



CAMBRIDGE

International Education

Guidance on the Administration and Online Submission of Geography Coursework

Cambridge IGCSE™ (9–1)

Geography 0976

Use this guidance for exams in 2027, 2028 and 2029.

Exams are available in the June and November series.



Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Cambridge
Pathway 

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This component is not available to private candidates.

Guidance on preparing and submitting coursework

These instructions are for teachers and exams officers responsible for Cambridge IGCSE (9–1) Geography. This document provides guidance on preparing and submitting coursework to Submit for Assessment.

This document should be read in conjunction with the syllabus and information published on the samples database: www.cambridgeinternational.org/samples

You must **not** send hard copies of candidates' work to Cambridge. Instead, candidates will produce work digitally, or you will scan and organise candidates' work in a digital format, for exams officers to upload to Submit for Assessment.

You must mark your candidates' coursework and submit marks to Cambridge. The coursework component is externally moderated. Submit for Assessment will identify candidates to be submitted in the sample and generate an automatic email listing these candidates.

Submit for Assessment is compatible with Windows and macOS operating systems. For more information on file sizes, formats and file naming conventions, see the section on **Submitting coursework**.

You can find more information on using and accessing Submit for Assessment on our website www.cambridgeinternational.org/submit-for-assessment

When to upload coursework to Submit for Assessment

Your exams officer must upload your candidates' work to Submit for Assessment according to the submission deadlines on the samples database www.cambridgeinternational.org/samples

You should set internal deadlines to allow sufficient time to internally assess your candidates' work and prepare the sample for online submission to meet the deadline set by Cambridge.

Preparing candidates' work

Work should be prepared for submission in one of the following ways:

- Candidates produce work in a digital format by word processing and inserting graphs, data, or images into a digital file. Any work produced by hand (e.g. field sketches, base maps, charts etc.) should be scanned and inserted into the digital file. The final work should be saved or exported as **one .pdf file** for upload to Submit for Assessment. See **Submitting coursework** guidance for further details.

Candidates may use any software to prepare the digital files, but all files must be saved or exported in .pdf format for upload to Submit for Assessment.

- If candidates submit hard copy coursework to their teacher, it is the responsibility of the centre to scan the work at the end of the course before the submission deadline. All scanned work must be combined and then saved or exported as **one .pdf file** for upload to Submit for Assessment.

For each candidate, **one .pdf file** should be prepared for submission. The maximum file size for the .pdf file is 25 GB.

It is the centre's responsibility to ensure that the work of each candidate is complete and prepared correctly for upload according to these instructions. Once you submit coursework on Submit for Assessment, this is what we will moderate. We will not accept any replacement work that you update or amend after your original submission.

Teacher annotations / comments

It is essential that internally assessed coursework assignments are annotated by the teacher awarding marks to show how and why credit has been awarded. An annotation should clearly relate to the assessment criteria and use phrases and levels from the mark scheme. Annotation is very important in supporting the external moderation process because it helps to explain the mark you have given. In the majority of cases, annotations will be added digitally.

If hard copy coursework has been submitted by a candidate for marking, and the work has been marked and comments added by hand, it is important to ensure that any handwritten comments are clear and easy to read once the page has been scanned and converted to a .pdf file for submission.

