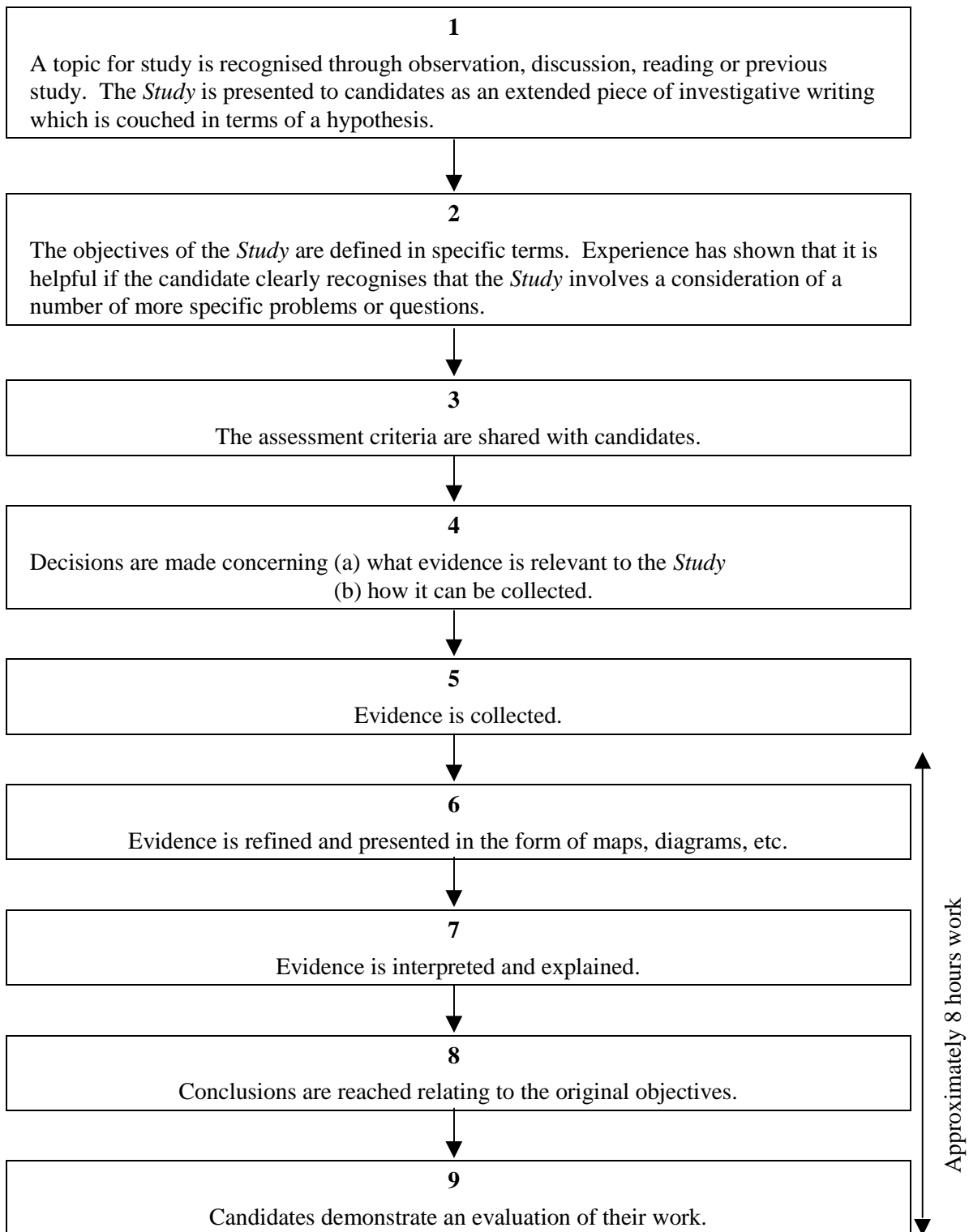
- 2.1** Candidates should be made aware that coursework must be their own work, and that all quotations, etc. must be acknowledged.
- 2.2** In cases where the nature of the task or activity is such as to involve coursework activities outside the Centre, for example, in fieldwork, it is understood that initial notes, plans, summaries, etc. will be made by candidates working either individually or in groups. In these cases, it will be necessary to ensure that the bulk of the *writing up* of findings is carried out individually in class, under teacher supervision. As a general rule, *at least 50% of coursework must be undertaken by candidates under controlled conditions*, that is, in a classroom under direct teacher supervision.

3 COURSEWORK REQUIREMENTS

3.1 The two pieces of coursework, the *Study* and the *Cross-Unit Task*, should be considered as a *coherent package* in which they support each other and present a coherent view of a number of geographical issues. They should also allow candidates to demonstrate a whole range of skills. *The two items of coursework should not simply replicate the same skills.*

3.2 The Study

3.2.1 This should be a piece of extended investigative writing which is couched in terms of a hypothesis. This provides an opportunity to study in depth a particular aspect of one or more of the teaching units. It will be worth 15% of the total marks and be known as the *Study*. The assumption is that the *Study* involves the candidate in a geographical investigation within which the steps outlined below are followed.



