

Rationale document

Centre number	XX123
Centre name	XXX School
Level and title of syllabus	Cambridge IGCSE Geography
Syllabus code	0460

Why you must complete the Rationale Document for each syllabus

The Rationale Document explains how you have determined school-assessed grades for your candidates in the June 2021 series, by showing what evidence was chosen and how marks were awarded. The Rationale Document outlines the steps in considering candidate evidence and determining school-assessed grades for your candidates.

You must complete a Rationale Document for each syllabus. We will need to see the Rationale Document when we select your centre for quality assurance checks of the school-assessed grades that you send to us. Failure to complete and submit the Rationale Document correctly may result in delays to your candidates receiving grades.

Who completes the Rationale Document for each syllabus

The Rationale Document should be completed by the Head of Department for each syllabus (or by the teacher if there is no Head of Department), to explain to us how you have arrived at the school-assessed grades for your candidates for the June 2021 exam series.

When you must submit the Rationale Document for each syllabus

We will email you, explaining which syllabuses from your centre have been chosen for quality assurance checks. The email will explain how to upload the Rationale Document for these syllabuses and how to upload the relevant candidate work.

You must complete a Rationale Document for each syllabus for which you are submitting entries and keep them for your records. You only need to send us the Rationale Document for the syllabuses that we request. Do **not** send the Rationale Document or candidate work to us if you have not been asked to do so.

What your completed Rationale Document must include

The Rationale Document must provide information about the areas below as relevant to the syllabus and your centre.

- A Selection of work**
- B Coverage of syllabus content and assessment objectives**
- C Security and authenticity of work**
- D Managing your marking (standardisation)**
- E Awarding grades to your students**
- F Access arrangements and special consideration**

What happens after submitting the Rationale Document

We will use the Rationale Document and candidate evidence that you submit to check the school-assessed grades that you have submitted. Once we have reviewed the evidence that you have submitted, we will contact you by email if we require further information.

Private candidates

If you have accepted entries for private candidates, please explain how their work has been obtained, selected and authenticated, then go on to answer the rest of the questions in this Rationale Document.

We have not accepted entries for Private candidates for this syllabus.

The following questions apply to all candidates, including private candidates.

A Selection of work

You must make sure that each candidate is aware of the evidence used to determine their grade in advance of that grade being submitted to Cambridge. This transparency should enable candidates to raise any errors or circumstances relating to particular pieces of evidence to be taken into account in advance of submitting grades to us. You should take into account any statements they make in relation to the evidence. Although you may share marks associated with individual pieces of evidence, you must not share with students the grades submitted to us before results are released.

1. Please explain what pieces of work you have used for this syllabus and why you decided to include these in the evidence.

If you have used different pieces of evidence for different candidates, explain how and why this has been done.

For all the candidates except candidate 0032 (Amelia Hodges) and 0065 (Daniel Winters) we used the three pieces of evidence described below.

Evidence 1: Cambridge past paper

Past paper 0460/11 from November 2019. We marked it using the mark scheme provided by Cambridge. We used this because it a substantial task (1h45) and the questions in it match up with the requirements of the 2021 syllabus. The pupils sat this exam near the end of their course of study in Year 11.

Evidence 2: School test based on Cambridge questions

We used our own school test to which covered Geographical skills. We put this together from Cambridge past paper questions from Paper 2 which we took from the School Support Hub. The test lasted 1h and so is acceptable as a substantial piece of work.

The candidates took this paper in Year 10 when they were back in school in between lockdowns. We included it as evidence because we knew it had been taken in school under controlled conditions with teacher invigilation. The reason we put together our own paper was that, at this stage in the first year of the course, our pupils had not covered all the material to attempt all questions on a full Cambridge paper.

We used the Cambridge markschemes for the individual questions and worked out grade thresholds based on the published grade thresholds for the full Paper 2 on the School Support Hub and from our own experience of teaching the course.

