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*IGCSE Geography coursework guide*

**Geography Student**

**Coursework Guide**

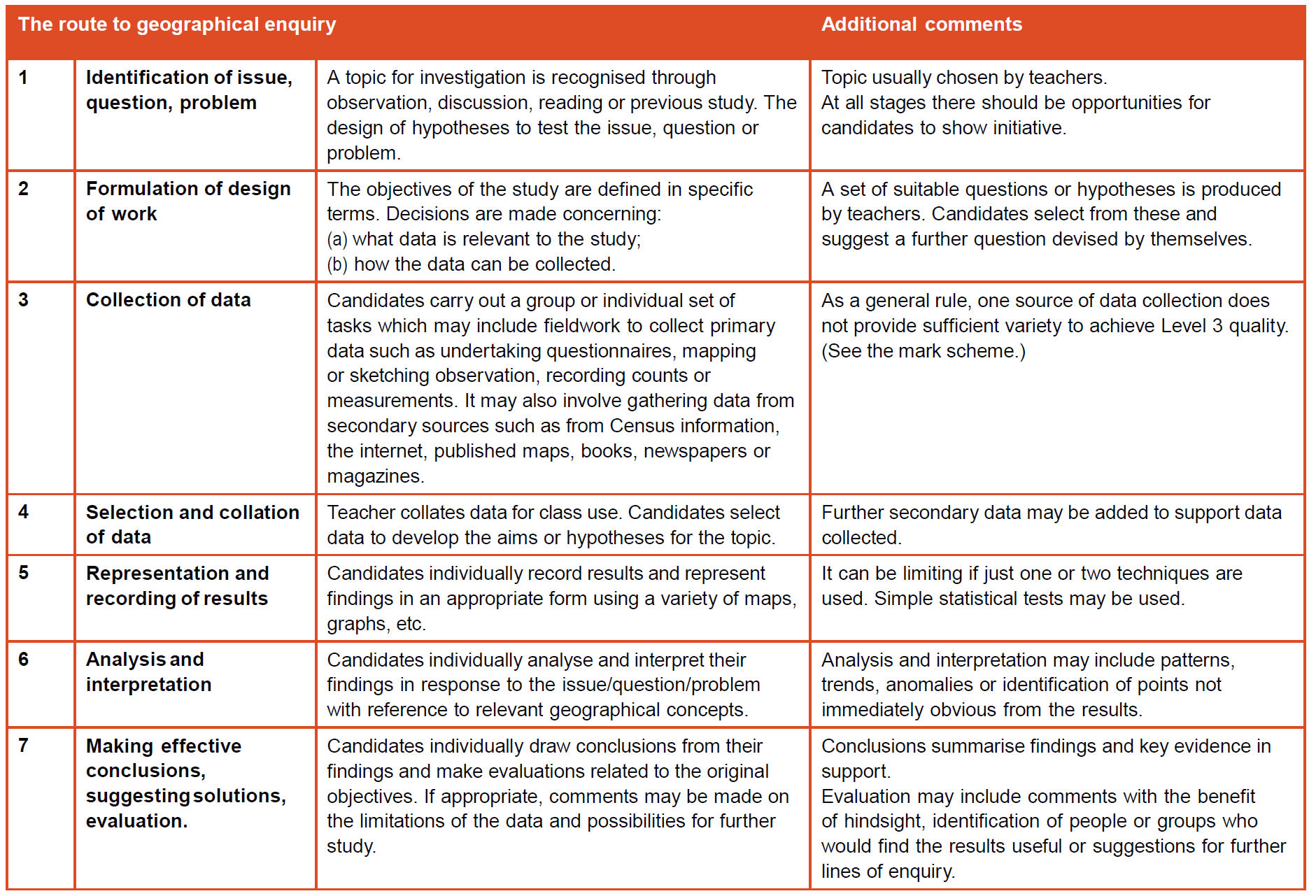
**Important note:**

Your Geography coursework is an important part of your IGCSE and contributes 27.5% towards the final grade. This booklet is designed to help you to get the best mark possible in your coursework assessment. If you read the marking criteria, follow the advice and tick every box, then your coursework should be of a high standard. It is important to bear in mind that we as your teachers mark this coursework, so any advice or suggestions we make if not considered will likely adversely affect your grade.