3.2.2 Setting up the Study

In designing a *Study* teachers must take into account the notes of guidance which follow; in particular, they must ensure that candidates are given the opportunity to identify appropriate geographical questions and issues, and to plan an investigation and enquiry.

- (i) The teacher may give guidance with steps 1 to 5 referred to in the table in 3.2.1, but beyond this should only offer advice on the techniques of recording which the candidates propose to use.
- (ii) The evidence used in the *Study* must be drawn from primary sources, including fieldwork, and may be additionally drawn from secondary sources.
- (iii) It will be possible for the candidates in a particular teaching group to undertake a *Study* relating to a common topic. However, each individual candidate must have produced appropriate work such that her/his contribution may be validly and reliably assessed.
- (iv) Some of the secondary evidence relating to the *Studies* may be provided by the teacher.
- (v) *The time allowed for the Study must form part of the teaching time allowed for the unit upon which the Study is based. It should be approximately eight hours teaching time (stage 6 onwards).*
- (vi) In order to ensure comparability and differentiation, teachers must use the mark scheme given in the specification and reproduced in 3.2.3. This mark scheme must be used, irrespective of the work set by the Centre.
- (vii) Teachers must annotate the work of candidates in such a way that the Coursework Moderator is able to discover why marks have been awarded and the candidate achieved the criteria set out in the mark scheme.

It should be noted that the *Study* provides an ideal vehicle for candidates to show achievement in *Key Skills*. They are able to plan and carry through an activity involving the use of *Application of Number* and *Information Technology* in particular.

3.2.3 Marking the Study

The *Study* must be marked using the mark scheme below.

| Level | Mark | Descriptor |
|----------------------|-------|--|
| Knowledge | | |
| 2 | 3-4 | The candidate is able to recall a wide range of specific detail related to the hypothesis investigated. |
| 1 | 1-2 | The candidate is able to recall a limited range of basic facts related to the hypothesis investigated. |
| Understanding | | |
| 3 | 5-6 | The candidate uses processed data to clearly explore the hypothesis and draw detailed conclusions that are fully consistent with the evidence. |
| 2 | 3-4 | The candidate is able to analyse the processed data and to draw valid conclusions related to the hypothesis. |
| 1 | 1-2 | The candidate produces a mainly descriptive account in which conclusions are either missing or rarely attempted. |
| Application | | |
| 3 | 7-8 | The candidate is able to demonstrate a competent linkage between the findings of the research and relevant geographical ideas and principles. |
| 2 | 4-6 | The candidate is able, with some success, to relate the findings of the research to specific geographical ideas. |
| 1 | 1-3 | The candidate is able to apply some basic geographical knowledge to the investigation of the hypothesis. |
| Skills | | |
| 4 | 10-12 | The candidate collects fully detailed and entirely relevant data from a variety of primary, secondary and ICT sources. This, and other data, is processed using a wide range of entirely appropriate techniques. Planning is excellent with immaculate linkage of text and wholly appropriate illustrations. An evaluation of the candidate's own performance is demonstrated. The information is appropriate to the task, audience and length. They use a suitable, logical and well-linked structure. The text is legible, meaningful and candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions. They use a wide range of specialised geographical terms adeptly and with precision. |
| 3 | 7-9 | The candidate competently collects data from a variety of primary, secondary and ICT sources relevant to an investigation of the hypothesis and this and other data, is processed using a range of appropriate techniques. The <i>Study</i> is quite well planned with effective linkage of text and illustrations. This information is largely appropriate to task and length. The written style is appropriate to the audience. The text is meaningful and candidates spell, punctuate and use the rules of grammar with considerable accuracy. They use a wide range of specialised geographical terms with precision. |

| Level | Mark | Descriptor |
|------------------|-----------|---|
| Knowledge | | |
| 2 | 4-6 | The candidate collects some data from a variety of primary, secondary and ICT sources relevant to the hypothesis and presents it, and other information, using appropriate techniques. Illustrations are inserted at appropriate points in the text. Relevant information is presented with regard for the task and its length. They adapt their written style to the audience and use a suitable structure. The text is legible and candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a range of specialist terms. |
| 1 | 1-3 | The candidate is able to select some evidence from primary, secondary and ICT sources from information provided and there is evidence of limited linkage to text. Information is presented and outcomes by brief statements with little logical progression or linkage in the investigation. There is little regard for the audience. Candidates spell, punctuate and use the rules of grammar with some accuracy and incorporate a limited range of specialist terms. |
| Total | 30 | (To be reduced to a mark out of 15) |

Note: *Quality of Written Communication* will be assessed through the *Study under Skills*. 4 marks out of 30 will be allocated.

