



Independent Schools  
Examinations Board

**COMMON ENTRANCE EXAMINATION AT 13+**  
**COMMON ACADEMIC SCHOLARSHIP EXAMINATION AT 13+**

**GEOGRAPHY SYLLABUS**

*(Revised Summer 2006 for first examination in Spring 2008)*

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**INTRODUCTION**

This syllabus aims at encouraging candidates to use a range of geographical enquiry skills to develop their knowledge and understanding of places, patterns, processes, environmental change and sustainable development. They are expected to study five themes and have knowledge of five case studies, as well as undertaking fieldwork.

**AIMS**

A course leading to this examination should:

- (i) stimulate curiosity about the world;
- (ii) introduce candidates to people, places and environments;
- (iii) contribute to environmental awareness and education for sustainable development;
- (iv) develop understanding of physical and human landscapes, and introduce candidates to different societies and cultures, enhancing awareness of global interdependence.

**ASSESSMENT OBJECTIVES**

Candidates must demonstrate their ability to:

- AO1 use geographical enquiry skills when developing knowledge and understanding of people, places, patterns and processes, environmental awareness and sustainable development;
- AO2 ask geographical questions and undertake enquiries inside and outside the classroom about people, places and environments;

- AO3 analyse evidence, make decisions and evaluate information, ideas and opinions;
- AO4 use skills specific to geography, including those of fieldwork and mapwork;
- AO5 draw on many different sources and resources, such as maps and atlases, photographs, written and visual materials, including the use of ICT.

## **SYLLABUS CONTENT**

### **GEOGRAPHICAL SKILLS**

In developing geographical skills, candidates should be taught to use an extended geographical vocabulary. Candidates should be encouraged to use ICT skills, both in class and while preparing their fieldwork enquiries.

#### **Atlas skills**

Atlas skills should be developed and locational knowledge will be required in both sections of the examination paper (*see Appendix I*).

#### **Ordnance Survey mapwork skills**

Questions in the thematic studies section will be based on an Ordnance Survey map extract. British Isles maps to the scale of 1:50,000 and 1:25,000 will be used and a key to conventional symbols will be provided.

Candidates should know and understand:

- 4-figure and 6-figure grid references
- spot heights and contours
- direction
- orientation
- distance
- area

Candidates should be able to:

- follow routes
- identify relief and landscape features
- draw and annotate simple sketch sections
- use maps in decision making

#### **Fieldwork and enquiry skills**

##### **1. Collection and recording**

- questionnaires: use and design
- sampling
- surveys, e.g. shopping, traffic and pedestrian counts
- environmental quality surveys
- land-use mapping

- other mapping skills
- field sketches
- secondary sources, including internet, CD roms etc.

## 2. Presentation

- maps: key, scale, direction
- land-use maps
- choropleth maps
- annotated sketch maps
- flow maps
- annotated field sketches and photographs
- graphs, bar charts, divided bar charts, pie charts, histograms, pictograms
- simple annotated cross-sections
- sketch sections
- tabular presentation of data

## THEMATIC STUDIES

Candidates are expected to study the themes at a variety of scales from local through to global. Each theme may be taught separately and / or in combination with other prescribed themes.

### 1. Geomorphological processes

- processes, e.g. weathering, erosion, transportation, deposition, responsible for the development of selected landforms, including the role of rock type
- examples of landforms which have been caused by these processes in at least two of the following environments: fluvial, coastal and glacial
- processes (tectonic, geomorphological or human) causing landslides and the effect of these on people

case study: floods (*see case-study section for details*)

### 2. Weather and climate

- differences between weather and climate on a local and national scale, including microclimates
- components and links in the global water cycle
- types of rainfall – relief, frontal and convectional
- causes of temperature and rainfall variation from place to place in the British Isles

case study: a weather / climate hazard  
(*see case-study section for details*)

