**IB GEOGRAPHY**

**Internal Assessment**

Your geography internal assessment is an important part of your IB examination and contributes 20% towards the final grade for HL students and 25% towards the final grade for SL students. The booklet is designed to help you to get the best mark possible in your internal assessment. If you read the IB marking criteria, follow my advice and tick every box, then your internal assessment should be of a high standard.

Your coursework will be assessed on seven criteria.

|  |  |  |
| --- | --- | --- |
| Criterion A | Fieldwork question and geographic context | 3 marks |
| Criterion B | Method(s) of investigation | 3 marks |
| Criterion C | Quality and treatment of information collected | 5 marks |
| Criterion D | Written analysis | 10 marks |
| Criterion E | Conclusion | 2 marks |
| Criterion F | Evaluation | 3 marks |
| Criterion G | Formal requirements | 4 marks |
|  | Total | 30 marks |

Within each section you should include the following:

**Front Page (this is included in the formal requirements mark)**

|  |  |
| --- | --- |
| **DETAILS (what to include)** | **COMPLETE** |
| Your name |  |
| Your candidate number (you can get this number off Ms. Kalder) |  |
| The school code |  |
| Your research question |  |
| Your word count (remember your word count must be less than 2,500 words) |  |

**A: Fieldwork question and geographic context (0-3 marks) – 300 words**

|  |  |
| --- | --- |
| **DETAILS (what to include)** | **COMPLETE** |
| Your research question again (this time it must be referred to in your introduction) |  |
| Relate your research question to geographic theory e.g. Constructive/destructive beaches |  |
| Link your research question to the IB specification (Oceans and their coastal margins) |  |
| Explain why it is important to carry out research about coasts. |  |
| Introduction to study location. Where, size, brief history, functions. |  |
| Your hypothesis. I recommend three hypotheses. |  |
| Location map or maps (these must have a title, scale and compasss and be referred to in your introduction) |  |
| Expected findings. Explain why you expect your hypothesis to be true, refer to theory. |  |

This criterion assesses the focus and geographic context of the fieldwork and whether the fieldwork question is related to the material in the syllabus.

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| **Marks** | **IB Level descriptor** |
| 0 | The work does not reach the standard described by the descriptors below. |
| 1 | The fieldwork question is inappropriate, or the geographic context or locational map or relationship to the syllabus is missing. |
| 2 | The fieldwork question is adequate with an acceptable attempt made to place it in its geographic context and relate it to the syllabus. A locational map is presented. |
| 3 | The fieldwork question is well focused with a detailed, accurate explanation of the geographic context and is related to the syllabus. A good locational map is presented. |

**What to Include In Section A**

**AREA OF STUDY (Research question)**

Make sure that your research question is stated on the front cover and at the beginning of your introduction. Your research question gives your investigation focus. Your hypotheses are related to your research question and give your investigation greater direction.

**“How do coastal management strategies affect the beach profile and sediment composition?”**

**INTRODUCTION TO STUDY LOCATION (S)**

Introduce where Antibes is and locate it on a map. Describe its location in words.

**INTRODUCTION TO THEORY**

* Valentines model
* Constructive/Destructive coasts
* Management strategies
* Links between waves and the coast
* Sediment size models

**Hypotheses**

A hypothesis is a prediction or statement that you attempt to prove or disprove through your research. It is possible to complete an internal assessment without hypotheses but it generally gives you greater direction. A good number of hypotheses is three. This gives you plenty to talk about, but will not exceed your word limit.

Your hypotheses must be SMART:

**S**pecific

**M**easurable

**A**chievable

**R**ealistic

**T**ime-related

Below are examples of hypothesis that you may choose:

* Managed coasts will have a lower beach profile.
* Sediment size will increase as distance from the sea increases.
* There is a direct correlation between pebble size and roundness.

Very briefly explain why you expect your hypotheses to be true, make a link to geographic theory. Also state why investigating the coast is important.