Evidence 3: Coursework task

We set our pupils a coursework task. We gave them advice for topics based on the types of coursework task which we have previously had approved by Cambridge. We allowed the pupils to do preparatory work on their coursework in the summer holidays and then work on it at the start of Year 11 when there were not lockdown restrictions. The pupils wrote up their coursework in the normal way (report of less than 2000 words) and we marked it using the criteria, guidelines and grade thresholds provided by Cambridge. We asked them to submit only work produced by computer, to help us mark and moderate it, in the event of schools being closed again. This was in fact required.

Candidates 0032 and 0065

These candidates have alternative *Evidence 3*. They had to self-isolate at the start of Year 11 and could not complete the same coursework task as the rest of the class. Instead, we got them to complete an Alternative to Coursework past paper. We used 0460/42 from June 2019. We marked this using the mark scheme provided by Cambridge and used the published grade thresholds to work out the grade.

B Coverage of syllabus content and assessment objectives

We have said that evidence should cover as broad a range as possible of the assessment objectives and syllabus content.

2. For each candidate's portfolio for this syllabus, are all the major areas of syllabus content included?

Yes

3. If you have answered No, please explain why the major area of syllabus content is not included.

Although I have answered Yes above, we were not able to teach Section 3.5 as thoroughly as usual because of the lockdown and remote teaching so candidates were less prepared for this part of Paper 1 than usual (Evidence 1).

4. For each candidate's portfolio for this syllabus, are all the assessment objectives included?

Yes

5. If you have answered No, please explain why the assessment objectives were not included.

6. Have you informed each candidate about the choice of evidence and considered their responses?

Yes

C Security and authenticity of work

You must be able to confirm, with a reasonable degree of confidence, that the work included in every portfolio is authentic, which means that it is the candidate's own unaided work. A 'reasonable degree of confidence' does not mean absolute certainty. However, it does mean that you have taken reasonable steps to ensure that the work is authentic.

7. Please describe the conditions in which each type of piece of work was completed.

For example, was the work completed entirely in the classroom, was one piece of work completed as homework, was one piece of work completed online?

- Evidence 1 was completed in the classroom and invigilated by teachers. We were able to do this when the pupils were back in school in the spring after the lockdown.
- Evidence 2 was also completed in the classroom when the pupils were in Year 10 and was invigilated by the teachers.

Evidence 3 (for all but two candidates) was coursework. We followed the guidelines about teacher support and authenticity given in the syllabus. For candidates 0032 and 0065, they took the Paper 4 under controlled conditions with teacher invigilation once they were back in school after their self-isolation.

8. How have you authenticated each type of piece of work?

Refer to guidance on authenticity in the [Cambridge Handbook](#) and on our [website](#).

For example, have you conducted interviews with candidates, was the work done in a supervised way in school? If the work was supervised, please give details.

We authenticated the written tests because they were done in school under controlled conditions. With the coursework task, the teachers had regular check-ins with their pupils to see how work was progressing. We made sure that some class time at the start of Year 11 was used to work on the coursework, as well as allowing pupils to work on their coursework for homework.

D Managing your marking (standardisation)

In cases where more than one teacher has used the same mark scheme, you are required to standardise your marking.

9. Was more than one teacher involved in awarding marks to the candidates for this syllabus?

Yes

10. If you have answered Yes, please describe the standardisation process that you used.

Include details of how you agreed the marks awarded, how you checked that you were all marking to the same standard, how you ensured that all the subject teachers involved applied assessment criteria and standards across the syllabus consistently.

We are all experienced teachers in our department, so we are very used to following the Cambridge mark schemes accurately. We knew the importance of standardisation for the SAG evidence, so before we marked Paper 1 in Year 11, we had a Teams meeting, and talked through the mark scheme. As Head of Department I shared my screen with some examples of pupils' answers and the marks I had assigned. Then we all marked some further examples of pupils' work individually, compared our marks and adjusted our marking, if needed.

For the Paper 2 that the candidates took in Year 10, we had already marked the exam papers so, for this piece of Evidence, each teacher shared 5 scripts that they had marked last year with a colleague and we did a re-marking exercise. Fortunately, we found that we all agreed very well in our marking standard and we did not need to go back and change any of the marks which we had given in Year 10.