### 3. Settlement

- reasons for the site, situation, growth, shape and function of individual rural and urban settlements
- changes in the functions of settlements, including how a local settlement has changed, and how these changes affect people in different ways
- reasons for the location and the pattern of land use along a transect in a typical UK town or city (centre of town to rural / urban fringe)
- variation in the provision of goods and services within and between settlements, including hierarchies of settlements and shopping (using local examples)
- location of the cities in Appendix I

case study: sustainable development in an urban area  
(see case-study section for details)

### 4. Economic activity

- classification of economic activity with examples of each
- recognition of location factors relating to primary, secondary, tertiary and quaternary activities on an OS map

case study: a global economic activity  
(see case-study section for details)

### 5. Environmental issues

- location of the national parks in the British Isles
- reasons for conflicting demands on an environment (e.g. agriculture, conservation, derelict land, forestry, industry, landfill, military, pollution, power, reservoirs, tourism, transport, urbanisation) and their effect on people

case study –a national park, a tropical rain forest or a local environmental issue  
(see case-study section for details)

## CASE STUDIES

### 1. Earthquake or volcano

- global distribution of earthquakes and volcanoes (it is suggested that these should be current or occurring in the last 15 years)
- study of one earthquake or volcano, including its relationship to the boundaries of plates and why the processes occur where they do
- location of the chosen example on a world map as well as at least three other earthquakes or volcanoes
- nature, causes and effects of the chosen earthquake or volcano, including human responses and the effects of the associated hazards on people

## **2. Flooding**

- physical and human causes of a flood – either coastal or river, in either an MEDC or LEDC
- effects of the flood on both the land and the people
- responses to the flood
- location of the flood on a map and at least three other areas of the world where major flooding occurs (*see Appendix I*)

## **3. Weather / climate hazard (*not global warming*)**

- different types of weather hazards, such as temperate or tropical cyclones, drought or other extreme weather, and their location
- nature, causes (including human input if applicable) and effects of the hazard
- human responses to the hazard
- location of the chosen hazard and other countries affected by this type of hazard (*see Appendix I*)

## **4. Global economic activity**

- global distribution of the chosen industry, e.g. a global textile / tourist / motor / oil industry
- reasons for the geographical distribution of the chosen industry
- meaning of globalisation and why the chosen industry has become important on a global scale
- importance of the industry to both MEDCs and / or LEDCs (including the issues of development in LEDCs and interdependence if applicable) and potential benefits and problems
- location of the chosen industry on the world map, as well as at least three other areas of the world where the same industry is found (*see Appendix I*)

## **5. Sustainable development**

- local or regional case study, e.g. a national park, a tropical rain forest, an urban area in an MEDC or LEDC, or a local land-use issue
- reasons for conserving the chosen area
- planning and management of the chosen area, including, if applicable, any of the following:
  - conflicts of land use
  - effects of environmental planning and management on people and places
  - importance of sustainable development and problems of management
- location of the chosen area on a national or global map

## FIELDWORK ENQUIRY

Any geographical work undertaken outside the classroom constitutes fieldwork. It should involve some data collection. It should be included where appropriate in the teaching of the syllabus (see *Appendices IV and V*).

## SCHEME OF ASSESSMENT

### INDIVIDUAL FIELDWORK ENQUIRY (20 marks)

The enquiries for Year 8 should not exceed 1,000 words. They will be assessed as part of Common Entrance. Marks will be awarded as follows:

Introduction (5 marks)

Method of data collection (10 marks)

Presentation of data (12 marks)

Analysis of data, including a final general conclusion (8 marks)

Individual initiative (5 marks)

The enquiry is marked out of 40 and halved to make 20% of the examination. All mark sheets (see *Appendix VI*) will be sent to senior schools, together with the enquiries, if required by senior schools.

It is recommended that parts of the Year 6 and Year 7 schemes of work include local fieldwork enquiries, e.g. microclimate of school grounds, shopping surveys, local river and coast enquiries.