**B: Methods of investigation (0-3 marks) – 300 words**

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| **DETAILS (what to include)** | **COMPLETE** |
| Introduction to location of data collections and transects. Include maps to show this. |  |
| Introduction to the information being collected, what methods are being used name them |  |
| Copies of your data collection form, either imbedded or in your appendix |  |
| Explanation of why this information is important and how it will help you prove or disprove your hypothesis. |  |
| Explanation of how information is collected (methodology). You can include photos that demonstrate data gathering techniques. Explanation of why you chose the particular techniques e.g. tally charts, systematic sampling methods etc. |  |
| List the equipment used. |  |

This criterion assesses the description, justification and appropriateness of the method(s) used to investigate the fieldwork question.

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| **Marks** | **Level descriptor** |
| 0 | The work does not reach the standard described by the descriptors below. |
| 1 | There is only a brief description of the method(s) used for information collection, and the method(s) are generally inappropriate for the investigation of the fieldwork question. |
| 2 | There is an adequate description but limited justification of the method(s) used for information collection. The method(s) used are generally appropriate for the investigation of the fieldwork question. |
| 3 | There is a clear description and justification of the method(s) used for information collection. The method(s) used are well suited to the investigation of the fieldwork question. |

**What to Include In Section B**

This is probably the easiest section of your coursework. All you have to do is describe what data you collected and how you collected it.

**Methods of Collection**

You must describe how individual data was collected i.e. how we measure the beach gradient, what steps did we follow.

**Photographs**

This is a good section to include photographs of students collecting data. Remember that any photographs used should be relevant and directly mentioned in the text of your coursework (the examiner does not want to see a photo of someone eating their lunch!).

**Appendix**

In your coursework you should include examples of the forms that you used to gather data. Instead of putting them in the main part of your coursework, you may want to include them at the back in a section called the appendix. Even though the forms are at the back you should refer to them in the main body of your text e.g. your raw data (appendix – form 1).

**C: Quality and treatment of information collected (0-5 marks)**

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| **DETAILS** | **COMPLETE** |
| A brief introduction explaining why data presentation technique was used and is relevant |  |
| A wide variety of different and relevant data presentation techniques used (graphs (line, bar, pie, scatter), tables, maps, annotated photographs, etc.) |  |
| At least one presentation method that you have manipulated yourself e.g. beach profile |  |

This criterion assesses the quality of information collected and its suitability for analysis in criterion D, and whether appropriate techniques have been used for both the treatment and display of information.

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| **Marks** | **Level descriptor** |
| 0 | The work does not reach the standard described by the descriptors below. |
| 1 | Limited or inappropriate information has been collected and very little attempt has been made to treat or display the information collected. |
| 2 | Some relevant information has been collected and some attempt has been made to treat or display the information collected. |
| 3 | The information collected is generally relevant to the fieldwork question and allows for some analysis. Limited techniques have been used for both the treatment and display of information collected. |
| 4 | The information collected is generally relevant to the fieldwork question and is sufficient in quantity and quality to allow for analysis. Appropriate techniques have been used for both the treatment and display of information collected. |
| 5 | The information collected is directly relevant to the fieldwork question and is sufficient in quantity and quality to allow for in‑depth analysis. The most appropriate techniques have been used effectively for both the treatment and display of information collected. |

**What to Include in Section C**

* Try and use a variety of graphical techniques e.g. pie, line, scatter and bar
* Summary tables are often a good way to show results
* Make sure all graphs, tables and maps are properly labeled (title, labeled axis, correct units)
* Make sure all graphs are relevant to either proving or disproving your hypotheses. They must also be referred to in the data analysis section or they become irrelevant.
* Remember a lot of raw data can go in the appendix. The examiner will not want to read pages and pages of information. He wants to see clearly presented and summarized results.

**IB ADVICE:** It is strongly recommended that maps are student‑generated, either by being hand drawn or computer‑derived, and they must be made relevant to the study. Maps that are downloaded or photocopied should be adapted to the student’s own information and this may be achieved effectively by overlays or annotations. Normal map conventions must be followed.