Submitting coursework

Key points

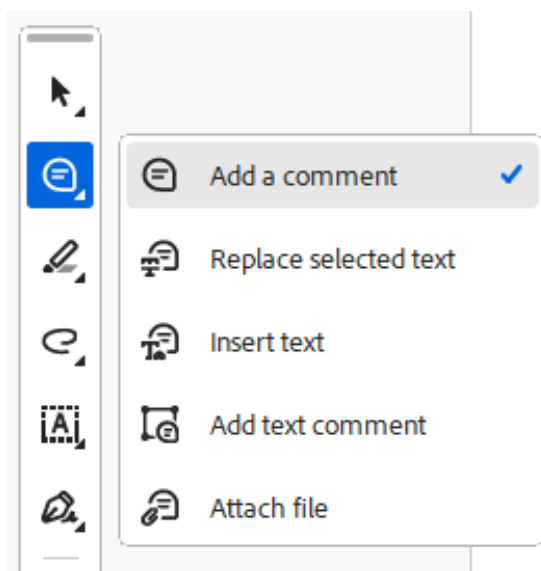
- One .pdf file should be submitted for each candidate in the sample.
- The maximum file size for the .pdf file is 25 GB.
- The work must **not** be edited by the teacher before submission.
- All work to be externally moderated must be included in the submission uploaded to Submit for Assessment. No work should be hosted on external sites or require access via a hyperlink.
- Do not submit zip files.
- We recommend using the following naming convention:
 - Series_SyllabusNumber_ComponentNumber_CentreNumber_CandidateNumber_Component
 - e.g. June2027_0976_03_AB123_0081_coursework
- The CASF must be uploaded in the 'Coursework Assessment Summary Form' section (the marks for all candidates at the centre must be included on this form).
- For each candidate, upload the .pdf file in the 'Coursework' section.
- For each candidate, upload the ICRC in the 'Individual Candidate Record Card' section.
- The 'Supporting materials' section is **not** used.
- You can log into Submit for Assessment and add files gradually, rather than all at once. All the work you upload to Submit for Assessment will be saved automatically.
- Once the work of **all** candidates in the sample has been uploaded, press the 'Submit' button. It is not possible to make any changes to uploaded work after this button has been pressed.

Guidance for teachers on how to add comments to a .pdf file

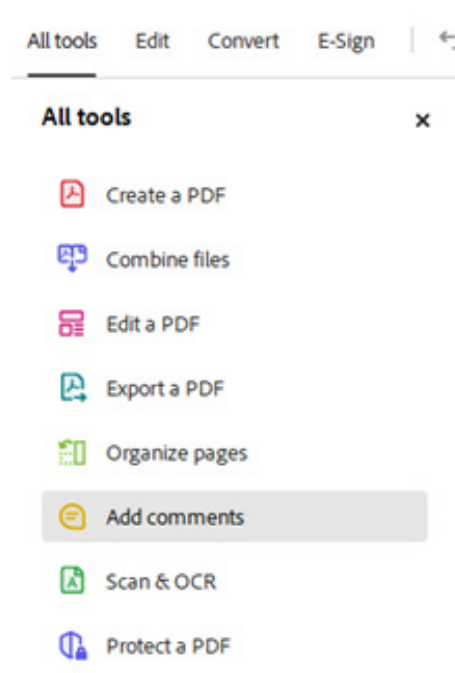
These instructions show how to add comments with Adobe Acrobat, although other software can also be used.

Open the .pdf file and select the Comment tool by either using the comment toolbar (shown in 1 below), or by going to the 'All tools' menu and selecting 'Add comments' (shown in 2 below).

1



2



You can add a comment by placing the  next to the relevant text either in the margin or in the body of the text, as shown below:

Background Information

The psammosere primarily defines a characteristic plant succession that usually develops on a new sand dune. To develop on the idea of "plant succession," it is simply an evolution of plant communities. At each stage of the plant succession, the plant community changes the soil and microclimate, which results in other groups of plants growing. When going deeper into the specific stages of the psammosere, there are 6 main parts of the sand dune. The first part is "embryo dune." Embryo dune is a first stage of sand dune formation, where it forms while debris or rubbish traps sand blown by wind. As the time goes on, a small mound forms. This dune is very fragile and has a maximum height of 1 metres. A foredune is a second stage of psammosere. As embryo dune develops, it protects prevailing wind, which allows other species of plants to grow, such as Marram grass. The vegetation is established in the place with root systems. These growing plants add organic matter to the dune, making a suitable environment for plants that will grow later. These establishments of plants lead to development in microclimate in the area, which forms dune slack. It has a maximum height of 5 metres. Theoretically, as the distance from the high tide line increases, the more ideal environment for plant growth increases.

