

Guidance on completion of this form:

One of these sheets, suitably completed, must be attached to the assessed work of **each** candidate.

Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the mark column.

| Unit Title | Fieldwork Focus | Unit Code | A771 | Session | June | Year | 2 | 0 | | | |
|--|------------------------|--|-------------|--|-------------------------|-------------|----------|----------|-------------|--|--|
| Centre Name | | | | | Centre Number | | | | | | |
| Candidate Name | | | | | Candidate Number | | | | | | |
| Criteria | | | | | Teacher Comment | | | | Mark | | |
| A02: Application of knowledge and understanding | | | | | | | | | | | |
| <ul style="list-style-type: none"> • They have applied their knowledge and understanding of the question/hypothesis to describe the context of the enquiry in a limited range of contexts. • They have applied their knowledge and understanding to suggest a basic outcome of their enquiry. • They have used basic information to describe the place(s) chosen as a focus for the enquiry but it is not always relevant. • They have used their knowledge and understanding to describe and explain their evidence simply. | | <ul style="list-style-type: none"> • They have applied their knowledge and understanding of the question/hypothesis to describe the enquiry in a variety of contexts. • They have applied their knowledge and understanding to suggest some expected outcomes of their enquiry with some explanation. • They have used sound information to describe the place(s) chosen as a focus for the enquiry. • They have used their knowledge and understanding to describe and explain their evidence in a sound way. | | <ul style="list-style-type: none"> • They have applied their knowledge and understanding of the question/hypothesis to describe the enquiry in a wide range and variety of contexts. • They have applied their knowledge and understanding to suggest in detail a range of expected outcomes of their enquiry with justifications. • They have used detailed and complex information to describe the place(s) chosen as a focus for the enquiry. • They have used their knowledge and understanding to describe and explain their evidence in a consistently detailed way. | | | | | | | |
| [1 2 3 4 5 6 7 8] | | [9 10 11 12 13 14 15 16] | | [17 18 19 20 21 22 23 24] | | | | | | | |

| Criteria | | | Teacher Comment | Mark |
|--|--|---|--|------|
| AO3: Selection, investigation and presentation | | | | |
| <ul style="list-style-type: none"> • They have suggested a limited number of techniques and technologies that are not always appropriate to undertake their enquiry. • They have collected and recorded a limited selection of appropriate evidence from some sources, mainly fieldwork. • They have presented their data in a few simple maps, graphs and diagrams. • Their written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication. • They have either written relatively little or it is of some length but the content is not focused on the tasks. <p style="text-align: right;">[1 2 3 4 5 6]</p> | <ul style="list-style-type: none"> • They have suggested a variety of techniques and technologies that are usually appropriate to undertake their enquiry with some explanation of why these have been chosen. • They have collected and recorded appropriate evidence from a range of different sources, mainly fieldwork. • They have presented their data in a range of maps, graphs and diagrams. • Their written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. • They have written with some precision and succinctness and have not exceeded the prescribed word limit. <p style="text-align: right;">[7 8 9 10 11 12]</p> | <ul style="list-style-type: none"> • They have suggested a wide variety of techniques and technologies that are consistently appropriate to undertake their enquiry with detailed justification of why these have been chosen. • They have collected and accurately recorded a range of appropriate evidence from a wide range of sources, mainly fieldwork. • They have presented their data in a wide range of appropriate maps, graphs and diagrams. • Their written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly. • They have written with precision and succinctness, so that they do not exceed the prescribed word limit. <p style="text-align: right;">[13 14 15 16 17 18]</p> | | |
| AO3: Analysis and evaluation | | | | |
| <ul style="list-style-type: none"> • They have attempted to interpret their limited evidence. • They have reached a very simplistic conclusion, which may be linked to their interpretation. • They have attempted a basic evaluation of the success and usefulness of their enquiry. • They have included a brief reference to a possible limitation to their enquiry. • They have included a brief reference to either a possible solution or an extension to their enquiry. <p style="text-align: right;">[1 2 3 4 5 6]</p> | <ul style="list-style-type: none"> • They have analysed and interpreted some of their evidence. • They have used this analysis and interpretation to make a plausible conclusion. • They have made an overall evaluation of the success and usefulness of their enquiry. • They have suggested some possible limitations to their enquiry. • They have suggested some plausible solutions and extensions to their enquiry. <p style="text-align: right;">[7 8 9 10 11 12]</p> | <ul style="list-style-type: none"> • They have critically analysed and thoroughly interpreted their evidence. • They have used this analysis and interpretation to draw an appropriate and substantiated conclusion. • They have made a critical evaluation of the success and usefulness of their enquiry. • They have analysed thoroughly the range of limitations to their enquiry. • They have made reasoned suggestions for possible solutions and extensions to their enquiry. <p style="text-align: right;">[13 14 15 16 17 18]</p> | | |
| | | | Total/60 | |
| | | | Please tick to indicate this work has been standardised internally | |