3.3 The Cross-Unit Task

- 3.3.1** The second piece of work should be based around a research assignment, a problem-solving exercise, or a decision-making exercise. It should allow candidates to identify appropriate geographical questions and issues, and to plan an investigation and enquiry. It should arise from the study of *more than one unit*, i.e. it should be a Cross-Unit exercise. It will be known as the *Cross-Unit Task*, and be worth 10%.
- 3.3.2** It should be a synthesising exercise aimed at using *Key Questions* or appropriate parts of *Key Questions* from the physical and human geography units. Some *Key Questions* must be taken from Units 1 and/or 2; the other *Key Questions* should be taken from Units 3 and/or 4.
- 3.3.3** The framework of the exercise should be place specific, i.e. a real-world example.
- 3.3.4** *It should consume approximately four hours teaching time.* The design of the task submitted by Centres should reflect its more modest time and mark weighting.
- 3.3.5** Presentation of this second piece of work could be in a variety of forms, such as oral assignments, a tape slide presentation, a pamphlet/leaflet, a second piece of written work or any other method of assessment approved by the Awarding Body.
- 3.3.6** The mark schemes for this piece of work are given over. These will ensure a common approach to the geographical descriptors while giving teachers some autonomy in the choice of task set and meeting the requirements of assessing *Quality of Written Communication* in those items where the opportunity exists.

The following mark schemes are for use with the *Cross-Unit Task*: the first is to be used with tasks which involve *oral work*, and the second for tasks which are presented *in writing*.

For a Cross-Unit Task, using an oral:

| Level | Mark | Descriptor |
|----------------------|-------------|--|
| Knowledge | | |
| 2 | 3-4 | The candidate is able to recall detailed and specific information about the place and issue investigated. |
| 1 | 1-2 | The candidate is able to recall some basic information about the place and issues investigated. |
| Understanding | | |
| 2 | 3-4 | The candidate demonstrates a detailed understanding of the complexity of the issue investigated. |
| 1 | 1-2 | The candidate demonstrates a basic understanding of the nature of the issue investigated. |
| Application | | |
| 2 | 3-4 | The candidate is able to apply a clear knowledge and understanding of the attitudes of different people, including themselves, to explain why they react in different ways to the issue. |
| 1 | 1-2 | The candidate is able to apply some basic knowledge of the attitudes of different people to show that they react in different ways to the issue. |
| Skills | | |
| 3 | 7-8 | The candidates uses the selected and processed material to illustrate and communicate competently the full nature of the issue being investigated. |
| 2 | 4-6 | The candidate selects, processes and communicates in a variety of material that is entirely relevant to the issue. |
| 1 | 1-3 | The candidate selects, presents and communicates some material that is relevant to the issue. |
| Total | 20 | (To be reduced to a mark out of 10). |

For a Cross-Unit Task, which is presented in writing:

| Level | Mark | Descriptor |
|----------------------|-------------|--|
| Knowledge | | |
| 2 | 3-4 | The candidate is able to recall detailed and specific information about the place and issue investigated. |
| 1 | 1-2 | The candidate is able to recall some basic information about the place and issue investigated. |
| Understanding | | |
| 2 | 3-4 | The candidate demonstrates a detailed understanding of the complexity of the issue investigated. |
| 1 | 1-2 | The candidate demonstrates a basic understanding of the nature of the issue investigated. |
| Application | | |
| 2 | 3-4 | The candidate is able to apply a clear knowledge and understanding of the attitudes of different people, including themselves, to explain why they react in different ways to the issue. |
| 1 | 1-2 | The candidate is able to apply some basic knowledge of the attitudes of different people to show that they react in different ways to the issue. |
| Skills | | |
| 3 | 7-8 | The candidate uses the selected and processed material to illustrate and communicate competently the full nature of the issue being investigated. Candidates present relevant information appropriate to the task, audience and length. They use a suitable, logical and well-linked structure. The text is legible, meaningful and candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions. They use a wide range of specialised geographical terms adeptly and with precision. |
| 2 | 4-6 | The candidate selects, processes, and communicates in a variety of material that is entirely relevant to the issue. Candidates present relevant information with regard for the task and the length. They adapt their written style to the audience and use a suitable structure. The text is legible and candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a range of specialist terms. |
| 1 | 1-3 | The candidate selects, presents and communicates some material that is relevant to the issue. Candidates present information and outcomes by brief statements with little logical progression or linkage in the investigation. There is little regard for the audience. Candidates spell, punctuate and use the rules of grammar with some accuracy and incorporate a limited range of specialist terms. |
| Total | 20 | (To be reduced to a mark out of 10). |

Note: *Quality of Written Communication* will be assessed through this *Cross-Unit Task* under *Skills*. 3 marks out of 20 will be allocated.

4 MONITORING AND MODERATION OF THE COURSEWORK

4.1 There are two distinct but inter-connected parts to the validation of the coursework. First, the *monitoring* of the coursework tasks by a *Consultative Moderator*, and then the moderation of candidates' work based upon these tasks by a Coursework Moderator.

4.2 Consultative Moderation

Coursework design is validated by a Consultative Moderator whose task will be to ensure that Centres:

- submit two appropriate items (a *Study* and a *Cross-Unit Task*) of coursework for approval that are different but complementary and are at different geographical scales;
- clearly identify the assessment objectives that relate to each piece of work;
- provide adequate evidence of a coherent strategy that identifies how the coursework items grow naturally out of the teaching programme;
- submit work that can be realistically undertaken within the time limit allowed;
- submit both pieces of work for validation at the same time, at least six working weeks before the commencement of the first item and by the end of the first year of the examination cycle.