We are used to marking the coursework task in school and internally moderating the marks that we give. This was more challenging this year than normal because, at the time we were planning to do the moderation, the school was only partially open because of a national lockdown. We managed to share a sample of work that each of us had marked over the school secure network and we carried out a moderation exercise remotely. Then we met on Teams to discuss our judgements and make any adjustments to the marking. We also looked closely at the feedback which we had got from the Cambridge Moderator in June 2019 to make sure that we improved on any of the areas that she had identified.

It was harder to standardise marking the Paper 4 which Amelia and Daniel completed but we made sure that the marking was done by our most experienced teacher in the department.

11. How did you ensure that your judgements about each candidate's level of performance were free from bias?

It is important that the marking of work is objective; when marking, teachers should only take account of the student's knowledge, skills and abilities which are evident in the piece of work. Refer to our guidance on avoiding bias.

We are very familiar with using the Cambridge mark schemes. By applying the mark schemes objectively, we reduced bias. We also encouraged our teachers to mark exam papers 'question-by-question', not as whole tests, so that they did not have a particular pupil in mind when they are marking.

For the coursework moderation exercise, we removed pupils' names from the work before we shared it for moderation. That helped make sure that we did not privilege the work of the pupils that we had taught ourselves or take irrelevant factors about a pupil into account.

E Awarding grades to your students

Questions 12 and 13 are about how you awarded grades to your students. You don't need to give details of your workings for each candidate, but you do need to explain your approach.

12. Please explain how you determined the grades for each type of piece of work.

For example, you may have referred to published grade thresholds for a particular examination paper, you may have used a percentage score, you may have used the published coursework thresholds for an adapted piece of extended work, you may have considered the grades awarded to your students in previous exam series.

We used the published grade thresholds for Evidence 1 and Evidence 3 and for the Paper 4 which was taken by two of the pupils.

For Evidence 2 we had to work out our own grade thresholds because we had put together questions from several Cambridge past papers. We used the Cambridge grade thresholds for Paper 2 as a guideline, together with our own professional judgement as teachers. All of our teachers have at least three years' experience in teaching the Cambridge Geography course.

13. Please explain how you determined the overall grades for your candidates.

We looked at the three grades which the candidates achieved across the three pieces of evidence. For nearly every candidate, their three grades were the same or very similar. We always chose a grade within the range of grades shown by the evidence. Where there was a choice of possible grades, e.g. B/B/C as a final grade B or a final grade C, we looked in more detail at the evidence for each candidate to see how close to the grade thresholds they were. We then decided if the candidate was just at a grade (minus), secure at the grade, or at the top of the grade (plus). That helped us decide on the most appropriate grade. For example:

Candidate 0012 Bella Anderson B/C+/C+ grade awarded = B

Candidate 0049 George Mills B-/C/C- grade awarded = C

F Access arrangements and special consideration

Questions 14 and 15 are about access arrangements. Refer to the [Cambridge Handbook](#) section 1.3 for guidance about access arrangements.

14. Did any of your candidates require an access arrangement?

Yes

15. If you answered Yes, please give details of the access arrangements that were required, and how these were delivered.

Candidate 0026 (Claire Bridges) is entitled to 25% extra time. When she completed the exam papers for Evidence 1 and 2 we allowed her this extra time in the exam hall.

Candidate 0041 (James Lewis) is entitled to the question paper printed on coloured paper. This is James' normal way of working in school and we have the right colour of paper in school, so we were able to print out the question paper from the School Support Hub as he needed.

Questions 16 and 17 are about special consideration. Refer to the [Cambridge Handbook](#) section 5.5 for guidance about special consideration.

16. Did any of your candidates require special consideration?

No

17. If you answered Yes, please give details.

Thank you for completing the Rationale Document.

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I confirm that the information in this Rationale Document accurately represents how student-assessed grades were determined.

Name	XXXX
Position	Head of Geography
Date	DD / MM / YYYY