**Why coursework?**

* Critical thinking
* Creativity
* Independent learning
* Application of theory to real life

All pieces of coursework need to follow the Route to Enquiry that is outlined below.

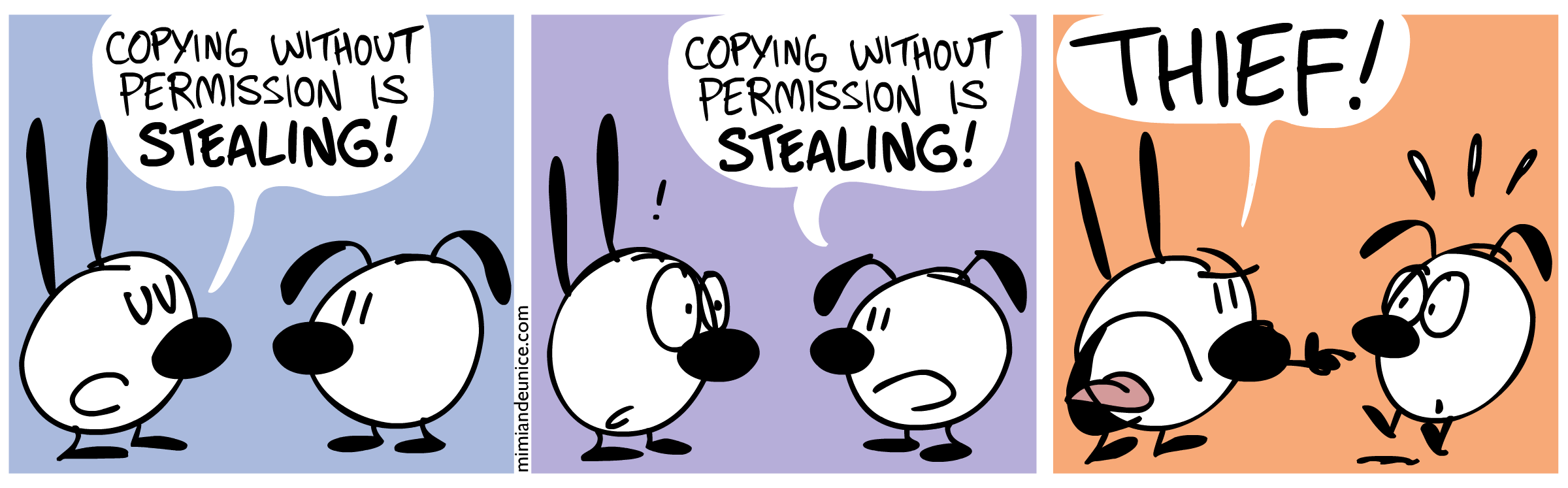


**Plagiarism:**

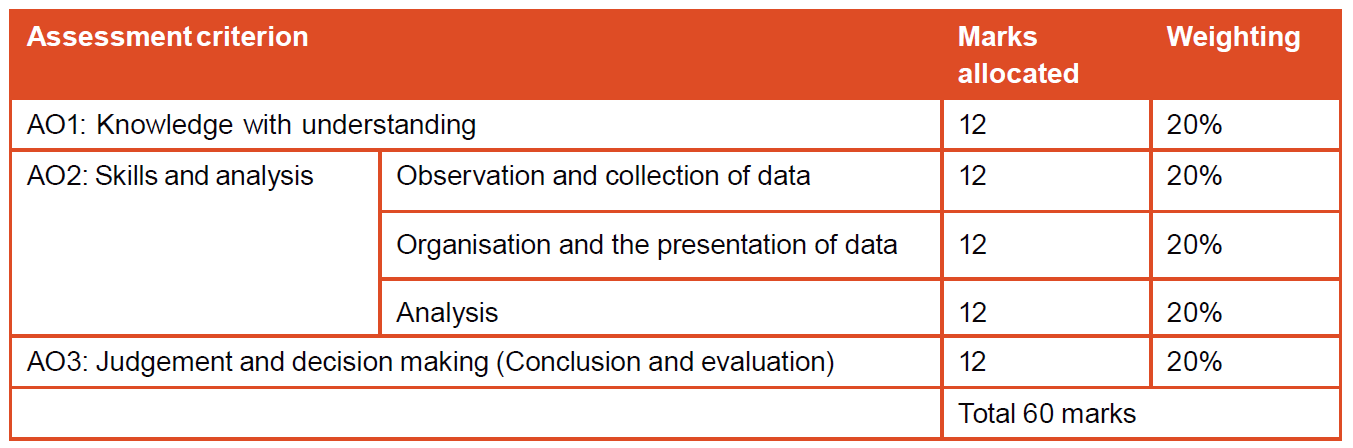
Plagiarism is the act of presenting someone else’s work or ideas as one’s own. This might happen in a number of different ways:

