



Geography 7037

Non-Examined Assessment

NEA BOOKLET

2024-2025

AGS GEOGRAPHY A-LEVEL NEA BOOKLET

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OVERVIEW OF REQUIREMENTS

INTRODUCTION

The NEA in geography is an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

The coursework is worth 20% of the A level. It is internally marked and externally moderated. The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue, and to organise and communicate their findings, as part of an independently researched assignment.

KEY FEATURES OF THE COURSEWORK

All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course. Fieldwork can be completed in a number of ways: locally or further afield, on full days or on part days. Schools and colleges will be required to confirm that all A-level geography students have been given an opportunity to fulfil this requirement.

As part of the A-Level Geography course at AGS, students will carry out 5-days of fieldwork in the May of Year 12.

INVESTIGATION REQUIREMENTS

Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually or in groups. What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.

The independent investigation must:

- be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content

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- involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis
- incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation
- involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches
- draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes
- demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them
- demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding
- require the student to independently contextualise, analyse and summarise findings and data, and to draw conclusions, by applying existing knowledge, theory and concepts to order and understand field observations and identify their relation to the wider context
- involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing
- demonstrate the ability to answer a specific geographical question drawing effectively on evidence and theory to make a well-argued case
- require evaluation and reflection on the investigation including showing an understanding of the ethical dimensions of field research.

INDEPENDENCE

Some stages of the investigation must be carried out independently. Other parts of the investigation may be carried out collaboratively, either as a class, group or pair.

Independence is compulsory in the following stages of the investigation:

- defining and developing a question or issue to address aims, questions and/or hypotheses relating to any aspect of the specification
- drawing on research, including field data and if relevant, secondary data which must be sourced by the student
- contextualising, analysing and summarising findings and data
- presenting data and drawing conclusions.

Collaboration is allowed in the following stages of the investigation:

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- exploring the focus of potential investigations
- collecting field data and/or evidence from field investigations.

If students collaborate where independence is expected then the teacher must record this additional assistance on the *Candidate record form* (CRF) and take it into account when marking the work. You must award a mark which reflects the student's unaided achievement. Failure to do so will be considered as malpractice. If malpractice is suspected, we will investigate. If malpractice is found to have taken place a penalty will be given dependent on the circumstances and severity of the malpractice. For full information, please see [Malpractice](#) and the JCQ instructions Suspected Malpractice in Examinations and Assessment.

Students should select a manageable focus for their investigation which enables them to select one or more specific research question(s) or issue(s) with both a theoretical basis and a locational context. Appropriate and feasible methods should be used to collect relevant data. The data collected should permit the use of appropriate cartographical, graphical and statistical skills to enable a full interpretation to be made, which should include reference to the title/aim. The conclusion should include a summary of the results, the relevance of these to the title/aim and an evaluation of the overall investigation, including the contributions and limitations of geography in understanding the topic and opportunities for further research.

Preparation must involve enquiry work outside the classroom, to include data collection in the field and might include, for example, data collected in specialist study venues, work experience settings, internet research and use of library or archive.

Students are expected to submit a written report which is 3,000–4,000 words in length. This includes all text, text boxes and supplementary material such as photographs and data presentation techniques. It does not include appendices. When attaching appendices students should have examples of raw data only, such as data sheets and questionnaires, rather than every questionnaire completed .

Students who offer work that is below the advisory word count may be penalising themselves by not allowing appropriate coverage of the required assessment objectives. Students who exceed the advisory word count may be penalising themselves through a lack of precision and focus.

GUIDANCE

WHAT GUIDANCE IS YOUR TEACHER PERMITTED TO OFFER?

Teachers should:

provide broad parameters for students' investigation proposals (including themes from the specification, locations, availability of equipment, time constraints)

- explain what independence means
- advise on health and safety considerations, the use of equipment and potential ethical concerns
- discuss with students their initial exploratory planning and tentative investigation titles
- review each student's independent investigation proposal. Within this review you should ensure that the proposed investigation can suitably access the specification requirements and you should give general guidance on the methodology and analytical tools that the student plans to use.
- advise on good practice such as referencing and using a bibliography system.

The above advice does not need to be recorded or taken into account when marking the work.

