

IGCSE Geography Coursework Checklist

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Knowledge with Understanding (*See grade boundaries/rubric on final page*)

In 'Geographic Context' section


Coursework Feedback/Suggestions	Checklist (✓)
Need to put theory/concepts need to be identified, defined, and related to the investigation in your introduction.	
Refer to IGCSE syllabus/objective explicitly, and DESCRIBE the link your fieldwork investigation has to the syllabus/concept	
A good, relevant, clear and large map. Conventions include title, scale, orientation, key, figure number, and annotations when helpful. Each map needs to show evidence of skills.	
Location is identified	
1 or 2 Hypotheses included	
Geographical context is introduced, but is no more than 3-4 sentences	
Fieldwork question is explicitly stated	
Make me, the reader, care and be interested in your topic from the beginning. Why is what you're doing important?	

In Methodology

Most important: Make it clear what kind of data you sought to obtain, how you got it, and why that is helpful for answering your research question	
You know your investigation. Your examiner in Honolulu, Hawaii has no idea about either. Reread it like him/her. It should be absolutely clear to someone reading your method for the first time how to replicate your investigation for themselves	
Remember to use geographically appropriate language like anomalies, qualitative/quantitative, systematic, decreasing, increasing rapidly, etc. The same goes for content vocabulary from the units (go back to your old notes)	
(Annotated) images in methodology can be helpful to make it clear to the reader how you worked while in the field. The same goes for annotated maps.	
Include materials list	

<p>You have at least 3 different ways of illustrating data. This may include: Annotated maps/charts/photographs/graphs, a field sketch, Spearman's Rank/Confidence, and more.</p>	
<p>Your method needs to explain what you did during the day, but also make it clear what you will do with your data in the methodology section.</p>	
<p>Explain your locations in methodology - justify why you chose them</p>	
<p>Don't forget sampling style, and mention why that is the most suitable</p>	
<p>Some sort of temporal element should be included (Where were you, what were you doing there, and at what time). A chart with photographic annotations could be beneficial</p>	
<p>If you used a Spearman's Rank, refer to confidence testing</p>	

Organisation and Presentation (See grade boundaries/rubric on final page)

Cover page has the following and only the following: Title, FQ, Candidate Code, Word Count, 'Geography Coursework Component 3', and the school code	
Page numbers (not on title page)	
Headings and subheadings bolded	
Images/maps are clear and large	
Labels/Annotations are 10 words or less	
Bibliography is present and in appropriate MLA format (if secondary sources used)	
Double check all figure numbers are all correct, and in the Table of Contents	
Every image is talked about at least once, if not, get rid of it	
Cite your basemap (Google? Esri? Apple Maps?)	
If figures are on other pages, please state clearly where they are in your text	
Citing. Data from somewhere else you looked up, if you're worried it will show up on Turnitin, or even if you aren't sure, always be safe and cite.	
Refer to your figures and have them as close as possible to your text, ideally on the same page. If you can't, it is better to introduce the image on the following page than to just throw an image in and talk about it later.	
'Justify' your whole document in terms of making sure that it looks cleaner (The button shown here on the right in blue)	
Need to use paragraphs appropriately, no big blocks of text	
Check word count - cannot be more than 2000	

Analysis (Interpretation and Skills) (See grade boundaries/rubric on final page)

TEA and PEEL are the secrets to success of a good analysis. For example, consider the format below when discussing a chart or photograph: Describe -> Evidence -> Explain/Analyse (Geographically) -> Link back to RQ and Hypothesis	
Make sure to reference anomalies if they are there	
Do not be hesitant in your writing. This means, avoid words like 'could', 'might', 'maybe' when possible.	
Conversely, bold arguments are good, but think very carefully about them because an examiner will see through them if they are flawed (need to be rooted in geographical principles). For example 'Rotterdam experiences no urban stress as the data shows'. We all know that's not true.	
Link back to hypothesis/RQ frequently. The same goes for referring back to concepts like urban stress or congestion. 'Treat it like a driving exam'	
More data used does not always correlate with a better grade. Sometimes it prevents you from going in depth, so think about how much of the data fieldwork you end up using.	
Annotate/manipulate pictures! Every picture has to show evidence of skills. If it doesn't, it scores you very few points.	
Is the data you used clearly related to your fieldwork question/hypothesis? If not, get rid of it.	
All images follow conventions (maps, charts, diagrams, etc.) Think titles, headings, figure numbers, etc.	
Your analysis needs to be geographical in nature, of course. Look back in your notes, look at things like problems and solutions to urban stress.	
To reach top mark bands you may consider including geographically-rooted solutions to the issues raised. This can score you points in the 'Analysis and Interpretation' section	

Conclusion and Evaluation (See grade boundaries/rubric below chart)

Don't introduce new information (ever) in a coursework conclusion	
Restate your fieldwork question	
Provide a clear summary of your results in line with what you 'proved' in your analysis.	
Try to avoid numerical data here if possible	
Clearly state whether or not your hypothesis was 'confirmed' or 'rejected', and to what extent	
Don't be afraid if your results don't line up with your predictions, this is just fine!	
Your investigation will have strengths, limitations, and extensions, consider doing a paragraph for each in order to successfully evaluate	
You need to explain why something is a strength, limitation, or applicable extension, don't just state it. For example, don't say 'we could have done more counts'. Expand on that! Why? How would that have helped	
Make sure you don't evaluate 'too much' and discredit all of your data, otherwise the examiner won't believe anything you wrote.	
Make sure you explain how your suggested improvement would actually improve the investigation.	
Talk about margin of error, even if you didn't do a Spearman's Rank	

Generic mark scheme for coursework assessment

Assessment criterion	**Level 1 1-4 marks	Level 2 5-8 marks	Level 3 9-12 marks
Knowledge with understanding (within the context of teaching and guidance) (max 12 marks)	Describes information in simple geographical terms and shows a tentative grasp of the aims.	Outlines relevant information using appropriate geographical terms and develops a clear link between the aims and geographical ideas.	Provides comprehensive information with a careful use of appropriate geographical terms and the aims are clearly related to relevant key geographical ideas.
Skills and analysis • Observation and collection of data (max 12 marks)	Shows evidence of some ability to collect and record basic information from limited sources and shows evidence of simple planning .	Collects and records relevant information from valid sources with evidence of sound planning .	Collects and records detailed data from a range of valid sources within a clear planning design .
• Organisation and presentation (max 12 marks)	The presentation is loosely ordered and uses one simple presentation technique appropriately .	The presentation is logically ordered using two or more presentation techniques appropriately and effectively .	A coherent presentation using a range of appropriate techniques with accuracy and clear relevance to the aims.
• Analysis and interpretation (max 12 marks)	Makes descriptive and simple comments about the information.	Makes a number of valid statements about the data with some explanations attempted.	A thorough interpretation of the data with reasoned explanations and comments.
• Conclusion and evaluation (max 12 marks)	States superficial conclusions showing tenuous links to the original aims. Simple evaluation showing little awareness of any shortcomings.	States tentative conclusions linked to the original aims. Some judgements linked to information collected. Some evaluation of a limited range of weaknesses.	States clear conclusions in the light of the aims, clearly related to the evidence collected. Makes a sound evaluation identifying weaknesses and suggesting improvement.