### WRITTEN EXAMINATION (80 marks; 60 minutes)

Each paper will contain an Ordnance Survey map and an outline map of the World and the British Isles.

The format of the paper will be as follows: **Section A: thematic studies** and **section B: case studies**

#### **Section A: thematic studies** (50 marks)

This section will comprise questions on the thematic section based (but not exclusively) on the Ordnance Survey map and other geographical skills as shown on pages 2 and 3. Candidates will be required to answer all questions. Photographs, data tables, the understanding and drawing of diagrams will be included in this section to lead into data response questions, as well as questions on particular examples linked to the five themes.

#### **Section B: case studies** (2 x 15 marks)

Candidates will be asked to answer two questions from a choice of three; all five case studies will be examined in one academic year (this includes the autumn practice papers). Candidates will be expected to have a detailed knowledge of the case studies and the questions will require more detailed answers, including the use of diagrams.

## **SCHOLARSHIP**

The Common Academic Scholarship is based on the Common Entrance syllabus and will be one hour in length. There will be two sections; candidates will be required to answer one question from each section.

### **Section A: data-response questions**

One question will be based on a physical geography or an environmental topic. The other will be based on a human geography topic. This may include the use of an OS map extract as a resource.

### **Section B: essay and structured questions**

This section will consist of six questions. Three of these will be essay questions and three will be structured questions, including extended writing.

# APPENDIX I

## LOCATION KNOWLEDGE

Questions will be set only on locations shown in this appendix or those related to case studies. Candidates will be expected to be able to locate all their case-study examples.

### Major Global Physical Features

Continents	Africa, Antarctica, Asia, Oceania, Europe, North and South America
Mountain ranges	Alps, Andes, Himalayas, Pyrenees, Rockies
Mountain	Everest
Desert	Sahara
Capes	Cape of Good Hope, Cape Horn
Oceans	Arctic, Indian, North and South Atlantic, Pacific, Southern
Rivers	Amazon, Ganges, Mississippi, Nile, Rhine, Yangtze
Volcanoes	Etna, Kilimanjaro, the volcanic islands of Iceland, Hawaii and Montserrat
Tropical rain forest countries	Brazil, Indonesia, Zaire

### Other Global Features

Arctic Circle, Antarctic Circle, Equator, International Dateline, North Pole, Prime Meridian, South Pole, Tropics of Cancer and Capricorn

### British Isles

Countries	The countries of the UK and the Republic of Ireland
Sea areas	English Channel, Irish Sea, North Sea
Rivers	Severn, Thames, Trent, Clyde, Shannon
Hills	Grampians, North West Highlands, Pennines
National parks	All the national parks (including Scotland)
Major towns	Belfast, Birmingham, Cardiff, Dublin, Edinburgh, Glasgow, London, Manchester

### Countries

#### Europe

all member countries of the EU and Russia **and their capitals**

#### Middle East

Israel  
Iran  
Iraq  
Saudi Arabia

## **Africa**

Egypt  
Ethiopia  
Kenya  
Morocco  
Mozambique  
Nigeria  
South Africa  
Sudan

## **Americas**

Argentina  
Canada  
Chile  
Mexico  
Peru  
USA

## **Asia**

Bangladesh  
China  
India  
Japan  
Pakistan

## **Oceania**

Australia  
New Zealand

## **Major Cities and City States**

Beijing  
Cairo  
Canberra  
Delhi  
Dubai  
Hong Kong  
Lima  
Los Angeles  
Kolkata  
Mexico City  
Mumbai  
New York  
Rio de Janeiro  
San Francisco  
São Paulo  
Shanghai  
Singapore  
Sydney  
Tokyo  
Washington DC

