



Independent Schools  
Examinations Board

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

*(Revised October 2009 for first examination Spring 2011.)*

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*N.B. Any change from the syllabus published in spring 2009 is indicated by a heavy line in the margin.*

**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.

**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 and 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 location knowledge is required (*see Appendix I*).

#### Ordnance Survey mapwork skills

Candidates should know and understand:

4-figure and 6-figure grid references

eastings, northings

spot heights and contours

direction

orientation (8 points of the compass)

distance

area

Candidates should be able to:

follow routes

identify relief and landscape features (slope steepness, plateau, flood plain, valley, headland, bay and features included in the glossary: *Appendix II*)

annotate simple sketch sections

use maps in decision making

understand site, situation and shape of settlements

#### Fieldwork and enquiry skills

##### 1. Collection and recording

*may include:*

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

*may include:*

maps: key, scale, direction \*

shaded 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

land-use maps

*\* These methods of presentation may be used in the written examination.*

## THEMATIC STUDIES

Candidates are required to study five themes. Candidates are expected to study examples which reflect variations in levels of global economic development. Candidates must have detailed knowledge of **one** example from **each** of the following: a flood, an earthquake, a volcano, a local economic activity in the UK, an economic activity in an LEDC and a managed location.

### Rivers and coasts

Pupils should be taught:

- (i) processes of weathering
- (ii) processes of weathering, erosion, transportation and deposition in the development of the following landforms:

waterfall, meander, caves, arches, stacks, stumps, spits

Candidates should know and understand:

*physical (freeze thaw/frost shattering, onion-skin), chemical and biological weathering*

*erosion: hydraulic action  
abrasion/corrasion, solution/corrosion, attrition*

*transportation: solution, suspension, traction, saltation, swash, backwash, longshore drift*

*how to draw an annotated diagram to show the formation of each of these landforms (one diagram only is required to show the sequence from cave to stump)*

- (iii) the causes and effects of and responses to a flood

*a detailed example of either a coastal or a river flood from anywhere in the world; this should include physical and human causes, the impact on people and the impact on the environment*

### **Earthquakes and volcanoes**

Pupils should be taught:

- (i) the global distribution of earthquakes and volcanoes
- (ii) an example both of an earthquake and a volcano to show the nature, causes, environmental and human effects, and human responses

Candidates should know and understand:

*how to annotate a diagram of a destructive plate boundary (where oceanic and continental plates meet)*

*one example from an MEDC and one from an LEDC*

### **Weather and climate**

Pupils should be taught:

- (i) the differences between weather and climate
- (ii) microclimates
- (iii) the water cycle
- (iv) types of rainfall
- (v) causes of temperature and rainfall variation from place to place in the British Isles

Candidates should know and understand:

*the influence of aspect, shelter, buildings, surface and natural features in relation to microclimates*

*evaporation, transpiration, condensation, precipitation, interception, surface run-off, infiltration and throughflow*

*relief, convectional, frontal (not depressions); how to draw or annotate a diagram and explain the formation of different types of rainfall*

*the main temperature and rainfall patterns in the British Isles*

*the influence of latitude, altitude, relief, prevailing winds, distance from coast and the impact of the North Atlantic Drift*

## Economic activity

Pupils should be taught:	Candidates should know and understand:
(i) the different types (sectors) of economic activity	<i>primary, secondary, tertiary, quaternary</i>  <i>the relationship between the level of economic development and the percentage of people working in each sector</i>
(ii) how economic activities operate in contrasting locations	<i>an example of either a local primary or secondary economic activity (e.g. a farm or factory) in the United Kingdom and an example of either a primary or secondary economic activity in an LEDC</i>  <i>reasons for their location (e.g. labour, site, raw materials, market, transport), their inputs, throughputs, outputs and linkages</i>  <i>the potential benefits and problems these industries bring to the area</i>

## Environmental issues

Pupils should be taught:	Candidates should know and understand:
(i) how conflicting demands on an environment arise ( <i>this topic provides a good opportunity to study a local issue</i> )	<i>how human activities place pressure on environmental resources, e.g. agriculture, recreation, forestry</i>  <i>the following terms: exploit, protect, conserve, manage</i>
(ii) how and why attempts are made to plan and manage environments ( <i>this should include ideas of conservation and sustainable development</i> )	<i>one example of a managed location (e.g. a nature reserve, a national park) from anywhere in the world</i>
(iii) the effects of environmental planning and management on people and places	<i>why and how the area studied is being managed and the effects (both positive and negative) of this management both on people and the environment</i>

## FIELDWORK

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, V, VI and VII*).