The Consultative Moderator considers each *Study* and *Cross-Unit Task* in relation to a *checklist*. This checklist is given below. Teachers should consider their submissions in the context of this list:

- Does it allow candidates to identify appropriate geographical questions and issues, and to plan an investigation and enquiry?
- Can the candidates complete the coursework in the time allocated in the syllabus?
- Are the tasks clearly focused and complete in themselves?
- Can differentiation be achieved?
- Do the tasks set extend the more able candidates?
- Are the items clearly but not overly structured?
- Is *fitness for purpose* achieved?
- Is fieldwork addressed satisfactorily?
- Does the *Cross-Unit Task* achieve the aim of being *cross-unit*?
- If the candidates are given a choice of activities are they comparable?
- Is there a danger of the work *being over-directed*? What is expected of the F, C and A grade candidates?
- Is the total coursework package *balanced* in curriculum terms?
- Are the stated assessment objectives being tested?
- Is the hypothesis challenging and do the candidates have full access to the route to enquiry shown on page 13 of the Specification and in **1.3** of this booklet.

- Is the *Study/Cross-Unit Task* a resubmitted item of coursework?
- Do the coursework strategies allow the criteria relating to *Quality of Written Communication* and ICT to be fully accessed by the candidates?

At the end of these checks, teachers should ensure that, in total, their coursework reflects the levels of understanding, etc. indicated on page 12 of the Specification.

4.3 Completion of Coursework Forms

4.3.1 Form A1: the Study

On this Form teachers should state whether the *Study* relates to one or more units, and the *Key Ideas* and *Key Questions* addressed.

*Teachers should ensure that the Study designs are not used for more than **three** examination cycles before being revised.*

4.3.2 Form A2: the Cross-Unit Task

Teachers should indicate the units and associated *Key Ideas* and *Key Questions* to which the task relates. Teachers should note the requirement to select *Key Questions* from at least **one** of Units 1 and 2 and at least **one** of Units 3 and 4.

*Cross-Unit Tasks should not be used for more than **three** examination cycles before being revised.*

The completed Form A2 should be submitted to the Consultative Moderator at the same time as Form A1.

4.3.3 Coursework matrix

A summary of the coursework strategies should be recorded on the coursework matrix and submitted with Forms A1 and A2.

*Coursework packages that are a resubmission of work from the previous cycle must be sent to the Consultative Moderator **each cycle** for approval.*

4.4 Changing the Coursework Items

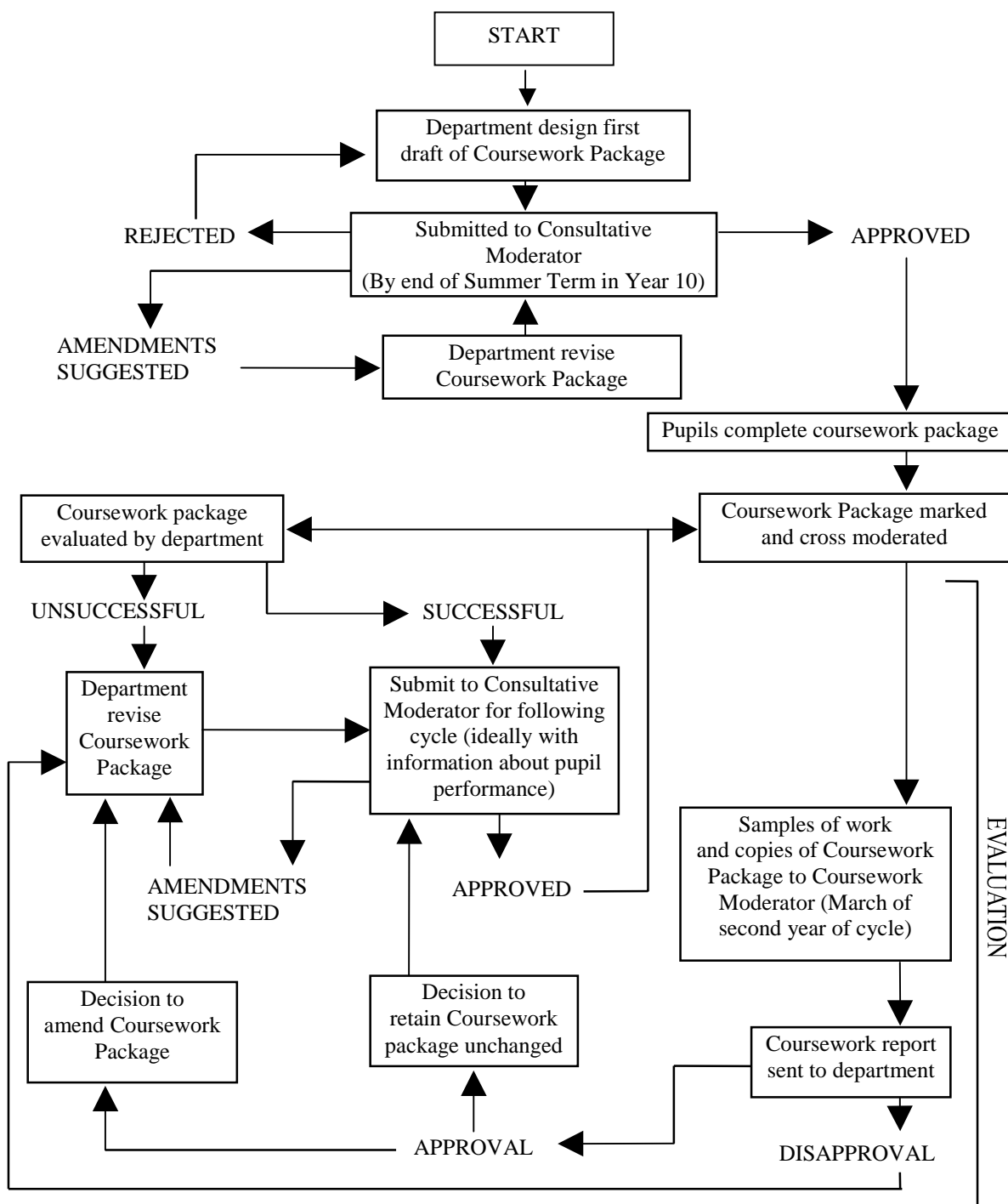
Section 4.3 above highlights the fact that the coursework items should not be used for more than **three** examination cycles. It is appreciated that teachers devote a great deal of time to the development of these assessment components and, in order to assist them, the following suggestions are made:

