



Geography IA draft feedback

DP Geography · River Asse fieldwork · How do the fluvial characteristics of a river change with distance from the source?

Student _____ Word count _____ / 2,500

STUDENT SUMMARY After reading the feedback pages, summarise them here in your own words. Tick each row once the change is made in your final report.

	Criterion	What is working	What I will change	Done
A	Fieldwork question and geographic context 3 marks · c. 300 words			☐
B	Method(s) of investigation 3 marks · c. 300 words			☐
C	Quality and treatment of information collected 6 marks · c. 500 words			☐
D	Written analysis 8 marks · c. 850 words			☐
E	Conclusion 2 marks · c. 500 words with F			☐
F	Evaluation 3 marks · c. 500 words with E			☐

TEACHER FEEDBACK

WHOLE REPORT

- ☐ Under 2,500 words (tables and graphs excluded)
- ☐ All sections present, even if rough
- ☐ Question and hypotheses stated near the start
- ☐ Own locational map; every map follows map conventions
- ☐ Five or more presentation techniques
- ☐ Figures numbered and referred to in the text
- ☐ Sources acknowledged
- ☐ Writing, analysis and conclusion are the student's own

OVERALL COMMENT

THREE PRIORITIES BEFORE FINAL SUBMISSION

- 1 _____
- 2 _____
- 3 _____



USE THE FULL IA GUIDE

revise.alltheway.org/geo/ia-guide

Before you revise this draft, work through all of the advice in the guide: the step-by-step stages, word budgets, checklists and the mistakes that most often cost marks. This feedback points to where to start; the guide shows how.

One draft receives written feedback; the next submission is final, as a single PDF. Feedback says what is strong and what is weak, but does not correct or rewrite the work.

Criterion A: Fieldwork question and geographic context

3 marks
c. 300 words

This criterion assesses the focus and geographic context of the fieldwork and to what extent the link between the fieldwork question and the geographic context (that is, material in the syllabus, a relevant syllabus topic or geographical theory) is made clear. The fieldwork question should be specifically geographical.

WAS SEEN?

- ☐ Question restated in the student's own words Band 3
- ☐ The geography behind the question and hypotheses described Band 3
- ☐ One or two sub-hypotheses Band 3
- ☐ Precise location: the Asse placed in context Band 3
- ☐ Map adds value: annotated sites, engineered reaches, land use or photos Band 3
- ☐ Context set up here that D will use to explain anomalies Crit D 7-8

GENERAL ADVICE TO WATCH FOR

An unedited screenshot as the map

A "copy of an existing map" caps it at band 2.

Try: Make it add value, not just locate: annotate each site, engineered or restored reaches, land use or photos.

Geography named but not used

Hypotheses that do not follow from the geography: band 2 at best (link identified, not described).

Try: State the predicted direction for each variable (e.g. width increases downstream) and why.

Map conventions (every map) ☐ Title ☐ Figure number ☐ North arrow ☐ Scale bar ☐ Key ☐ Source and date ☐ Frame

Band	Level descriptor	Feedback
0	The work does not reach the standard described by the descriptors below.	
1	The fieldwork question is not formulated as a question or is not appropriately linked to the relevant syllabus topic or geographical theory. The fieldwork question does not allow for the collection of primary data, does not include a location or is too broad to address within the limits of the internal assessment. No locational map is included or the map is inappropriate for the fieldwork question.	
2	The fieldwork question is geographical, identifying an appropriate link to the relevant syllabus topic, the syllabus or geographical theory. The fieldwork question identifies a specific location allowing for the collection of primary data and a question that can be addressed within the limits of an internal assessment. The locational map is a copy of an existing map (for example, internet or satellite map) with too many unnecessary details or lacking mapping conventions.	
3	The link between the fieldwork question and the relevant syllabus topic, the syllabus or geographical theory is described. The link made to geographical theory allows for the possible formulation of hypotheses and predictions. The fieldwork question is geographical and focused, clearly identifying a precise location allowing for primary data collection within the limits of the internal assessment. One or more locational maps are presented and follow mapping conventions, providing clear information and details of the fieldwork location.	

NEXT STEP FOR CRITERION A

Criterion B: Method(s) of investigation

3 marks
c. 300 words

This criterion assesses the description, justification and appropriateness of the method or methods including sampling and surveying techniques, primary or secondary data collection as appropriate used to investigate the question formulated.

WAS SEEN?

- ☐ Only the methods behind data actually used in the analysis **Band 3**
- ☐ Each method justified: why this data tests this hypothesis **Band 3**
- ☐ Sampling strategy named and justified (site choice, readings per site) **Band 2**
- ☐ Sources of error named for each instrument and technique **Band 3**
- ☐ Statistical test planned and justified where appropriate **Band 3**
- ☐ Annotated photographs used to save words

GENERAL ADVICE TO WATCH FOR

Equipment lists without reasons

Kit and steps alone are “listed or outlined” (band 1).