* failing to acknowledge quotations and concepts
* using particular graphs, phrases or sentences from another author without giving them credit via inverted commas and a footnote
* writing something that is only very slightly different by altering a few words of another author’s work (i.e. paraphrasing it)
* buying a project from an internet site and presenting it as one’s own
* downloading and pasting text or images from an internet site without acknowledgement
* getting somebody else to write all or part of one’s own work
* copying graphs or text from past or present students

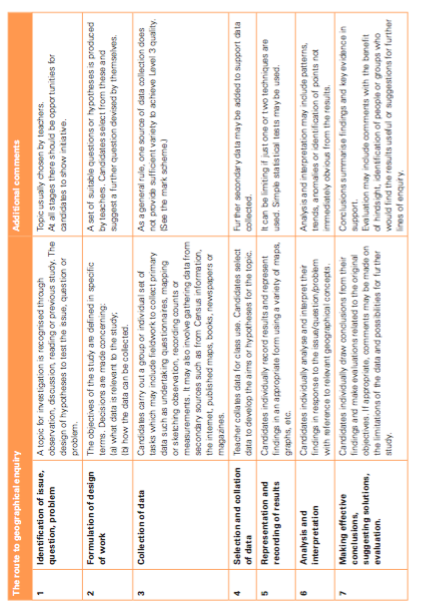
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**Assessment of coursework:**



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| **Assessment Criteria** | **Level 1**  **1–4 marks** | **Level 2**  **5–8 marks** | **Level 3**  **9–12 marks** | **Word count**  **(2000 total)** |
| **Knowledge with understanding** (within the context of teaching and guidance)  (max 12) | 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. | Introduction 300 |
| **Skills and analysis**  • Observation and collection of data (max 12) | 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.** | Methodology 300 |
| • Organisation and presentation (max 12) | 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. | Word count of graphs, calculations, annotations, labels or titles do not count as part of the 2000 word limit. |
| Analysis (max 12) | 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. | 1000 |
| **Conclusion and evaluation**  (max 12) | 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 evidence collected. Makes a **sound evaluation** identifying weaknesses and suggesting improvement. | Conclusion 200  Evaluation  200 |





**Topic for Investigation**

**‘Is there a Shopping Hierarchy in Katy, Texas?.’**

**Key Questions and Possible Hypotheses:**

You will need to pick 3 different hypotheses to study in this piece of course work:

* The sphere of influence is higher at Katy Mills than the other sites
* More shoppers buy high order goods at Katy Mills than the other sites
* There are more convenience stores at Grand Parkway shopping centre than other areas
* Grand parkway has smallest sphere of influence
* A high environmental quality will attract shoppers for high order goods

You can come up with your own phraseology for your hypothesis.