- changes should be treated as part of a *rolling programme*, that is, revising/changing **one** item every year or so;
- feeding an *old* component into a school/local group *assessment bank* which may be drawn upon in future years;
 - an item may be considered to have been changed if:
 - (i) it has gone through an evolutionary process and has been amended or improved;

- (ii) the context or vehicle of delivery has changed, e.g. the content remains the same but the assessment changes from an extended essay to a practical exercise or an oral test.

Teachers should note that where their Cross-Unit Task uses an oral assessment, the Consultative Moderator and the WJEC must be informed in writing of the date of the proposed oral test and cassette recordings made of a sample of the candidates. Some of this sample must also constitute part of the sample submitted to the Coursework Moderator.

4.5 The administrative procedures followed during consultative moderation, and the links with the later coursework moderation are indicated in the diagram below:



5 EXAMPLES OF COURSEWORK TASKS

The example below illustrates a *Study* which follows the pattern of having a task common to all candidates and allows for differentiation by outcome. It has been devised to allow full access to all areas of the published mark scheme.

5.1 The Holderness Coast: The Study. 30 marks (15%)

This *Study* is undertaken as part of the teaching programme for *Water, Landforms and People*, where selected *Key Questions* are investigated using field study involving the collection of primary data. The candidates have already completed the teaching programme of all *Key Ideas* and *Key Questions* relevant to the investigation. The issue is presented in the form of a hypothesis with a small number of subsidiary organising questions.

The following *Key Questions* are addressed by the *Study*:

- 4.1 *What is meant by processes of erosion, transport and deposition?*
- 5.1 *In what ways do natural processes and landforms produced affect human activity?*
- 5.2 *In what ways does human activity affect natural processes and landforms?*
- 6.1 *What conflicts arise from the management of processes and landforms?*
- 6.2 *How and why do these conflicts arise?*
- 6.3 *How can conflicting interests be managed to minimise negative effects and maximise the positive effects of human activity on processes and landforms?*

In addition, the Assessment Objectives are being addressed in the following ways:

- 3.1 **Knowledge:** *shows knowledge of a localised area of coast, the processes operating on it, its effects on human activity and the effects of human activity on the processes and landforms produced;*
- 3.2 **Understanding:** *shows an understanding of coastal processes and of human/ physical interaction;*
- 3.3 **Application:** *shows an ability to link own research findings with geographical principles pertaining to an inhabited area of coastal erosion;*
- 3.4 **Skills:** *shows an ability to follow a route to enquiry, collect and select both primary and secondary data and process this using a range of appropriate techniques.*

The *Study* has been written to give all candidates the opportunity of fulfilling the assessment criteria. All candidates use the same guidance sheets although varying degrees of help may have been given by the teacher in relation to the first five steps in the route to enquiry outlined in section 1.3 of this document and page 15 of the Specification. Primary data is collected, some as a group activity and some individually, and a variety of secondary data and other evidence is provided with the intention that individual candidates access the information they consider to be the most useful and accessible.

The guidance sheet given to the candidates is provided in *Annex A*. The candidates are also given a booklet containing a variety of secondary material in a variety of forms of differing

reading ages. Additionally, they have access to the school library, video, CD Rom and the Internet.

5.2 To what extent should fuel prices rise to protect the environment? Cross-unit task.

20 marks (10%)

This *Cross-Unit Task* meets all specification requirements by being at a different geographical scale to the *Study* and also makes different demands on the candidates. In particular, it is assessed using a different vehicle than the *Study's piece of extended investigative writing*.

In this case the *Cross-Unit Task* is attempted by some candidates as a newspaper front page and by others as an oral presentation. The vehicle was negotiated with each candidate in advance. As with the *Study*, differentiation is by outcome.

The *Cross-Unit Task* is undertaken as part of the teaching programme for *People, Work and Development*. *Climate, the Environment and People* has already been completed by the Centre.