## APPENDIX II

### GLOSSARY OF USEFUL TERMS

#### A

**agriculture** – farming

**air mass** – a very large body of air

**air pressure** – the weight of the air

**arable** – farming crops

**atmosphere** – the layer of air round the earth

#### B

**bay** – an area of sea between two headlands

**beach** – material which the sea deposits on the coast

**bedding plane** – a horizontal crack between layers of rock

**biodiversity** – the number and variety of all living things

**brownfield site** – land which has been built on before

**business park** – a development of offices and industrial units

**bypass** – a road built round a town

#### C

**Central Business District** – city centre containing shops and offices

**climate** – the average weather over many years

**collision boundary** – where continental plates collide

**compass** – instrument used to identify direction

**condense** – gas becoming liquid

**conservative boundary** – where two plates slide past each other

**constructive boundary** – where two plates move apart from each other

**continent** – a large land mass

**contour line** – line on an OS map joining all points of the same height

**core** – the centre of the Earth

**crust** – the solid skin of rock around the Earth's surface

#### D

**dam** – a wall built to hold back water

**decompose** – break down material by bacteria and fungi

**depression** – an area of low air pressure

**desert** – an area receiving less than 250 mm of precipitation per year

**destructive boundary** – where an oceanic plate slides underneath a continental plate

**dispersed** – spread out

**dormant** – inactive

**drought** – a long period of dry weather

#### E

**easting** – a grid line running up and down an OS map

**eco-tourism** – holidays in natural areas with little impact on the environment

**economic activity** – a way in which people make a living

**energy** – the power needed to provide heat and light and to run machines

**environment** – the air, land, water, plants and wildlife

**epicentre** – the point on the Earth's surface directly above the focus of an earthquake

**equator** – the imaginary line running round the middle of the Earth

**erosion** – wearing away of the land

**ethnic group** – people of the same racial group  
**evaporate** – liquid turning to gas  
**extinct** – died out

## F

**fault** – a line of weakness in rock  
**favela** – a Brazilian shanty town  
**fertile** – rich in nutrients  
**fetch** – the distance travelled by a wave  
**fieldwork** – an enquiry which takes place outside the classroom  
**finite** – limited (supply)  
**floodplain** – the flat area either side of a river which is regularly flooded  
**focus** – the point underground where the energy of an earthquake is released  
**fog** – cloud at ground level  
**foreshock** – a small earthquake before a large one  
**fossil fuels** – energy produced from coal, oil and gas  
**front** – the boundary between warm and cool air masses  
**function** – the activities of a settlement

## G

**geothermal energy** – heat and electricity produced from hot, underground water  
**gorge** – a deep, steep-sided valley  
**graph** – a drawing to show data  
**greenfield site** – land which has not been built on before  
**grid reference** – a number which locates an area on a map  
**globalisation** – the ways in which companies, ideas and lifestyles spread round the world

## H

**habitat** – the area where plants and animals live  
**headland** – land which juts out into the sea  
**hectare** – ten thousand square metres  
**hemisphere** – half of the globe  
**hierarchy** – levels of importance  
**humidity** – the moisture in the air  
**hydro-electric power** – electricity produced when water is released through dam turbines

## I

**Industrial Revolution** – the rapid growth of manufacturing in the 18th and 19th centuries  
**infiltration** – the movement of water from surface to underground  
**interception** – raindrops landing on plants, trees and buildings  
**irrigation** – the artificial watering of crops  
**isotherm** – a line on a map joining places of the same temperature