WHAT GUIDANCE IS YOUR TEACHER NOT PERMITTED TO OFFER?

Teachers must not:

- provide students with a choice of titles or tasks from which they then choose
- mark work provisionally and share that mark so that the student may then improve it
- give specific guidance on how to make improvements to a draft in order to meet the assessment criteria without recording it as additional assistance on the *Candidate record form* (CRF) and taking it into account when marking the work.

These conditions apply equally to third party fieldwork providers. Failure to adhere to them constitutes malpractice. You must ensure that at all times you remain confident in the authenticity and independence of students' work.

Assistance that goes beyond general advice includes (but is not limited to):

- providing templates or model answers for specific titles or students
- providing specific guidance on how to improve an individual student's draft to meet the assessment criteria so that the student is no longer engaged in independent learning

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- providing specific guidance on errors and omissions which limits students' opportunities to show initiative themselves
- providing primary or secondary data not collected by the student either individually or as part of a group.

Any additional guidance of this nature must be recorded on the *Candidate record form (CRF)* and taken into account when marking the work. Annotation must be used to explain how marks were applied in the context of the additional assistance given. Failure to do so will be considered as malpractice.

If malpractice is suspected with regard to guidance and feedback to students, we will investigate. If malpractice is found to have taken place a penalty will be given dependent on the circumstances and severity of the malpractice. For full information, please see [Malpractice](#) and the JCQ instructions *Suspected Malpractice in Examinations and Assessment*.

MALPRACTICE

If a student commits malpractice it means that, they have failed to follow the rules of an examination or assessment.

‘Candidate malpractice’ means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Malpractice includes:

Plagiarism – copying a another students’ work or copying from any other source e.g. books, articles, websites or AI. This is cheating and is malpractice.

Collusion – sharing your work with another student to benefit the competition of the coursework. Sharing your work for someone else to copy is still cheating and is deemed as malpractice. The consequence could mean that your coursework is jeopardised.

Students who are suspected of plagiarism or collusion will be investigated and this shall be sent off to the examination board by the examination’s officer. The examination board, will notify the Head teacher of their final decision. If the examination board finds the student guilty of malpractice because they have either colluded, the student may not be given any marks for their coursework.

The AGS malpractice policy, which has been drawn from the JCQ (Joint Council for Qualifications), can be found here:

[Malpractice Policy \(Exams\) \(2\).pdf](#)

If a teacher suspects that there has been malpractice but does not report this, they are also committing malpractice as they have allowed cheating to occur.

AI AND ASSESSMENTS

AI stands for artificial intelligence and using it is like having a computer that thinks.

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AI tools like ChatGPT or Snapchat, My AI can write text, make art and create music by learning from data from the internet.

Using AI to create your coursework and say it is your own work is cheating and is considered as 'malpractice.' Candidate's work, which is suspected of using AI, will undergo an investigation through the examination board. This could result in the candidate's coursework being invalid and will not count towards their final GCSE or A-Level coursework.

Do not use any AI to complete your coursework. It is cheating and could jepordise your grade.

The exam boards use sophisticated 'plagarism' software called Turnit In to identify any cheating. As coursework is submitted to the examination board, any plagiarism will be identified and consequences will occur.

For the full AI policy created by JCQ (Joint Council for Qualifications) please following the link below:

[JCQ guidance - AI-Use-in-Assessments Feb24 v3.pdf](#)

REFERENCING GUIDE

It is essential that you credit authors for their research material and ideas otherwise you could be accused of plagiarism. It is a very serious academic offence to pretend that someone else's work has been created by you. This applies even if you copy just a few sentences. Learning to cite references correctly will help to ensure that you do not commit plagiarism by accident.

Referencing is also used to demonstrate that you have read widely and deeply and to enable the reader to locate where you obtained each quote or idea.

BASIC REFERENCING TERMS

- **Reference** - details of any item (e.g. book, chapter, video, web page, article) used as a source which enables that source to be found by someone else.
- **Bibliography** - a list of references at the end of a document e.g. essay, thesis, journal article.
- **Citation** - brief details about a reference given in the text of a document e.g. (author: date)
- **Style** - the exact way in which references and citations are laid out. There are many different styles e.g. Harvard, British Standard (Numeric), Author/Date, Vancouver.