The opportunity has been taken by the Centre to take full control of the experience and the newspaper report is written under controlled conditions with no completed work leaving the classroom during the **four** hours allowed for its completion.

The following *Key Questions* are addressed by this *Cross-Unit Task*:

Climate, the Environment and People

- 8.1 *How might the weather and climate cause changes in ecosystems and/or natural environments?*
- 8.2 *How and why might this be of international concern for stewardship and sustainability?*
- 8.3 *What alternative solutions could be applied to manage the concern in a sustainable way?*

People, Work and Development

- 7.1 *Who makes decisions about present and future locations of economic activities?*
- 7.2 *What factors influence decisions about where to locate different economic activities?*
- 9.1 *How do different economic activities damage the physical environment?*
- 9.2 *What conflicts develop between damage to the physical environment and the creation of wealth and job opportunities?*
- 9.3 *How could these conflicts be managed to conserve a sustainable environment?*

In addition, the Assessment Objectives are being addressed in the following ways:

- 3.1 **Knowledge:** *shows knowledge of the issue of global warming and of criteria affecting changes in employment opportunities;*
- 3.5 **Understanding:** *shows an understanding of the complexity of the issue and the consequences of taking different approaches to environmental conservation;*

- 3.6 **Application:** shows an ability to understand the views of different individuals/groups of people (including themselves) in relation to the issue and why they hold these views;
- 3.7 **Skills:** shows an ability to select data and process this using a range of appropriate techniques.

This *Cross-Unit Task* has been written to give all candidates the opportunity of fulfilling the assessment criteria. All candidates use the same guidance sheets although varying degrees of help may have been given by the teacher in the selection of appropriate material.

The guidance sheets given to the candidates are provided in *Annex B*. The candidates are also given a booklet containing a variety of secondary material in a variety of forms of differing reading ages. They, additionally, have access to the school library, video, CD ROM and the Internet.

6 MARKING THE COURSEWORK

- 6.1** The *Study* and the *Cross-Unit Task* must be marked according to the agreed criteria given section 3.2.3 of this booklet. The candidates' work must be marked using ticks, comments, marks, etc. *The Coursework Moderator must be able to see how marks have been allocated. Further guidance is provided in 6.3 below.*

All notes of guidance, data and stimulus material, etc. must be sent to the Coursework Moderator with the sample of work for moderation.

6.2 Annotation

All work must be appropriately *annotated*. The aim of annotation is to provide greater communication between teacher and Moderator, in particular, showing where marks have been awarded and why.

The form of annotation:

- For *written coursework*, annotation should be made at appropriate points in the margins of the text, or in the text itself. The annotations should indicate where achievement against the specified criteria have been noted. Appropriate abbreviations or symbols may be used to indicate the marking criteria concerned. The abbreviations should be clear to the Moderator. It is not expected that every occurrence of achievement against a specified criterion need be noted. Those sections which give the best indication of the overall level of achievement for the task as a whole should be highlighted.
- Where *processes* are assessed which are demonstrated in the coursework as a whole, rather than at particular points in the text, summative comments should be made at the end of the text.
For non-written or practical coursework (such as an oral), where annotation is not possible or feasible, teachers should keep detailed records of the coursework tasks, marks awarded and the reasons for the award of marks in order to inform the Moderator.
- Annotation should also record any *promptings or other help* given to the candidate at the appropriate point in the text or in a separate note attached to the work. Such annotations should explain the nature and extent of the help given and how this has affected the marks awarded.

Coursework which has not been adequately annotated may be returned to Centres by the Moderator for further annotation.

6.3 Recording marks

Marks must be recorded on the appropriate mark sheets as follows:

- For the sample to be moderated: on the *A3 Form* and the accompanying *A4 and A5 Cover Sheets*. Teachers are required to insert information about the title and basis of the exercise, the candidate, and the mark awarded.

- The work of *all* candidates (*Study* and *Cross-Unit Task*) should be completed and marked by the end of March in the year of the examination. The names of the candidates whose work is being sent for moderation *only*, should be entered in rank order, on Form A3.

It is important that in schools where two or more teachers are involved in the assessment, steps must be taken to standardise the marks of candidates before they are recorded, so that a uniform standard of assessment is ensured within the Centre. Failure to do this may mean that the Moderator will ask the Centre to provide a further sample drawn from the teaching groups of each teacher involved in the assessment.

6.4 Coursework Moderation

6.4.1 The scheme of moderation for the monitoring and, where necessary, the adjustment of teachers' assessments is *moderation by inspection*. Centres must submit a representative sample of the work of their candidates to the allocated Coursework Moderator.

Even though the selection of samples is left to the teacher(s) concerned, care must be taken to ensure that the whole range of marks is covered. It is especially important that:

- the candidate with the highest mark must be included and appropriate candidates at regular intervals down to the last one with a meaningful set of marks;
- each candidate selected for moderation should have a complete set of work, i.e. a *Study* **and** a *Cross-Unit Task*.