## J

**joint** – a crack in the rock

## K

**key** – a list giving the meaning of symbols

## L

**land use** – the use of the land

**landfill** – the burying of waste underground

**lava** – molten rock at the Earth's surface

**LEDC** – Less Economically Developed Country

**levée** – an embankment next to a river channel

**linear** – in a line

**longshore drift** – a movement of sand and pebbles along a beach

## M

**magma** – molten rock beneath the Earth's crust

**mantle** – the semi-solid mass of rock beneath the Earth's crust

**manufacturing industry** – the making of products

**market** – the place where goods are sold

**mass movement** – movement of soil and rock on a slope

**meander** – a bend in a river

**MEDC** – More Economically Developed Country

**megacity** – a city with over ten million people

**microclimate** – the local climate of a small area such as a garden

**mining** – the extraction of primary resources

## N

**national park** – an area of outstanding countryside which is protected from development

**Newly Industrialised Country (NIC)** – a country which has recently become industrialised

**northing** – a grid line running through an OS map

**nucleated** – clustered together

## O

**OS** – Ordnance Survey

## P

**pastoral** – farming animals

**percentage** – the number out of 100

**permeable** – allowing water to flow through, e.g. joints in rocks

**physical map** – a map showing natural features

**plate boundary** – the point where two tectonic plates meet

**plate tectonics** – the theory explaining how the Earth's crust is able to move

**plateau** – a large, flat upland area

**plunge pool** – a deep pool which is eroded at the base of a waterfall

**pollution** – damage to the environment

**porous** – able to hold water like a sponge

**precipitation** – rain, snow, hail or sleet

**primary industry** – farming, mining, fishing or forestry

**primary information** – original information

**pyroclastic flow** – a cloud of gas and ash ejected from a volcano

## Q

**quarry** – an opencast mine for digging out stone

**quaternary industry** – a knowledge-based industry

## R

**raw material** – natural products processed to make something else

**recycling** – reusing waste

**relief** – the height and shape of the land

**renewable energy** – energy which can be used forever

**reservoir** – a lake behind a dam

**resource** – a natural product used by people

**retail** – selling products to the public

**river basin** – an area of land drained by a river and its tributaries

**river cliff** – a steep, undercut area on the outside of a river meander

**run-off** – the movement of water across a surface

**rural** – relating to the countryside

## S

**science park** – a development of high-tech industries close to a university

**scree** – piles of broken rock

**secondary industry** – a manufacturing industry

**secondary information** – second-hand information

**sedimentary rock** – rock formed from particles of sediment

**seismic wave** – a shock wave produced by earthquakes

**seismometer** – a sensitive instrument used to measure earthquakes

**service industry** – work such as retail, administration, education, healthcare or tourism

**settlement pattern** – the shape of a settlement

**settlement** – a place where people live

**shanty town** – an area of self-built housing of very low quality

**site** – the exact location of a settlement

**situation** – the location of a settlement in relation to the surrounding area

**slip-off slope** – a gently-sloping area formed on the inside of a river meander

**spit** – an extended beach which grows by deposition across a bay or river mouth

**social** – relating to society

**source** – the beginning of a river

**stack** – a pillar of rock which stands in the sea

**stewardship** – looking after resources in a sustainable way for the future

**suburb** – the residential and commercial development at the edge of a city

**sustainable** – using resources in a way which means they will not run out

**symbol** – something used to represent something else

## T

**tectonic plate** – a large, rigid section of the Earth's crust

**tertiary industry** – a service industry

**tourism** – the industry connected to tourist travel

**transportation** – the movement of eroded material

**tributary** – a river joining a larger river

**tsunami** – a sea wave caused by earthquakes and volcanic eruptions

## U

**urban** – relating to a town or city

**urbanisation** – the increase in the percentage of people living in cities

## V

**vegetation** – trees, shrubs and plants

**volcanic bomb** – lava exploded into the air which turns solid as it falls

## **W**

**waste** – items which no longer have a use

**waterfall** – a point on a river where water falls vertically

**water table** – the upper surface of water in the ground

**weathering** – the breakdown of rocks by weather, plants and animals

## **APPENDIX III**

### **COMMAND WORDS**

**used in Common Entrance and Common Academic Scholarship papers**

**annotate** – add descriptive explanatory labels

**choose** – select carefully from a number of alternatives

**complete** – finish, make whole

**define** – give an exact description of

**describe** – write down in words the nature of the feature under consideration

**develop** – expand upon an idea

**explain** – write in detail how something has come into being and / or changed

**give** – show evidence of

**identify** – find evidence of