## SCHEME OF ASSESSMENT

### INDIVIDUAL FIELDWORK ENQUIRY (20 marks)

Marks will be awarded as follows:

Choice of data presentation methods (4 marks)

Explanation of geography (6 marks)

Quality of presentation (5 marks)

Effort (5 marks)

All mark sheets (see *Appendix VI*) will be sent to senior schools with the coursework which may be submitted electronically, using a version of the pro forma in *Appendix VII*, or as a hard copy.

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. The format of the paper will be as follows:

#### Section A: Global location (10-15 marks)

The questions are to be answered with reference to a given map. The questions will be confined to the features and places listed in *Appendix I*. Outlines of mountain ranges, courses of rivers and dots to represent the locations of cities will be given.

#### Section B: Ordnance Survey mapwork (10-15 marks)

This section will comprise Ordnance Survey mapwork questions. Ordnance Survey maps to the scale of 1:50,000 and 1:25,000 will be used and a key to conventional symbols will be provided.

#### Section C: Thematic studies (10-15 marks for each of the five themes)

This section will comprise five questions on the five themes. Candidates will be required to answer all questions. Photographs, maps, diagrams, graphs and data tables may be used as stimulus material. Questions will include a mix of data response, multiple choice, short and more extended answers.

## SCHOLARSHIP

The Common Academic Scholarship Examination is based on the Common Entrance syllabus. The 60-minute paper will be divided into two sections; candidates will be required to answer one question from each section. Candidates will also be required to carry out a fieldwork enquiry.

**Section A: data-response questions**

This section will comprise two questions. One question will be based on physical geography or an environmental topic and the other on a human geography topic.

**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.

### Major global physical features

Continents	Africa, Antarctica, Asia, Oceania, Europe, North and South America
Mountain ranges	Alps, Andes, Himalayas, Pyrenees, Rockies
Desert	Sahara
Oceans	Arctic, Indian, Atlantic, Pacific
Rivers	Amazon, Mississippi, Nile, Rhine, Yangtze

### 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, Lake District, Pennines, Snowdonia
Major cities	Belfast, Birmingham, Cardiff, Dublin, Edinburgh, Glasgow, Liverpool, London, Manchester, Newcastle

### Countries

#### Europe

France, Germany, Greece, Italy, Poland, Spain, Sweden, Switzerland, Ukraine

#### Africa

Egypt, Ethiopia, Kenya, Nigeria, South Africa

#### Americas

Brazil, Canada, Mexico, USA

#### Asia

Afghanistan, Bangladesh, China, India, Indonesia, Iran, Iraq, Japan, Pakistan, Russia, Saudi Arabia

#### Oceania

Australia, New Zealand

### Major cities and city states

Beijing, Berlin, Cairo, Delhi, Los Angeles, Madrid, Mexico City, Moscow, New York, Paris, Rio de Janeiro, Rome, Sydney, Tokyo, Warsaw, Washington DC

## APPENDIX II

### GLOSSARY OF USEFUL TERMS

#### A

<b>air mass</b>	a very large body of air with relatively uniform temperature and moisture characteristics
<b>air pressure</b>	the weight of the air above a reference point, measured in millibars
<b>atmosphere</b>	the layer of air round the earth

#### B

<b>bay</b>	an area of sea between two headlands
<b>beach</b>	material which the sea deposits on the coast
<b>bedding plane</b>	the line dividing successive layers of sedimentary rock
<b>biodiversity</b>	the number and variety of all living things within an ecosystem
<b>brownfield site</b>	disused or derelict urban land which is available for redevelopment
<b>business park</b>	a development of offices and industrial units
<b>bypass</b>	a road built round a town

#### C

<b>Central Business District (CBD)</b>	the commercial and business centre of a town, with highest land values
<b>climate</b>	the average weather over many years
<b>collision boundary</b>	where continental plates collide
<b>compass</b>	an instrument used to identify direction
<b>condense</b>	gas becoming liquid
<b>conservative boundary</b>	where two tectonic plates slide past each other, but where crust is neither formed nor destroyed
<b>constructive boundary</b>	where two tectonic plates move apart from each other and new crust is formed
<b>continent</b>	a large land mass
<b>contour line</b>	a line on an OS map joining all points of the same height
<b>core</b>	the centre of the Earth
<b>crust</b>	the thin outer layer of solid rock round the Earth's surface