**D: Written analysis (0-10 marks) – 1,350 words (some used in section C)**

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| **DETAILS (what to include)** | **COMPLETE** |
| What are your expectations for the data – link this to the theory (why do you expect this) |  |
| Look and describe any trends in your data presentation (positive and negative correlations). Use figures and refer to graph/tables/maps. |  |
| Look for any anomalies in your data presentation. Use figures and refer to graph/tables/maps. |  |
| Try and use some statistical techniques e.g. spearman’s rank |  |
| Try and explain any trends or anomalies. This is very important, theory might help you explain trends, but how can the anomalies be explained? |  |
| Relate findings back to study question and hypotheses (ALWAYS answer your research question!) |  |

This criterion assesses the quality of the analysis of the results, referring to the fieldwork question, geographic context, information collected and illustrative material.

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| **Marks** | **Level descriptor** |
| 0 | The work does not reach the standard described by the descriptors below. |
| 1–2 | The report reveals very limited knowledge and understanding. The approach is descriptive with little or no attempt at analysis. |
| 3–4 | The report reveals some knowledge and understanding. There is an attempt at analysis, which may be incomplete or superficial, making little or no reference to the fieldwork question, geographic context, information collected and illustrative material. |
| 5–6 | The report reveals an adequate level of knowledge and understanding. There is an adequate level of analysis, which generally refers to the fieldwork question, geographic context, information collected and illustrative material. |
| 7–8 | The report reveals a good level of knowledge and understanding. There is a well-reasoned, detailed analysis of the results with references to the fieldwork question, geographic context, information collected and illustrative material. There is an attempt to explain any anomalies in results. |
| 9–10 | The report reveals a very good level of knowledge and understanding. There is a clear and well‑reasoned, detailed analysis of the results with strong references to the fieldwork question, geographic context, information collected and illustrative material. The attempt to explain any anomalies in results is good. |

**What to Include In Section D**

This is the section where you describe and explain your results. It maybe done as a separate section, or incorporated into your data presentation section. This section is extremely important because it is where you prove or disprove your hypotheses.

**Things to Remember**

* When describing graphs and maps clearly refer to which graph/map you are talking about i.e. Graph one shows that……….
* When describing graphs or maps you must use figures and units. Eg Fig1. Shows that there were 87 waves per minute in location 1.
* When describing graphs, tables and maps make sure that you relate them back to your hypotheses. If you don’t prove or disprove your hypotheses then your **coursework is irrelevant.**
* Remember it does not matter whether your analysis proves or disproves your hypotheses. It also does not matter if your findings are inconclusive as long as you clearly state this in your analysis.
* You must explain your results. If there are anomalies (things that don’t fit the trend) or results that don’t match your predictions try and explain why.
* Relate your analysis back to theory.
* Try and manipulate your data using a statistical technique. Looking at means, modes and medians is very basic so try and incorporate a spearman’s correlation.

**E: Conclusion (0-2 marks) – 200 words**

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| **DETAILS** | **COMPLETE** |
| Link your findings (data analysis) to your research question and hypothesis by summarizing results. (did you prove or disprove your hypotheses). |  |
| Try and combine geographic theory and findings |  |
| Remember to refer back to your research question |  |
| State what you have learnt |  |

This criterion assesses the ability of the student to summarize the findings of the fieldwork investigation.

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| **Marks** | **Level descriptor** |
| 0 | The work does not reach the standard described by the descriptors below. |
| 1 | There is some attempt to draw a conclusion to the fieldwork question, which may not be completely consistent with the analysis. |
| 2 | There is a clear conclusion to the fieldwork question, consistent with the analysis. |

**What to Include In Section E**

In this section you summarise your findings.

* A simple summary of what you have found
* Have your hypotheses been proven or disproven
* Include some basic figures to support your summary
* Make sure you relate back to the research question and theory
* Explain what you have learnt, how to do managed and unmanaged beaches differ?

**F: Evaluation (0-3 marks) – 300 words**

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| **DETAILS** | **COMPLETE** |
| How could you develop your coursework in the future i.e. extra data, different hypotheses |  |
| Were there any problems with your techniques |  |
| Were there any limitations e.g. time, available data. |  |

This criterion assesses the student’s ability to review the investigative methodology.