It is suggested that the number of samples despatched for moderation should be as follows:

| Total Number of Candidates | Work to be submitted (Numbers relate to rank order) |
|----------------------------|---|
| 1-10 | ALL |
| 11-19 | 1 st and every second (1, 3, 5, 7, etc.) |
| 20-29 | 1 st and every third (1, 4, 7, 10, etc.) |
| 30-59 | 1 st and every fourth (1, 5, 9, 13, etc.) |
| 60-99 | 1 st and every fifth (1, 6, 11, 16, etc.) |
| 100-199 | 1 st and every tenth (1, 11, 21, 31, etc.) <i>plus additional folders to make a total of 20</i> |
| 200-299 | 1 st and every twelfth (1, 13, 25, 37, etc.) <i>plus additional folders to make a total of 25</i> |
| Over 300 | As for 200-299 but must include eight from the top 100 |

Note: the sample *must* include the candidates with the top, a middle and lowest meaningful marks, and appropriate points in between.

Centres should note that the WJEC reserves the right to request additional work if it is felt that the selection made by the teachers does not reflect the spread of marks of the school entry.

6.4.2 Despatch of the Coursework Sample

Form A4 (for the *Study*) and *A5* (for the *Cross-Unit Task*) must be completed for, and attached to, the work of each candidate selected for moderation. Using the name and address of the Moderator provided, the teacher should despatch the work as follows:

- in one parcel, the work to be moderated;
- at the same time, but in a separate packet: the *completed Teacher Assessment Form A3*, the *'Notification of Posting' Form* and *information about the coursework*.

Supportive documentation which was provided for candidates must be seen by the Moderator in order to carry out the moderation effectively.

The work to be moderated must be kept and despatched inside a paper or manila folder, *not* in a ring, clutch, box file or transparent wallet.

Centres will be notified of the safe receipt of both *Form A3* and the work for moderation.

6.5 Scaling

The WJEC reserves the right to re-scale the marks awarded by individual Centres if this is recommended by the Coursework Moderator. However, the rank order suggested by the Centre will, normally, remain unaltered.

The WJEC may request an additional sample of work if necessary.

6.6 Retention of Coursework

Centres are advised that all coursework must be kept, as far as is practicable, until all possibility of appeal has been exhausted. Where retention is a problem, because of the nature of the coursework, some form of evidence (e.g. photographic, audio-taped or video-taped) must be available.

6.7 Authentication

Teachers are reminded that they have to sign the 'authentication statement' at the foot of the *Form A3* and the individual mark sheets, indicating that the candidates' coursework has been completed under the required conditions. Full details of the nature of any assistance given to particular candidates which is beyond that given to the group as a whole but within the parameters of the specification should be noted and conveyed to the WJEC.

7 ANNEX A

SCHOOL NAME:

GCSE GEOGRAPHY B: AVERY HILL

Coursework: The Study

Hypothesis:

The Holderness coast should be protected against erosion.

Questions:

- 1 What are the effects of erosion at Holderness?
- 2 What are the effects of protection methods already used?
- 3 To what extent should the coast be further protected?

Organisation of the Study

Who is in charge of this Study?

You are! Your teacher can only advise you as to the relevance of materials you wish to use and methods which may be used in the collection of your evidence.

How do I begin?

- (a) Consider the hypothesis. There are **three** questions which should help you address the hypothesis. If you wish, you may ask others which you feel are helpful.
- (b) Look at all the information you have. You may decide not to use it all. Decide which is relevant to your Study. If it doesn't help you answer the questions *don't use it*.
- (c) Now decide how you are going to organise your work. Plan your Study in rough. Make notes on the information you are going to use and how you are going to use it.
- (d) This piece of work is worth 15% of your final mark. Make sure that you gain as many marks as possible. You can check how you are doing against the mark scheme on the back of this sheet.

Work hard and good luck

The candidates are given a copy of the mark scheme for the *Study*.

8 ANNEX B

8.1 Cross-Unit Task, Using an Oral

| |
|--|
| <p>SCHOOL NAME:</p> <p>GCSE GEOGRAPHY B: AVERY HILL</p> <p>The impact of fuel prices: The Cross-Unit Task</p> |
| <p>Question:</p> <p>To what extent should fuel prices rise to protect the environment?</p> <p>Sub-questions:</p> <p>1 What may be the effects of increased fuel prices on:</p> <p style="padding-left: 40px;">(i) the environment</p> <p style="padding-left: 40px;">(ii) employment opportunities?</p> <p>2 What are the arguments of people in favour of increasing fuel prices? Why do they hold these views?</p> <p>3 What are the arguments of people against increasing fuel prices? Why do they hold these views?</p> <p>4 What do I think about an increase in fuel prices? Why do I hold these views?</p> |
| <p>Organisation of the Cross-Unit Task</p> <p>Who is in charge of this task?</p> <p>You are! Your teacher can only advise you as to the relevance of materials you wish to use and methods which may be used in the collection of your evidence.</p> <p>How do I begin?</p> <p>(a) Consider the question. It has been divided into four sub-questions to help you organise your talk.</p> <p>(b) Look at all the information you have collected. You may decide not to use it all. Decide which is relevant to your talk. If it doesn't help you answer the questions <i>don't use it</i>.</p> <p>(c) Now decide how you are going to organise your talk and the three pieces of illustration you will use to help the talk. Plan your work in rough. Make notes on the information you are going to use and how you are going to use it.</p> <p>(d) This piece of work is worth 10% of your final mark. Make sure that you gain as many marks as possible. You can check how you are doing against the mark scheme on the back of this sheet.</p> |

The candidates are given a copy of the *Cross-Unit Task, using an Oral* mark scheme.