**list** – put a number of examples in sequence

**mark and name** – show the exact location of and add the name

**name** – give a precise example of

**select** – pick out as most suitable or best

**shade and name** – fill in the area of a feature and add the name

**state** – express fully and clearly in words

**study** – look at and / or read carefully

**suggest** – propose reasons or ideas for something

**discuss** (scholarship only) – present viewpoints from various aspects of a subject

**elaborate** (scholarship only) – similar to **expand** and **illustrate**

**expand** (scholarship only) – develop an argument and / or present greater detail on

**illustrate** (scholarship only) – use examples to develop an argument or a theme

## APPENDIX IV

### GEOGRAPHY FIELDWORK ENQUIRY (YEAR 8)

#### 1. What constitutes fieldwork for Common Entrance?

Fieldwork at junior school level represents any geographical work undertaken outside the classroom. It should involve some data collection, by the candidate, based on a clear question to be investigated.

Within the published framework, junior school teachers should use their judgement as to the suitability of topics. Advice on the suitability of specific investigations can always be sought from senior schools or from the chairman of the setters. It is recommended, however, that fieldwork represents the wide diversity of the Common Entrance and should take place in the overall scheme of work. The overriding importance is that pupils are introduced to the idea that geography involves work outside the classroom.

#### 2. Must each candidate undertake a separate enquiry?

No. What a candidate does for his or her investigation will depend very much on the time and opportunities available to each school. Investigations may be based on a group visit or on data gathered as a large or small group or on individual data collection. The writing up is the responsibility of the individual candidate. There is a mark allocation for individual initiative.

#### 3. What are the basic requirements of the enquiry?

Each investigation should show evidence that data has been collected outside the classroom. This data should then be organised and presented by the individual candidate, together with an explanation of the results. Diagrams and analysis should be integrated. Maps, graphs, annotated photographs and field sketches should be included.

#### 4. What is the limit on length?

It is suggested that the completed study should be approximately 1,000 words in length, excluding titles, diagrams, references etc. One of the skills which the exercise is intended to develop is economy in the presentation and summarising of data. At the same time, however, it provides an opportunity for a piece of extended writing. The word limit should not restrict the candidate, providing the inclusion of extra information is relevant.

#### 5. Will the fieldwork be returned?

Submitted work will not normally be returned to junior schools. It is expected that the senior school will return the work to the candidate when he or she begins there, or be passed on to the second-choice school.

#### 6. How much time should be taken on the enquiry?

One day should be set aside for the collection of data. **No more than four weeks should be needed for the writing up of the enquiry.** It is recommended that it is completed in school and represents the candidate's own work.

#### 7. How much help should be given to the candidate?

Teachers' help should be declared on the fieldwork assessment form. **Parents must not help with this enquiry.**

## APPENDIX V

### MARKING CRITERIA FOR FIELDWORK ENQUIRY

These ideas are only **suggested** guidelines; obviously the marker's own impression of the enquiry is very important. It is important, however, that the enquiry represents good geography and shows that geographical skills have been used to answer the question / hypothesis set.

<b>Introduction and key questions</b>		
<b>Level</b>	<b>Mark</b>	
<b>2</b>	<b>3-5</b>	Clear statement of location; carefully-drawn map with title / key / scale; thorough description of survey area; question for investigation clearly stated.
<b>1</b>	<b>0-2</b>	Reference to location only or question only; incomplete or unclear information; restricted understanding of what is required; maps, if included, poorly detailed or not very informative.
<b>Method of data collection</b>		
<b>3</b>	<b>8-10</b>	Detailed discussion of methods, possibly including justification; two or more techniques used; actual process of data collection clearly explained; comments could be used as instructions for a new survey.
<b>2</b>	<b>5-7</b>	Some discussion of methods and procedures, but not always fully detailed; some reference to justification of methods; some reference to the process of data collection and how this was organised.
<b>1</b>	<b>0-4</b>	Basic listing of methods used; description minimal; little or no reference to times, equipment, sample sizes etc.; reference to one technique only; no attempt to justify the methods.
<b>Presentation of data</b>		
<b>3</b>	<b>8-12</b>	Some initiative shown in deciding which data to refine and present; a good variety of appropriate techniques, including ICT, e.g. cartographic, graphic, numerical forms; work of a very high quality.
<b>2</b>	<b>5-7</b>	Choice of data made with some guidance; variety of appropriate techniques used.
<b>1</b>	<b>0-4</b>	Limited; no more than two data-presentation techniques used, e.g. bar graph, pictogram, with teacher guidance.