FOOTNOTES

- You insert footnotes after full stops. In MS Word, click on Insert, then footnote. It will automatically number them.
- If you refer to, or borrow from, more than one author in a sentence or section of sentences, group the authors into one footnote.
- If you refer to, or borrow from, lots of pieces of the same book or books, insert the footnote at the end of the whole section that you are writing, and in the footnote, list all the pages used: pp. 32-38, 63, 189-191, 200. Do not insert lots of footnotes in a row which all refer to the same thing. Cluster.

1. *Referencing a book*

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For a book, the first time you mention it: First name Surname comma *Full Title of the Book in Italics* open bracket Place of Publication comma Date of Publication close bracket p. [to signify the page you got the information from or pp. to signify the pages you got the information from] full stop.

Example:

Matthew Taylor, *The Association Game: A History of British Football* (Harlow, 2008), pp. 26-29.

For a book, the second and subsequent times you mention it: here, we use a shortened form to save words: Surname, First Part of Title, page number(s). Do not use *ibid.* or *op. cit.* They really do not help the reader at all, and they do not show off the breadth of your reading either.

APPENDIX A - NON-EXAM ASSESSMENT MARK SCHEME

AREA 1: INTRODUCTION AND PRELIMINARY RESEARCH

AO3 (strand 1): 10 marks

AO3 (strand 1): 10 marks

Assessment criteria	Level 4 10–9 marks	Level 3 8–6 marks	Level 2 5–3 marks	Level 1 2–1 marks	No marks 0
To define the research questions which underpin field investigations. (AO3)	A research question(s) is effectively identified and is completely referenced to the specification.	A research question(s) is securely identified that is explicitly linked to the specification.	A research question(s) which is partial. Links to the specification are imprecise.	A research question(s) is generalised. Links to the specification are tentative.	Does not meet criteria.
To research relevant literature sources and understand and write up the theoretical or comparative context for a research question. (AO3)	Well-supported by thorough use of relevant literature sources. Theoretical and comparative contexts are well-understood and well-stated.	Supported by focused use of relevant literature sources. Theoretical and comparative contexts are consistently understood and stated.	Supported by some use of relevant literature sources. Theoretical and comparative contexts are inconsistently stated.	Limited or basic use of relevant literature sources. Theoretical and comparative contexts are isolated.	Does not meet criteria.

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AREA 2: METHODS OF FIELD INVESTIGATION

AO3 (strand 2): 15 marks

AO3 (strand 2): 15 marks

Assessment criteria	Level 4 15–12 marks	Level 3 11–8 marks	Level 2 7–4 marks	Level 1 3–1 marks	No marks 0
To observe and record phenomena in the field and devise and justify practical approaches taken in the field including frequency/timing of observation, sampling, and data collection approaches (AO3) .	Detailed use of a range of appropriate observational, recording and other data collection approaches including sampling. Thorough and well-reasoned justification of data collection approaches.	Clear use of appropriate observational, recording and other data collection approaches including sampling. Explicit justification of data collection approaches.	Intermittent use of appropriate observational, recording and other data collection approaches including sampling. Some justification of data collection approaches.	Basic use of appropriate observational, recording and other data collection approaches including sampling. Justification of data collection approaches is tentative.	Does not meet criteria.
To demonstrate practical knowledge and understanding of field methodologies appropriate to the investigation of human and physical processes (AO3) .	Detailed demonstration of practical knowledge and understanding of field methodologies appropriate to the investigation of human and physical processes.	Clear demonstration of practical knowledge and understanding of field methodologies appropriate to the investigation of human and physical processes.	Intermittent demonstration of practical knowledge and understanding of field methodologies appropriate to the investigation of human and physical processes.	Limited demonstration of practical knowledge and understanding of field methodologies appropriate to the investigation of human and physical processes.	Does not meet criteria.
To implement chosen methodologies to collect data/information of good quality and relevant to the topic under investigation (AO3) .	Detailed implementation of chosen methodologies to collect data/information of good quality and relevant to the topic under investigation.	Clear implementation of chosen methodologies to collect data/information of good quality and relevant to the topic under investigation.	Partial implementation of chosen methodologies to collect data/information of good quality and relevant to the topic under investigation.	Limited implementation of chosen methodologies to collect data/information of good quality and relevant to the topic under investigation.	Does not meet criteria.