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| **Marks** | **Level descriptor** |
| 0 | The work does not reach the standard described by the descriptors below. |
| 1 | There is either some attempt to evaluate methods of collecting fieldwork information or some suggestion is made for improvement or extension. |
| 2 | Methods of collecting fieldwork information have been evaluated or there are valid recommendations for improvements or extensions. |
| 3 | Methods of collecting fieldwork information have been evaluated clearly. There are valid and realistic recommendations for improvements or extensions. There may be some suggestions for modifying the fieldwork question. |

**What to Include In Section F**

* State what went well
* Say what you might do differently in the future e.g. look at more locations, carry out collection on different days, use more sites, take average results, coordinate counts better, better or more accurate instruments (such as??)
* Say how your coursework could be extended in the future, could you collect some secondary data or compare to different locations
* Say how successful you methods of data collection and sampling were. Would you change them in the future – was there a part of the research that was weak? Why? Could you change it?

**G: Formal requirements (0-4 marks)**

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| --- | --- |
| **Marks** | **Level descriptor** |
| 0 | The work exceeds the 2,500 word limit or meets none of the other formal requirements. |
| 1 | The work is within the 2,500 word limit and meets one of the other formal requirements. |
| 2 | The work is within the 2,500 word limit and meets two of the other formal requirements. |
| 3 | The work is within the 2,500 word limit and meets three of the other formal requirements. |
| 4 | The work is within the 2,500 word limit and meets the other four formal requirements. |

The fieldwork written report must meet the following five formal requirements of organization and presentation.

* The work is within the 2,500 word limit.
* Overall presentation is neat and well structured.
* Pages are numbered.
* References used for background information follow standard conventions. (Guidance on referencing is given in the earlier section on secondary information.)
* All illustrative material is numbered, is fully integrated into the body of the report and is not relegated to an appendix.

**Length of Coursework**

The maximum length of your coursework is 2500 words for HL and SL. The following are not included in the word count.

* Title page
* Acknowledgments
* Contents page
* Titles and subtitles
* References
* Footnotes—up to a maximum of 15 words each
* Map legends and/or keys
* Labels—of 10 words or less
* Tables—of statistical or numerical data, or categories, classes or group names
* Calculations
* Appendices—containing only raw data and/or calculations

All the main text is included in the word count, including the research question, analysis, conclusion and evaluation, as well as all annotations over 10 words and any footnotes over 15 words.

Where work is over the limit, moderators are advised to stop reading and students are likely to lose marks not only under criterion G, but possibly also under other criteria, such as E and F.

Students are advised to use the following guidelines to format their reports, which will ensure that the reports fulfil the requirements of the criteria.

|  |  |  |  |
| --- | --- | --- | --- |
| **Report section** | **Criterion** | **Marks allocated out of  30** | **Suggested word limit within 2,500 words** |
| Fieldwork question and geographic context | A | 3 | 300 |
| Method(s) of investigation | B | 3 | 300 |
| Quality and treatment of information collected and written analysis (integrated) | C and D | 5 + 10 | 1,350 |
| Conclusion | E | 2 | 200 |
| Evaluation | F | 3 | 300 |
| Formal requirements | G | 4 | n/a |
| Total |  | 30 | 2,450 |

**Extra Sections**

* **Front cover** (put your coursework title, your name, candidate number, school number, word count and possibly a photo)
* **Contents page** (a list of all the pages in your coursework with the correct page numbers)
* **Acknowledgement page:** Chance to thank your peers, interviewees, parents, etc.
* **Bibliography** (a list off all the books and websites that you have used to help you in your coursework. They should be written in an MLA format)
* **Appendix** (this is where you put any forms that you have referred to in your coursework e.g. a copy of the questionnaire or traffic count pro-forma).

**IB ADVICE:** A very limited use of appendices is acceptable and, if appendices are used, these should contain only examples of materials that have been used or are representative of the material used, such as a data sheet or a translation of a questionnaire. It should not include all materials used, for example, every survey or questionnaire completed. Further, it should not include secondary information.