Try: For each method, one sentence on which hypothesis it tests and why this technique.

Methods for data never used

Wasted words; the relevance of the combination is lost, so not band 3.

Try: Cut unused methods; swap step-by-step prose for an annotated photo or a method, purpose and error table.

Band	Level descriptor	Feedback
0	The work does not reach the standard described by the descriptors below.	SKILLS DEMONSTRATED
1	The method(s) used for information and data collection are listed or outlined , but are too general or vague or do not allow for the collection of enough information and data that are relevant to address the question formulated or the hypotheses. Data collection technologies/instruments and sampling/surveying techniques are listed or outlined but are not correctly used .	1
		2
		3
		4
		5
2	The method(s) used for information and data collection are described , outlining how the data collected is relevant to the question formulated and hypotheses. The method(s), data collection instruments/technologies and sampling/surveying techniques are used correctly and allow for sufficient data for quantitative and/or qualitative analysis, but it may be minimal or only one or two variables are collected.	6
		7
		8
3	The method(s) used for information and data collection are described, explaining clearly and accurately how the combination of data collected is relevant to the theory, question formulated or the hypotheses for the internal assessment. They may describe statistical tests if appropriate. The method(s), data collection instruments/technologies and sampling/surveying techniques are used correctly, resulting in reliable and good quality primary data supporting a relevant quantitative and/or qualitative analysis.	

NEXT STEP FOR CRITERION B

Criterion C: Quality and treatment of information collected

6 marks
c. 500 words

This criterion assesses the quality of information and data collected and its suitability for analysis in criterion D, whether it is appropriate and a sufficient range of techniques have been used for the presentation of information, and whether the presentation follows accepted conventions (that is, the numbering, labelling, and annotating of tables, graphs and diagrams).

WAS SEEN?

- ☐ Every variable shown serves a hypothesis Band 5-6
- ☐ Clean spreadsheet, calculations done, anomalies kept Band 5-6
- ☐ Five or more presentation techniques, each chosen for a reason Band 5-6
- ☐ Distance from source on the x-axis, not site number Band 5-6
- ☐ Figures numbered, titled, axes and units labelled; maps follow conventions Band 5-6
- ☐ Every figure referred to in the text Crit D

GENERAL ADVICE TO WATCH FOR

Eight variables described, not three explained

Data not "all directly relevant" stays below 5-6, and costs words in D.

Try: Keep only the variables that test the hypotheses; cut or move the rest to an appendix.

Site number on the x-axis

Uneven spacing (2.3 km vs 40 m) distorts the pattern: not the "most appropriate" technique (below 5-6).

Try: Plot distance from source in km, with units, titles and figure numbers.

Map conventions (every map) ☐ Title ☐ Figure number ☐ North arrow ☐ Scale bar ☐ Key ☐ Source and date ☐ Frame

Band	Level descriptor	Feedback
0	The work does not reach the standard described by the descriptors below.	
1-2	The information and data collected is mostly not relevant, or not sufficient, to address the question or hypotheses formulated. The information and data have mostly been presented in such a way that is either not appropriate for what has been collected or does not allow for analysis of the question formulated. The graphs, tables, diagrams or other illustrations do not follow conventions (labelling, titles, and so on) or contain frequent errors.	
3-4	Most of the information and data collected is relevant to the question formulated or the hypotheses, allowing for partial analysis or answering of the question formulated. The information and data have been presented in ways appropriate for the data type. The graphs, tables, diagrams or other illustrations follow conventions (labelling, titles, and so on), with occasional errors.	
5-6	The information and data collected is all directly relevant to the question formulated or the hypotheses, and is sufficient in quantity and quality to allow for analysis or answering of the question formulated. The most appropriate techniques have been used effectively for the presentation of information and data collected. The graphs, tables, diagrams or other illustrations follow conventions (labelling, titles, and so on).	

NEXT STEP FOR CRITERION C

Criterion D: Written analysis

8 marks
c. 850 words

This criterion assesses the quality of the analysis of the results, referring to: links to the question and hypotheses formulated; geographic context (that is, geographical theory, the syllabus, or the relevant syllabus topic); information collected; statistics used (descriptive techniques, that is, graphs, charts, histograms and so on, as well as statistical techniques, that is, correlations, regression and so on); illustrative material.

WAS SEEN?