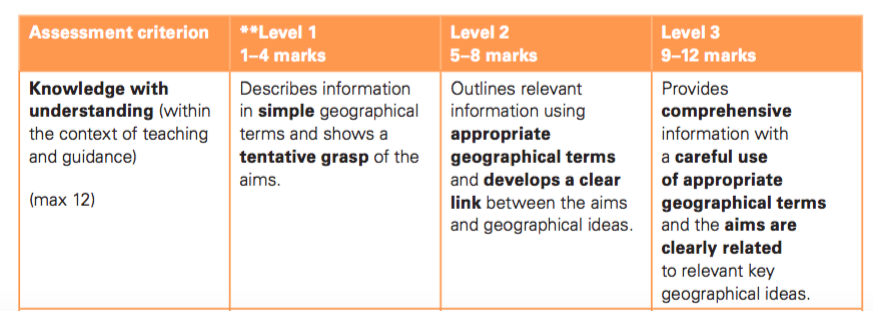


When you are completing your coursework it is important that for each section you are able to tick off **EACH and EVERY** section of the guide. If you cannot do so you will likely lose some marks.

**Front Page**

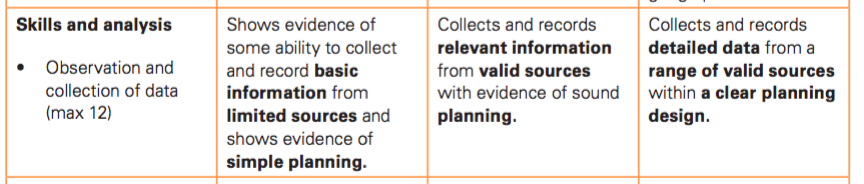
|  |  |
| --- | --- |
| **DETAILS (what to include)** | **COMPLETE** |
| Your name |  |
| The school code |  |
| Your research question |  |
| Your word count (up to 2000) |  |

**1: Introduction**

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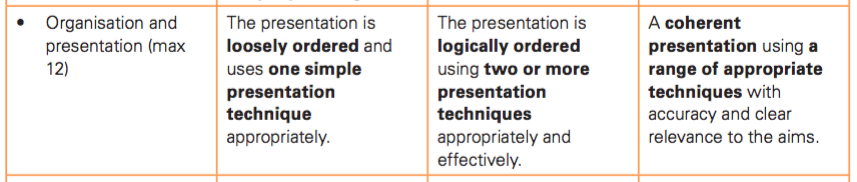
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| **DETAILS (what to include)** | **COMPLETE** |
| Your research question (this time it must be referred to in your introduction) |  |
| Link your research question to the appropriate unit |  |
| Introduction to study location. Where, size, brief history, functions. |  |
| Describe the location and include maps (these must have a title, scale and compass)- these maps must be fully annotated to explain the relavant locational context |  |
| Explain what the shopping hierarchy is using a good range of geographical terminology |  |
| Introduce your three hypothesis |  |
| Expected findings. Explain why you expect your hypothesis to be true, refer to theory. |  |

**2: Methodology**



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| **DETAILS (what to include)** | **COMPLETE** |
| Locate the areas where you collected your data |  |
| List the equipment used. |  |
| What sampling method did we use to collect the data and why is this appropriate for our study? |  |
| Copies of your data collection forms should be imbedded or in your appendix |  |
| Explanation of how information is collected (methodology). You can include photos that demonstrate data gathering techniques. Explanation of why you used the particular techniques e.g. tally charts |  |
| Briefly explain why this information is important and how it will help you prove or disprove your hypothesis. |  |

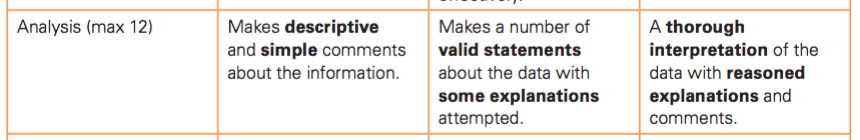
**3: Organization and presentation**

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This section spans the whole coursework and must be present in all pages of your final work. However, your graphs, tables and data will influence your grade the most.