<b>Analysis of data, including a final general conclusion</b>		
<b>3</b>	<b>7-8</b>	Appropriate decisions made and conclusions drawn in line with the aims of the investigation; written communication fluent; meaning clear; extended prose incorporating depth and detail; wide range of geographical terms used appropriately; ability to establish an effective sequence of investigation, to analyse and interpret data and to offer individual conclusions.
<b>2</b>	<b>4-6</b>	With teacher guidance, appropriate decisions made and conclusions drawn in line with the aims; mostly accurate written communication with meaning generally clear and incorporating some depth and detail; some specialist terms used correctly; effective sequence of investigation established with some guidance.
<b>1</b>	<b>0-3</b>	Limited analysis of data achieved with specific guidance; brief statements made using limited range of non-specialist terms; sequence of investigation established only with much guidance; only a basic understanding of geographical ideas.
<b>Individual initiative</b>		
<b>2</b>	<b>3-5</b>	Initiative shown (including in the field) in making decisions about data and recording it appropriately; appropriate geographical, cartographical, graphic and / or numerical forms used; initiative and imagination shown in drawing up proposals for solutions to geographical problems, where appropriate.
<b>1</b>	<b>0-2</b>	As for Level 2 but only to a limited degree and possibly only after specific guidance.

## APPENDIX VI

TO THE HEAD OF GEOGRAPHY  
 SENIOR SCHOOL .....



Independent Schools  
 Examinations Board

### FIELDWORK ENQUIRY ASSESSMENT FORM

NAME .....

PRESENT SCHOOL .....

*When completed, this form should be sent to the senior school by the published preliminary submission dates. It should be sent separately from the fieldwork enquiry.*

	Max Mark	Mark	Teacher's Comments on Enquiry
Introduction and key questions	5		
Method of data collection	10		
Presentation of data	12		
Analysis of data, including a final general conclusion	8		
Individual initiative	5		
Total mark	40		
Examination mark	20		

#### Declaration

The work of this candidate has been undertaken under regular supervision. Any assistance given to the candidate is recorded below. Attainment on previous fieldwork enquiries and progression achieved are noted. The degree of teacher assistance given in the completion of the enquiry and details of any ICT used are also noted.

This is my own work.

Signed ..... Candidate Date .....

Signed ..... Geography Teacher Date .....

## APPENDIX VII



Independent Schools  
Examinations Board

### COMMON ENTRANCE FIELDWORK ENQUIRY MODERATOR'S REPORT

NAME .....

JUNIOR SCHOOL .....

SENIOR SCHOOL .....

The following is a summary of our assessment of the above candidate's fieldwork investigation. Comments are based on how the work relates to the complete set of investigations submitted to the school and not just those sent from the candidate's school.

**1. Introduction and key questions**

a) clear       b) vague       c) unclear or unsatisfactory

**2. Method of data collection**

a) good       b) fair       c) poor

**3. Presentation of data**

a) good       b) fair       c) poor

**4. Analysis of data, including a final general conclusion**

a) good       b) fair       c) poor

**5. Individual initiative**

a) good       b) fair       c) poor

**6. Overall length**

a) ideal       b) too long       c) too short

**7. Mark awarded after moderation**

a) no change       b) reduced       c) increased

**8. Covering letter enclosed**

**Any other comments:**

Signed ..... Date .....