#### D

<b>dam</b>	a wall built to hold back water
<b>decompose</b>	the breakdown of organic material by animals, bacteria and fungi

<b>desert</b>	an area receiving less than 250 mm of precipitation per year
<b>destructive boundary</b>	where an oceanic plate slides underneath a continental plate or another oceanic plate
<b>dispersed</b>	spread out
<b>dormant</b>	inactive
<b>drought</b>	a prolonged period of below average precipitation
<b>E</b>	
<b>easting</b>	a vertical grid line on an OS map
<b>ecosystem</b>	an area displaying a distinctive interaction between plants, animals and the physical environment
<b>eco-tourism</b>	low impact tourism aimed at protecting the natural environment and local cultures
<b>environment</b>	the air, land, water, plants and wildlife
<b>epicentre</b>	the point on the Earth's surface directly above the focus of an earthquake
<b>equator</b>	the imaginary line running round the middle of the Earth
<b>erosion</b>	the wearing away of the land by material carried in rivers, glaciers, waves and wind
<b>ethnic group</b>	people of the same racial origin
<b>evaporate</b>	liquid turning to gas
<b>extinct</b>	no longer in existence (of animals): no longer active (of volcanoes)
<b>F</b>	
<b>fault</b>	a line of weakness in rock
<b>fetch</b>	the maximum distance over which wind can blow to form a wave
<b>fieldwork</b>	an enquiry which takes place outside the classroom
<b>floodplain</b>	the flat area either side of a river which is regularly flooded
<b>focus</b>	the point underground where the energy of an earthquake is released
<b>fog</b>	cloud at ground level (visibility less than 1km)
<b>foreshock</b>	a small earthquake before a large one
<b>front</b>	the boundary between warm and cool air masses
<b>function</b>	the activities of a settlement
<b>G</b>	
<b>geothermal energy</b>	heat and electricity produced from hot, underground water
<b>gorge</b>	a deep, steep-sided valley

<b>graph</b>	a drawing to show data
<b>greenfield site</b>	land which has not been built on before
<b>grid reference</b>	a number which locates an area on a map
<b>globalisation</b>	the ways in which companies, ideas and lifestyles spread round the world and interact with one another
<b>H</b>	
<b>habitat</b>	the area where plants and animals live
<b>headland</b>	a promontory of more resistant rock which juts out into the sea
<b>hemisphere</b>	half of the globe
<b>hierarchy</b>	a ranking of settlements according to their size or importance
<b>high order settlement</b>	a settlement which contains top level shops and services
<b>humidity</b>	the moisture in the air
<b>hydro-electric power</b>	electricity produced by water being released through dam turbines
<b>I</b>	
<b>infiltration</b>	the movement of water from surface into the soil
<b>interception</b>	precipitation landing on plants, trees and buildings
<b>irrigation</b>	the artificial watering of crops
<b>isotherm</b>	a line on a map joining places of equal temperature
<b>J</b>	
<b>joint</b>	a crack in the rock
<b>K</b>	
<b>key</b>	a list giving the meaning of symbols on a map
<b>L</b>	
<b>land use</b>	the way in which land is put to use by humans
<b>landfill</b>	the disposal of waste in natural or man-made holes in the ground
<b>lava</b>	molten rock at the Earth's surface
<b>LEDC</b>	Less Economically Developed Country
<b>levée</b>	an embankment next to a river channel, raised above the flood plain
<b>linear</b>	long and narrow
<b>longshore drift</b>	a movement of sand and pebbles along a beach by wave action