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AREA 3: METHODS OF CRITICAL ANALYSIS

20 marks – AO2: 6 marks ; AO3 (strand 2): 14 marks

Assessment criteria	Level 4 20–15 marks (AO2 – 6 ; AO3 - 14)	Level 3 14–10 marks (AO2 – 4; AO3 – 10)	Level 2 9–5 marks (AO2 – 2; AO3 – 7)	Level 1 4–1 marks (AO2 – 1 ; AO3 – 3)	No marks 0
To demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them (AO3) .	Effective demonstration of knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results. Thorough ability to select suitable quantitative or qualitative approaches and to apply them.	Precise demonstration of knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results. Clear ability to select suitable quantitative or qualitative approaches and to apply them.	Imprecise demonstration of knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results. Some ability to select suitable quantitative or qualitative approaches and to apply them.	Limited demonstration of knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results. Basic ability to select suitable quantitative or qualitative approaches and to apply them.	Does not meet criteria.
To demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding (AO3) .	Thorough ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative. Complete use of the experience to extend geographical understanding.	Clear ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative. Secure use of the experience to extend geographical understanding.	Partial ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative. Inconsistent use of the experience to extend geographical understanding.	Limited ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative. Tentative use of the experience to extend geographical understanding.	Does not meet criteria
To apply existing knowledge, theory and concepts to order and understand field observations (AO2) .	Effective application of existing knowledge, theory and concepts to order and understand field observations.	Focused application of existing knowledge, theory and concepts to order and understand field observations.	Implicit application of existing knowledge, theory and concepts to order and understand field observations.	Tentative application of existing knowledge, theory and concepts to order and understand field observations.	Does not meet criteria.

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AREA 4: CONCLUSIONS, EVALUATION AND PRESENTATION

15 marks – AO3 (strand 2): 5 marks; AO3 (strand 3): 10 marks

Assessment criteria	Level 4 15–12 marks	Level 3 11–8 marks	Level 2 7–4 marks	Level 1 3–1 marks	No marks
To show the ability to write up field results clearly and logically, using a range of presentation methods (AO3 strand 3) .	Thorough ability to write up field results clearly and logically, using a range of presentation methods.	Clear ability to write up field results clearly and logically, using a range of presentation methods.	Some ability to write up field results clearly and logically, using a range of presentation methods, but with some inconsistency.	Basic ability to write up field results clearly and logically, using a range of presentation methods.	Does not meet criteria.
To evaluate and reflect on fieldwork investigations, explain how the results relate to the wider context and show an understanding of the ethical dimensions of field research (AO3 strand 2) .	Effective evaluation and reflection on the fieldwork investigation. Complete explanation of how the results relate to the wider context(s). Thorough understanding of the ethical dimensions of field research.	Secure evaluation and reflection on the fieldwork investigation. Precise explanation of how the results relate to the wider context(s). Clear understanding of the ethical dimensions of field research.	Partial evaluation and reflection on the fieldwork investigation. Imprecise explanation of how the results relate to the wider context(s). Some understanding of the ethical dimensions of field research.	Tentative evaluation and reflection on the fieldwork investigation. Generalised explanation of how the results relate to the wider context(s). Limited understanding of the ethical dimensions of field research.	Does not meet criteria.
To demonstrate the ability to write a coherent analysis of fieldwork findings in order to answer a specific geographical question and to do this drawing effectively on evidence and theory to make a well-argued case (AO3 strand 3) .	Thorough ability to write a coherent analysis of fieldwork findings in order to answer a specific geographical question. Draws effectively on evidence and theory to make a well-argued case.	Focused ability to write a coherent analysis of fieldwork findings in order to answer a specific geographical question. Draws explicitly on evidence and theory to make an argued case.	Partial ability to write a structured analysis of fieldwork findings in order to answer a specific geographical question. Draws inconsistently on evidence and theory to make a reasoned case.	Basic ability to write an analysis of fieldwork findings in order to answer a specific geographical question. Draws tentatively on evidence and theory to make an isolated case.	Does not meet criteria.