- ☐ Organised by pattern and hypothesis, not by site or by graph **Band 3–4**
- ☐ Data quoted: change with distance given in numbers **Band 5–6**
- ☐ Statistics correct, with significance or confidence level stated **Band 7–8**
- ☐ Patterns explained through the geography and the Asse itself **Band 7–8**
- ☐ Anomalies explained, not just listed (engineered or restored reaches) **Band 7–8**
- ☐ Each hypothesis answered **Band 5–6**

GENERAL ADVICE TO WATCH FOR

A tour of the graphs

A paragraph per site is band 3–4: described, not explained.

Try: Organise by hypothesis: one paragraph per pattern, quoting values from several sites.

Anomalies deleted or only listed

Listing is band 5–6; explaining is 7–8.

Try: Explain each one through the location or methods (engineered or restored reaches, measurement issues).

Band	Level descriptor	Feedback
0	The work does not reach the standard described by the descriptors below.	
1–2	The written analysis includes descriptive techniques that are not all appropriate to the data and the question formulated. The data or information presented is outlined without explicit link to the question or hypotheses formulated. Obvious trends and patterns are listed .	
3–4	The written analysis includes descriptive techniques that are appropriate to the data and the question formulated. Any statistical techniques used either are not relevant to the question formulated or contain errors . The data and information, trends and patterns presented are described and linked explicitly to the question or hypotheses formulated. The written analysis allows for answering the question formulated in a descriptive way.	
5–6	The written analysis includes descriptive and statistical techniques (if appropriate to the question formulated) that are appropriate to the data and the question formulated. The data and information, trends, patterns and statistics are described and linked explicitly to the question or hypotheses formulated. Outliers and anomalies in the data, if present, are listed . The written analysis allows for answering the question formulated, although there are gaps in the supporting evidence.	
7–8	The written analysis includes descriptive and statistical techniques (with confidence levels if appropriate) that are appropriate to the data and the question formulated. The trends, patterns and statistics found, including outliers and anomalies if present, are explained and linked to the question formulated, hypotheses, geographical theory , the fieldwork location and methods used. The written analysis allows for answering the question formulated, with no or only minor gaps in the supporting evidence.	

NEXT STEP FOR CRITERION D

Criterion E: Conclusion

2 marks
c. 500 words with F

This criterion assesses the ability of the student to summarise the findings of the fieldwork investigation and draw a supported conclusion.

WAS SEEN?

- ☐ A direct answer to the fieldwork question Band 2
- ☐ The answer given in numbers (e.g. r_s values, change per km) Band 2
- ☐ The outcome for each hypothesis stated Band 2
- ☐ No claim the analysis does not support, and no new material Band 2

GENERAL ADVICE TO WATCH FOR

A conclusion that outruns the evidence

Unsupported claims make it only “partially supported” (band 1).

Try: Make every claim point back to a figure or statistic from D.

A vague answer

“The river generally changes” is not a clear conclusion: band 1 at best.

Try: Answer in numbers: r_s and significance, change per km, each hypothesis answered.

Band	Level descriptor	Feedback
0	The work does not reach the standard described by the descriptors below.	
1	A conclusion to the fieldwork question is formulated, which is partially supported by the analysis.	
2	There is a clear conclusion to the fieldwork question, which is supported by the analysis.	

NEXT STEP FOR CRITERION E

Criterion F: Evaluation

3 marks
c. 500 words with E

This criterion assesses the student's ability to review the investigative methodology, by weighing up the strengths and/or weaknesses of the chosen method, and suggest improvements.

WAS SEEN?

- ☐ Weaknesses specific to this investigation and this river **Band 2**
- ☐ Covers methods, question, presentation and location **Band 3**
- ☐ The effect of each weakness on the results explained **Band 3**
- ☐ Realistic improvements, with their likely impact explained **Band 3**

GENERAL ADVICE TO WATCH FOR

"Human error, the weather, more sites"

Generic points are "superficial" (band 1).

Try: Name a specific problem from the day and the result it affected.

Methods only

Band 3 also covers the question, presentation and location.

Try: Give one strength or weakness for each of the four, with the likely impact of each improvement.

Band	Level descriptor	Feedback
0	The work does not reach the standard described by the descriptors below.	
1	Strengths and/or weaknesses of the data collection methods and suggestions for improvement are listed , but these are mostly superficial , not appropriate, or not relevant to the study.	
2	Strengths and/or weaknesses of the data collection methods and suggestions for improvement are outlined , and these are mostly appropriate and relevant to the study.	
3	The most appropriate and relevant strengths and/or weaknesses are explained regarding the data collection methods , the formulation of the fieldwork research question , the presentation of data/information and the choice of location . Suggestions for improvement are outlined and the potential impact of these improvements is explained.	

NEXT STEP FOR CRITERION F