<b>low order settlement</b>	a settlement which contains few basic shops and services
<b>M</b>	
<b>magma</b>	molten rock beneath the Earth's crust
<b>mantle</b>	the semi-solid mass of rock beneath the Earth's crust
<b>market</b>	the place where goods are sold
<b>mass movement</b>	the movement of weathered soil and rock on a slope
<b>meander</b>	a bend in a river
<b>MEDC</b>	More Economically Developed Country
<b>microclimate</b>	the local climate of a small area such as a garden
<b>N</b>	
<b>national park</b>	an area of countryside of outstanding beauty which is protected from development
<b>Newly Industrialised Country (NIC)</b>	a country which has recently become industrialised
<b>northing</b>	a horizontal grid line on an OS map
<b>nucleated</b>	clustered together
<b>O</b>	
<b>OS</b>	Ordnance Survey
<b>P</b>	
<b>percentage</b>	the number out of 100
<b>permeable</b>	allowing water to flow through, e.g. joints in rocks
<b>plate boundary</b>	the point where two tectonic plates meet
<b>plate tectonics</b>	the theory explaining how the Earth's crust is able to move
<b>plunge pool</b>	a deep pool which is eroded at the base of a waterfall
<b>pollution</b>	damage to the environment as a result of human activity
<b>porous</b>	able to hold water like a sponge
<b>precipitation</b>	rain, snow, hail or sleet
<b>primary information</b>	geographical data which one has collected oneself
<b>pyroclastic flow</b>	a cloud of superheated gas and ash ejected from a volcano
<b>R</b>	
<b>raw material</b>	mineral and agricultural resources which can be processed to make something else
<b>recycling</b>	reusing waste
<b>relief</b>	the height and shape of the land
<b>renewable energy</b>	a sustainable source of power which can be used indefinitely (e.g. wind, solar, tidal)

<b>reservoir</b>	a lake behind a dam
<b>resource</b>	any product of the environment used by people
<b>retail</b>	selling products to the public
<b>river basin</b>	an area of land drained by a river and its tributaries
<b>river cliff</b>	a steep, undercut area on the outside of a river meander
<b>run-off</b>	the movement of water across a surface
<b>rural</b>	relating to the countryside
<b>S</b>	
<b>science park</b>	a development of high-tech industries close to a university
<b>scree</b>	piles of broken rock found beneath steep rock faces
<b>secondary information</b>	geographical data collected by somebody else
<b>sedimentary rock</b>	layered rock formed by deposition of sediments
<b>seismic wave</b>	a shock wave produced by earthquakes
<b>seismometer</b>	a sensitive instrument used to measure earthquakes
<b>service industry</b>	work such as retail, administration, education, healthcare or tourism
<b>settlement pattern</b>	the shape and spacing of settlements
<b>settlement</b>	a place where people live
<b>site</b>	the exact location of a settlement
<b>situation</b>	the location of a settlement in relation to the surrounding area
<b>slip-off slope</b>	a gently-sloping area formed on the inside of a river meander
<b>spit</b>	an extended beach which grows by deposition across a bay or river mouth
<b>social</b>	relating to society
<b>source</b>	the beginning of a river
<b>stack</b>	a pillar of rock which stands in the sea
<b>stewardship</b>	looking after resources in a sustainable way for the future
<b>suburb</b>	the residential and commercial development at the edge of a city
<b>sustainable</b>	using resources in a way which prevents them from being exhausted/running out
<b>symbol</b>	something used to represent something else
<b>T</b>	
<b>tectonic plate</b>	a large, rigid section of the Earth's crust
<b>topographical map</b>	a map showing natural features
<b>tourism</b>	travel involving an overnight stay away from home, and associated support industry

**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 solidifies 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 in situ by mechanical, chemical or biological means

## APPENDIX III

### COMMAND WORDS

used in Common Entrance and Common Academic Scholarship papers

<b>annotate</b>	add descriptive explanatory labels
<b>choose</b>	select carefully from a number of alternatives
<b>complete</b>	finish, make whole
<b>define</b>	give an exact description of
<b>describe</b>	write down the nature of the feature
<b>develop</b>	expand upon an idea
<b>explain</b>	write in detail how something has come into being and/or changed
<b>give</b>	show evidence of
<b>identify</b>	find evidence of
<b>list</b>	put a number of examples in sequence
<b>mark and name</b>	show the exact location of and add the name
<b>name</b>	give a precise example of
<b>select</b>	pick out as most suitable or best
<b>shade and name</b>	fill in the area of a feature and add the name
<b>state</b>	express fully and clearly in words
<b>study</b>	look at and/or read carefully
<b>suggest</b>	propose reasons or ideas for something
<i>scholarship only</i>	
<b>discuss</b>	present viewpoints from various aspects of a subject
<b>elaborate</b>	similar to <b>expand</b> and <b>illustrate</b>
<b>expand)</b>	develop an argument and/or present greater detail on
<b>illustrate</b>	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. Teachers and candidates should complete the Fieldwork Enquiry Assessment Form (see *Appendix VI*). An annotated photograph of the investigation and two methods of data presentation should be included.

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

One of the skills which the exercise is intended to develop is economy in the presentation and summarising of data. It is suggested that the enquiry should be approximately 1,000 words in length, excluding titles, diagrams, references etc.