APPENDIX B - EXAMPLE OF MARKED AND ANNOTATED COURSEWORK

Examples of investigations with completed proposal form and examiner commentary

Example 1 - Title: Assessing the sustainability of the Cheltenham transport plan for the CBD.

Total Mark: 47/60

NEA task: Transport plan: Component 3 NEA Geography fieldwork investigation - Sample set 1 (aqa.org.uk)

Example 2 - Title: To what extent is there evidence of gentrification in the Spitalfields and Banglatown ward of Tower Hamlets in London?

Total Mark: 60/60

NEA task: Gentrification: Component 3 NEA Geography fieldwork investigation - Sample set 1 (aqa.org.uk)

Example 3 - Title: To what extent is there evidence of gentrification in the Spitalfields and Banglatown ward of Tower Hamlets in London?

Total Mark: 51/60

NEA task: Coastal: Component 3 NEA Geography fieldwork investigation - Sample set 1 (aqa.org.uk)

Example 4 - Title: "The environmental and social impacts of the South Devon link road"

Total Mark: 60/60

NEA task: Environmental and social impacts: Component 3 NEA Geography fieldwork investigation - June 2019 (sanity.io)

Example 5 - Title: To what extent are variations in heathland plant communities on a hill slope affected by soil moisture at Briantspuddle, Dorset?

Total Mark: 37/60

NEA task: Heathland: Component 3 NEA Geography fieldwork investigation - Sample set 1 (sanity.io)

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Example 6 - Title: To what extent do carbon stores vary between trees in William Farr woods and Hill Holt wood, Lincolnshire?

Total Mark: 37/60

NEA task: Carbon stores: Component 3 NEA Geography fieldwork investigation - Sample set 1 (sanity.io)

Example 7 - Title: A study of the physical and human causes of flooding on the River Wansbeck

Total Mark: 24/60

NEA task: Flooding: Component 3 NEA Geography fieldwork investigation - Sample set 1 (sanity.io)

Example 8 - Title: Investigating the relationship between perceived safety and environmental quality in Liverpool city centre.

Total Mark: 34/60

NEA task: Safety and environmental quality: Component 3 NEA Geography fieldwork investigation - Sample set 1 (sanity.io)

APPENDIX C - EXAMPLE OF CANDIDATE RECORD FORM



2025 candidate record form

A-level Geography

NEA Independent fieldwork investigation (7037/C)

Please attach the form to your candidate's work and keep it at the centre or send it to the moderator as required. The declarations should be completed by the candidate and teacher as indicated.

Centre number	Centre name
_____	_____
Candidate number	Candidate's full name
_____	_____

Work submitted for assessment **must** be the candidate's own. If candidates copy work, allow candidates to copy from them, or cheat in any other way, they may be disqualified.

Candidate declaration

Have you received help/information from anyone **other than** subject teacher(s) to produce this work?

No Yes (give details below or on a separate sheet if necessary).

Please list below any books, leaflets or other materials (eg DVDs, software packages, internet information, artificial intelligence (AI) tools) used to complete this work **not** acknowledged in the work itself. Presenting materials copied from other sources **without acknowledgement** is regarded as deliberate deception.

We may use examples of candidate's work for standardisation or training purposes. Please see our privacy notice for more information on how we use assessment data and on your rights under data privacy legislation.

I have read and understood the above. I confirm I produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

Candidate signature.	Date _____
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Teacher declaration

I confirm the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied (to the best of my knowledge) that the work produced is solely that of the candidate.

Teacher signature.	Date _____
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Candidate number

Candidate's full name

NEA proposal

To be completed by the candidate

Investigation title

How the title links to the specification content

Planned investigation hypothesis or question/sub-questions

Investigation focus – indication of how the enquiry will enable the candidate to address the investigation title and explore the theme in relation to the chosen geographical area

Planned methodology – indication of qualitative and/or quantitative techniques including primary and, if relevant, secondary data collection techniques. Indication of the planned sampling strategy or strategies

Data collection: Individual Group

To be completed by the teacher

Teacher approval for the investigation or details of any necessary amendments that need to be made before approval can be given

Approved Approved subject to the implementation of amendments above Resubmission required

Full name

Teacher signature.