8.2 Cross-Unit Task - Presented in Writing

| |
|--|
| <p>SCHOOL NAME:</p> <p>GCSE GEOGRAPHY B: AVERY HILL</p> <p>The impact of fuel prices: The Cross-Unit Task</p> |
| <p>Question:</p> <p>To what extent should fuel prices rise to protect the environment?</p> <p>Sub-questions:</p> <p>1 What may be the effects of increased fuel prices on:</p> <ul style="list-style-type: none">(i) the environment(ii) employment opportunities? <p>2 What are the arguments of people in favour of increasing fuel prices? Why do they hold these views?</p> <p>3 What are the arguments of people against increasing fuel prices? Why do they hold these views?</p> <p>4 What do I think about an increase in fuel prices? Why do I hold these views?</p> |
| <p>Organisation of the Cross-Unit Task</p> <p>Who is in charge of this task?</p> <p>You are! Your teacher can only advise you as to the relevance of materials you wish to use and methods which may be used in the collection of your evidence.</p> <p>How do I begin?</p> <ul style="list-style-type: none">(a) Consider the question. It has been divided into four sub-questions to help you organise your newspaper report.(b) Look at all the information you have collected. You may decide not to use it all. Decide which is relevant to your report. If it doesn't help you answer the questions <i>don't use it</i>.(c) Now decide how you are going to organise your report. Plan your work in rough. Make notes on the information you are going to use and how you are going to use it.(d) This piece of work is worth 10% of your final mark. Make sure that you gain as many marks as possible. You can check how you are doing against the mark scheme on the back of this sheet. |

The candidates are given a copy of the *Cross-Unit Task, presented in writing* mark scheme.

9 ANNEX C - THE STORY OF A COURSEWORK PACKAGE

9.1 Before use

- The coursework approval forms *must* be submitted to the Centre's Consultative Moderator *at least six weeks prior to the commencement of the first item*. Note: Approval **must** be sought for every examination cycle, whether amendments are/are not being made to the coursework items.
- The Consultative Moderator can only moderate an entire package, i.e. *both items* submitted at the same time.
- Each coursework item must be accompanied by its appropriate documentation:
Form A1 for the Study
Form A2 for the Cross-Unit Task.
- The package *must* be accompanied by a Coursework Matrix.
- Once the moderation process is complete, the top copy of the Coursework Matrix will be returned to the Centre.
- The Centre should contact the WJEC **in writing** *at least six weeks* in advance of an Oral *Cross-Unit Task*.

9.2 During use

- Each item should meet the time allocations stated in the syllabus:
Study 8 hours
Cross-Unit Task 4 hours.
- The emphasis should be placed firmly on geographical quality as opposed to mere quantity.
- Each item must be the candidates' own work and help must go no further than Point 5 in the route to enquiry outlined on page 30 of the specification.

9.3(a) After Use: In-school moderation

- All work must be marked using the mark schemes provided in the specification.
- *The use of half marks is inappropriate in both mark schemes*.
- The marking of each teacher/assessor must be internally moderated so that marks sent to the WJEC are consistent across the entire entry.
- If alternative strategies are used for the *Cross-Unit Task*, the moderation exercise must ensure that the marks applied are consistent in terms of the *quality of geography* demonstrated.

10 USEFUL ADDRESSES AND CONTACT NUMBERS

WJEC Offices, 245 Western Avenue, Cardiff. CF5 2YX

Officers:

| | | |
|-------------------------------|---------------|--|
| Peter Davies | 029 2026 5173 | peter.davies@wjec.co.uk |
| Andrew Williams | 029 2026 5141 | andrew.williams@wjec.co.uk |
| WJEC INSET Department: | 029 2026 5024 | inset@wjec.co.uk |

11 DESPATCHES FROM WJEC

JANUARY Coursework moderation despatch which includes:

- *Guidelines for Assessment and Moderation* booklet;
- Forms A3, A4, A5, Notification of Posting, Carry-forward of Coursework mark form;
- Details of your Coursework Moderator.

APRIL/MAY Coursework Approval Forms and Computerised Mark Sheets, and includes:

- Forms A1, A2, Matrix, Areal Coverage Form and Guidance booklet;
- Details of your Consultative Moderator;
- Computerised C forms and instruction for the recording of Coursework marks for all your candidates (for return to WJEC);
- Details of Autumn INSET Programme of feedback meetings.

AUGUST Posted to arrive at Centres on results day to include:

- Scaled Coursework marks for your candidates;
- Moderator's report for your Centre;
- Further details of Autumn INSET programme of feedback meetings. (WJEC Centres)

SEPTEMBER/OCTOBER Document despatch, to include:

- Research Analysis document;
- Report on Examination;
- Mark schemes from Examination.

(**Note:** The latter two documents above are sent out from the *Home* board of entry i.e. WJEC or OCR.)

Other despatches of research material may take place during the year.