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

One day should be set aside for the collection of data. It is recommended that the enquiry is completed in school and represents the candidate's own work.

#### 6. 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.

#### 7. How should the enquiry be submitted?

Candidates may wish to present their data electronically, using a version of the pro forma in *Appendix VII*. Alternatively hard copies may be sent to senior schools. (*It is advisable that candidates follow the structure provided in Appendix VII.*) An assessment form (see *Appendix VI*) should be submitted with all coursework. Extendable versions of forms are available on the ISEB website.

## APPENDIX V

### CRITERIA FOR MARKING FIELDWORK ENQUIRY

Mark	
	<b>Choice of data presentation methods</b>
<b>4</b>	Excellent data presentation; accurate use of two appropriate methods; at least one method should be sophisticated/innovative.
<b>2-3</b>	Two appropriate data presentation methods used well for full credit; 2 marks maximum where there is any weakness or if there is only one technique, however sophisticated.
<b>0-1</b>	Only one simple technique; alternatively 1 mark for two techniques, even if both are inaccurate or irrelevant.
	<b>Explanation of geography</b>
<b>6</b>	Excellent understanding and thorough explanation of the geography involved; accurate use of a wide range of geographical terminology; justification of the choice of methods; clear and thorough explanation of the findings with close reference to, and quotation from, primary data collected; evidence of individual learning and research; suggestions for improving the project.
<b>4-5</b>	Sound understanding and explanation of the geography involved; use of geographical terminology; reference to primary data collected; some justification of the choice of methods; suggestions for improving the project.
<b>2-3</b>	Some attempt to explain the geography involved; for three marks primary data referred to and at least one suggestion for improvement.
<b>0-1</b>	Little explanation of findings and/or justification of methods; weak evaluation.
	<b>Quality of presentation</b>
<b>5</b>	Excellent presentation skills; high standard of spelling, punctuation and grammar; good use of ICT and visual data.
<b>3-4</b>	Sound attempt to complete the project; some good use of ICT; care taken to produce visual data; for full credit, work needs to be neat and well organised throughout with very few errors in spelling, grammar and punctuation.
<b>1-2</b>	Lack of care in writing of text and production of diagrams; sections may be incomplete.
<b>0</b>	Large sections missing; the remainder is disorganised and poorly presented.
	<b>Effort</b> <i>(subjective mark, justified in the teacher's comment section)</i>
<b>4-5</b>	Significant initiative in the collection of data/presentation of information/background research; enthusiasm maintained both in field and classroom.
<b>2-3</b>	Self-motivated and organised; worked hard in the field to collect data/showed some initiative in collecting data independently/independent research.
<b>0-1</b>	Little self-motivation/personal organisation/enthusiasm.

## APPENDIX VI

*Extendable Word and pdf versions of this form should be downloaded from the ISEB website.*

TO THE HEAD OF GEOGRAPHY

SENIOR SCHOOL .....



Independent Schools  
Examinations Board

### FIELDWORK ENQUIRY ASSESSMENT FORM

NAME .....

PRESENT SCHOOL .....

Geographical content		Quality of presentation	Effort	Total
Choice of data presentation methods	Explanation of geography			
4 marks	6 marks	5 marks	5 marks	20 marks

**Teacher's comment on the enquiry**

*(including details of any additional assistance given to this candidate)*

**Candidate's comment on the enquiry**

*(e.g. details of how aspects of the enquiry could have been done differently)*

**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.

Candidate's name ..... Date .....

Teacher's name ..... Date .....

## APPENDIX VII

Extendable Word and pdf versions of this form should be downloaded from the ISEB website.

### FIELDWORK ENQUIRY

NAME .....

PRESENT SCHOOL .....

#### SECTION 1

**Question to be answered by my fieldwork investigation**

##### **Introduction**

*(a brief explanation of why I think this is a suitable question to ask)*

#### SECTION 2

***This section must include an annotated photograph, but could also include a small diagram or small map.***

##### **Study area**

*(details of where I collected my data and why this location was chosen)*

##### **Data collection method**

*(what I did to collect my data and why these methods were chosen)*

#### SECTION 3

##### **Data presentation**

*(two different ways of presenting the data to help me answer my question)*

#### SECTION 4

##### **Conclusion**

##### **Evaluation**

*(what I have learnt from my investigation, including any improvements I could have made)*

##### **Explanation**

*(the geographical explanation for my answer, based on my fieldwork data and background reading)*