Date

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Candidate number

Candidate's full name

To be completed by the teacher

Marks must be awarded in accordance with the instructions and criteria in the specification.

Area	Level	Overall level	Mark	Comment
Area 1. Introduction and preliminary research 10 marks (a) To define the research questions which underpin field investigations (AO3)				
(b) To research relevant literature sources and understand and write up the theoretical or comparative context for a research question (AO3)				
Area 2. Methods of field investigation 15 marks (a) To observe and record phenomena in the field and devise and justify practical approaches taken in the field including frequency/timing of observation, sampling, and data collection approaches (AO3)				
(b) To demonstrate practical knowledge and understanding of field methodologies appropriate to the investigation of human and physical processes (AO3)				
(c) To implement chosen methodologies to collect data/information of good quality and relevant to the topic under investigation (AO3)				
Area 3. Methods of critical analysis 20 marks (a) To demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them (AO3)				
(b) To demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding (AO3)				
(c) To apply existing knowledge, theory and concepts to order and understand field observations (AO2)				

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Candidate number

Candidate's full name

Area	Level	Overall level	Mark	Comment
Area 4. Conclusions, evaluation and presentation				
15 marks				
(a) To show the ability to write up field results clearly and logically, using a range of presentation methods. (AO3)				
(b) To evaluate and reflect on fieldwork investigations, explain how the results relate to the wider context and show an understanding of the ethical dimensions of field research. (AO3)				
(c) To demonstrate the ability to write a coherent analysis of fieldwork findings in order to answer a specific geographical question and to do this drawing effectively on evidence and theory to make a well-argued case. (AO3)				
Total (60 marks)				

Details of additional assistance given

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification (*continue on a separate sheet if necessary*).

Concluding comments

To see how we comply with the General Data Protection Regulation 2016 and Data Protection Act 2018 please see our Privacy Notice at aqa.org.uk/about-us/privacy-notice

APPENDIX D: GEOGRAPHICAL SKILLS CHECKLIST

Competence in geographical skills should be developed during study of the course content, in an integrated way and not as a separate theme or topic. While the relative balance of quantitative and qualitative methods and skills will differ between each of the core elements and the options, students must be introduced to a roughly equal balance of quantitative and qualitative methods across the specification.

During their A-level course students should:

- understand the nature and use of different types of geographical information, including qualitative and quantitative data, primary and secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data and other forms of data, including crowd-sourced and 'big data'
- collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types
- undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data
- communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.

Students at A-level are required to demonstrate all the skills and approaches detailed below.

3.4.1 Qualitative skills and quantitative skills

Students should develop the following with respect to **qualitative data** :

- use and understanding of a mixture of methodological approaches, including interviews
- interpretation and evaluation of a range of source material including textual and visual sources
- understanding of the opportunities and limitations of qualitative techniques such as coding and sampling, and appreciation of how they actively create particular geographical representations
- understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.

Students should develop the following with respect to **quantitative data** :

- understanding of what makes data geographical and the geospatial technologies (eg GIS) that are used to collect, analyse and present geographical data
- an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data
- understanding of the purposes and difference between the following and to use them in appropriate contexts:
 - descriptive statistics of central tendency and dispersion
 - descriptive measures of difference and association, inferential statistics and the foundations of relational statistics
 - measurement, measurement errors, and sampling
 - understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.

3.4.2 Specific skills

The following sections identify specific qualitative and quantitative skills to be developed.

3.4.2.1 Core skills

- Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.
- Use of overlays, both physical and electronic.
- Literacy – use of factual text and discursive/creative material and coding techniques when analysing text.
- Numeracy – use of number, measure and measurement.
- Questionnaire and interview techniques.

3.4.2.2 Cartographic skills

- Atlas maps.
- Weather maps – including synoptic charts (if applicable) .
- Maps with located proportional symbols.
- Maps showing movement – flow lines, desire lines and trip lines.
- Maps showing spatial patterns – choropleth, isoline and dot maps.