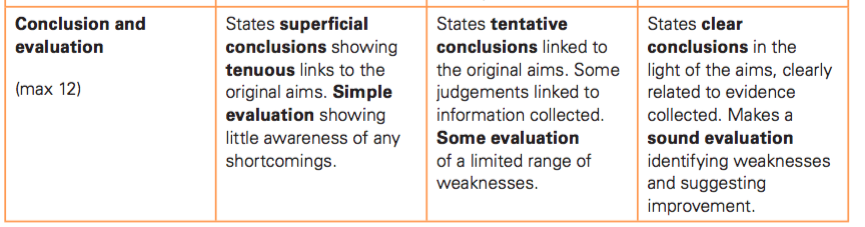
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| **DETAILS** | **COMPLETE** |
| All photos, graphs, images, tables must be labeled with a caption and must serve a purpose – you must refer to them in the main body of the coursework. |  |
| All information from the internet or books (secondary information) must be referenced correctly using the Harvard reference system. |  |
| A wide variety of different and relevant data presentation techniques used and correctly formated (graphs (line, bar, pie, scatter), tables, maps, annotated photographs, pictograms, radar graphs, etc.) Target: try and combine data with maps to explain how results varied spatially |  |
| All data should be processed and displayed in the most appropriate form |  |

**4: Analysis**

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| **DETAILS (what to include)** | **COMPLETE** |
| Divide you analysis into three sections – one for each hypothesis (create subheadings for each) |  |
| What are your expectations for the data – link this to the theory (why do you expect this) |  |
| Look and describe any trends in your data presentation (positive and negative correlations). Use figures and refer to graph/tables/maps. |  |
| Look for any anomalies in your data presentation. Use figures and refer to graph/tables/maps. |  |
| Explain any locational specific factors that may have impacted your findings |  |
| Try and explain any trends or anomalies. This is very important, what theory might help you explain trends, but how can the anomalies be explained? |  |
| Relate findings back to study question and hypotheses (ALWAYS answer your research question!). You can not do this effectively without actually reusing the words from the hypothesis and question we are investigating. |  |

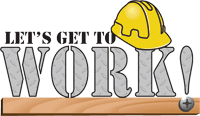
**4: Conclusion**

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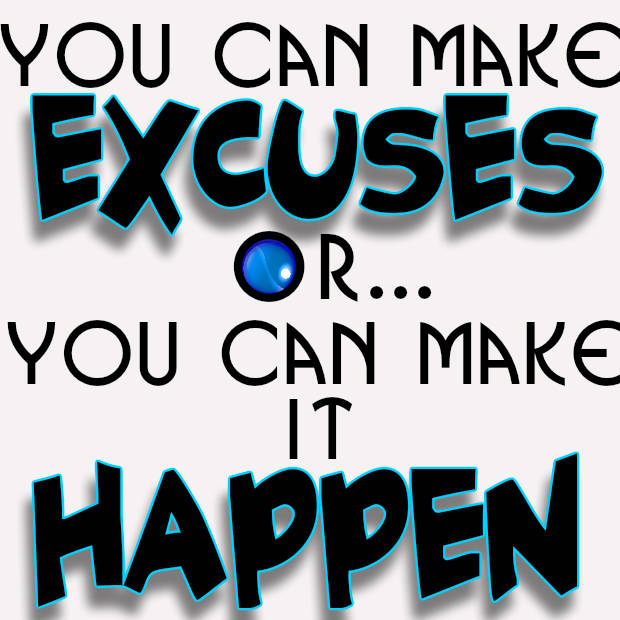
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| **DETAILS** | **COMPLETE** |
| Refer back to your research question, in one simple sentence try to provide an overview of your findings. |  |
| Refer to each of your three hypothesis, did you prove or disprove them? (briefly summarize your findings from the analysis section |  |
| Ensure that your hypothesis is consistent with what you are saying in your analysis. |  |

**5: Evaluation**

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| **DETAILS** | **COMPLETE** |
| What were the strongest or most reliable sections of your investigation? |  |
| How could you develop your coursework, what extensions could you have investigated i.e. extra data, different hypotheses |  |
| Were there any problems with your techniques |  |
| Were there any limitations e.g. time, available data. |  |



Coursework is **NOT** an examination, it rewards students who work hard and who are organised. If you follow this guide you WILL do well!

5