3.4.2.3 Graphical skills

- Line graphs – simple, comparative, compound and divergent.
- Bar graphs – simple, comparative, compound and divergent.
- Scatter graphs, and the use of best fit line.
- Pie charts and proportional divided circles.
- Triangular graphs.

- Graphs with logarithmic scales.
- Dispersion diagrams.

3.4.2.4 Statistical skills

- Measures of central tendency – mean, mode, median.
- Measures of dispersion – range, inter-quartile range and standard deviation.
- Inferential and relational statistical techniques to include Spearman's rank correlation and Chi-square test and the application of significance tests.

3.4.2.5 ICT skills

- Use of remotely sensed data (as described above in Core skills).
- Use of electronic databases.
- Use of innovative sources of data such as crowd sourcing and 'big data'.
- Use of ICT to generate evidence of many of the skills provided above such as producing maps, graphs and statistical calculations.

APPENDIX E: NON-EXAM ASSESSMENT ADMINISTRATION – GUIDANCE FROM AQA

The non-exam assessment (NEA) for this specification is an independent investigation which involves, but is not restricted to, fieldwork.

Visit aqa.org.uk/7037 for detailed information about all aspects of NEA administration.

The head of the school or college is responsible for making sure that NEA is conducted in line with our instructions and Joint Council for Qualifications (JCQ) instructions.

5.1 Supervising and authenticating

To meet Ofqual’s qualification and subject criteria students and teachers must complete and sign the *Candidate record form* (CRF).

Teachers must ensure that a CRF is provided with each student’s investigation.

The CRF must be retained with the investigation until after the moderation period and the deadline for Enquiries about Results (or until any enquiry is resolved). The CRF may also be subject to inspection by a JCQ Centre Inspector.

Students must complete the independent investigation proposal section of the CRF in the planning stages of the investigation process.

Students must sign the candidate declaration section of the CRF when the investigation is submitted to the teacher for marking to confirm that the work submitted is their own in accordance with the conditions set out in this specification.

All teachers who have marked a student’s work must sign the teacher declaration section of the CRF. This is to confirm that the work was conducted under the conditions set out by this specification. Students must have sufficient direct supervision by the teacher to ensure that the work submitted can be confidently authenticated. If students collaborate (where independence is compulsory) and/or are given assistance beyond the parameters indicated in ‘ [Guidance and feedback for students](#) ’, then you must record details on the CRF and take this into account when marking the work. You must award a

mark which reflects the student's unaided achievement. Failure to do so will be considered as malpractice.

Work that cannot be confidently authenticated must not be included in the student's submission.

The CRF is an important means of confirming the authenticity and independence of a student's work. If it is not:

- submitted with a student's investigation
- signed by both the teacher and/or the student
- fully completed

then the work cannot be accepted for assessment.

If the proposal section of a CRF has not been satisfactorily completed, but nevertheless the moderator is confident on the basis of the work itself that the independence and authenticity conditions have been satisfied, the moderator will give details on the feedback form and the situation will be monitored in subsequent years.

5.2 Malpractice

Please inform your students of the AQA regulations concerning malpractice. They must not:

- work collaboratively when independence is required
- submit work that is not their own
- lend work to other students
- allow other students access to, or use of, their own independently-sourced source material
- include work copied directly from books, the internet or other sources without acknowledgement
- submit work that is word-processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material.

If malpractice is suspected, we will investigate. If malpractice is found to have taken place a penalty will be given dependent on the circumstances and severity of the malpractice. For full information regarding malpractice, please see JCQ instructions *Suspected Malpractice in Examinations and Assessment*.

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If you identify malpractice before the student signs the candidate declaration, you don't need to report it to us. Please deal with it in accordance with your school or college's internal procedures. We expect schools and colleges to treat such cases very seriously.

If you identify malpractice after the student has signed the declaration of authentication, the head of your school or college must submit full details of the case to us at the earliest opportunity. Please complete the form *JCQ/M1* , available from the JCQ website at jcq.org.uk.

You should consult your exams officer about these procedures.

5.3 Teacher standardisation

We will provide support for using the marking criteria and developing appropriate tasks through teacher standardisation.

For further information about teacher standardisation visit our website at aqa.org.uk/7037

In the following situations teacher standardisation is essential. We will send you an invitation to complete teacher standardisation if:

- moderation from the previous year indicates a serious misinterpretation of the requirements
- a significant adjustment was made to the marks in the previous year
- your school or college is new to this specification.

For further support and advice please speak to your adviser. Email your subject team at geography@aqa.org.uk for details of your adviser.

5.4 Internal standardisation

You must ensure that you have consistent marking standards for all students. One person must manage this process and they must sign the *Centre declaration sheet* to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some sample pieces of work to identify differences in marking standards

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- discussing any differences in marking at a training meeting for all teachers involved
- referring to reference and archive material, such as previous work or examples from our teacher standardisation.

5.5 Annotation

To meet Ofqual's qualification and subject conditions, you must show clearly how marks have been awarded against the assessment criteria in this specification.

Your comments will help the moderator see, as precisely as possible, where you think the students have met the assessment criteria.

Work can be annotated using either or both of the following methods:

- flagging evidence in the margins or in the text
- summative comments, referencing precise sections in the work.

Annotation must be used, in addition to information on the *Candidate record form* (CRF), to explain how marks were applied in the context of any additional assistance given.

5.6 Submitting marks

You must check that the correct marks are written on the *Candidate record form* and that the total is correct.

The deadline for submitting the total mark for each student is given at aqa.org.uk/keydates

5.7 Factors affecting individual students

For advice and guidance about arrangements for any of your students, please email us as early as possible at eos@aqa.org.uk

Occasional absence: you should be able to accept the occasional absence of students by making sure they have the chance to make up what they have missed. You may organise an alternative session for students who were absent at the time you originally arranged.

Lost work: if work is lost you must tell us how and when it was lost and who was responsible, using our special consideration online service at aqa.org.uk/eaqa

Special help: where students need special help which goes beyond normal learning support, please use the *Candidate record form* (CRF) to tell us so that this help can be taken into account during moderation.

Students who move schools: students who move from one school or college to another during the course sometimes need additional help to meet the requirements. How you deal with this depends on when the move takes place. If it happens early in the course, the new school or college should be responsible for the work. If it happens late in the course, it may be possible to arrange for the moderator to assess the work as a student who was 'Educated Elsewhere'.

5.8 Keeping students' work

Students' work must be kept under secure conditions from the time that it is marked, with the completed *Candidate record form* (CRF). After the moderation period and the deadline for Enquiries about Results (or once any enquiry is resolved) you may return the work to students.

5.9 Moderation

You must send all your students' marks to us by the date given at aqa.org.uk/deadlines . You will be asked to send a sample of your students' NEA evidence to your moderator.

You must show clearly how marks have been awarded against the assessment criteria in this specification. Your comments must help the moderator see, as precisely as possible, where you think the students have met the assessment criteria. You must:

- record your comments on the Candidate Record Form (CRF)
- check that the correct marks are written on the CRF and that the total is correct.

The moderator re-marks a sample of the evidence and compares this with the marks you have provided to check whether any changes are needed to bring the marking in line with our agreed standards. Any changes to marks will normally keep your rank order but, where major inconsistencies are found, we reserve the right to change the rank order.

5.9.1 School and college consortia

If you are in a consortium of schools or colleges with joint teaching and assessment arrangements (where students from different schools and colleges have been taught together but entered through the school or college at which they are on roll), you must let us know by:

- filling in the *Application for Centre Consortium Arrangements for centre-assessed work* , which is available from the JCQ website jcq.org.uk
- appointing a consortium coordinator who can speak to us on behalf of all schools and colleges in the consortium. If there are different coordinators for different specifications, a copy of the form must be sent in for each specification.

We will allocate the same moderator to all schools and colleges in the consortium and treat the students as a single group for moderation.

All the work must be available at the lead school or college.

5.10 After moderation

You will receive a report from your moderator when the results are issued, which will give individual school or college feedback on the appropriateness of the tasks set, adherence to the correct administrative procedures, interpretation of the marking criteria and how students performed in general.

We will give you the final marks when the results are issued.

We will provide a general report on moderation across all schools and colleges that will be published when results are issued.

To meet Ofqual requirements, as well as for awarding, archiving or standardisation purposes, we may need to keep some of your students' work. We will let you know if we need to do this.