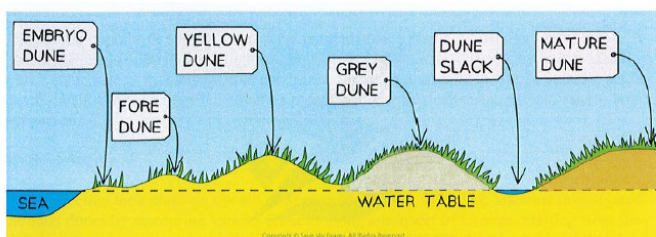
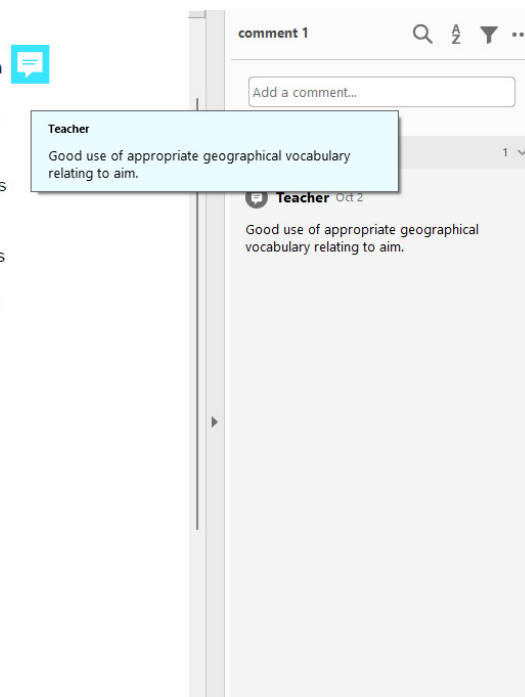


Fig 1.4a: Sand dune diagram



Methodology

Data was collected on the 4th of September, approximately from 9.30am to 12.30pm and the weather was warm, with temperatures ranging from 25°C to 30°C. To examine the changes in factors like vegetation cover and soil pH, systematic sampling was used; we divided the whole transect into 12 sections (Fig 3.1). This method allowed for a consistent and unbiased analysis of the factors within each section. In addition, stratified sampling was used to provide an accurate representation of the dune profile, allowing us to focus on specific characteristics of the psammose as a whole, such as the changes in the gradient. During data collection, our team members divided roles and each person was in charge of 1 or 2 pieces of equipment. As the scribe, I recorded and shared all the collected data via Google Drive.



<Fig 3.1 Annotated map with photographs of each site from a drone view of the beach>

Teacher name
Figure 3.1 provides the reader with a good insight into the investigation location

comments 2

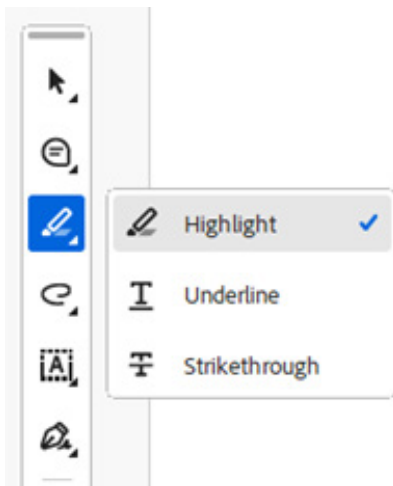
ADD A COMMENT...

PAGE 2 2

Teacher name Oct 2
Skills and analysis, observation and collection of data: Detailed instructions on how to carry out the data have been given which are supported by annotated images

Teacher name Oct 2
Figure 3.1 provides the reader with a good insight into the investigation location

You can also highlight or underline content if you want to show that this relates to a marking point.



From sites 1 to 9, a general trend displayed by the trendline in Fig 5.2.2, is shown – as the distance from the HTL increases, the infiltration rate decreases. This is mainly due to differences in particle size and organic matter accumulation, which is shown in Fig 5.2.3 below:

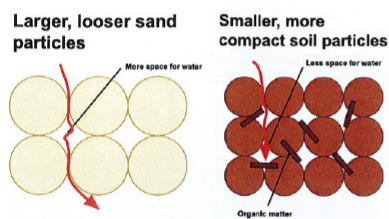


Fig 5.2.3 Diagram showing how the infiltration rate differs between sand and soil particles.

Further inland, as vegetation becomes more established (especially in the back dune) due to less distraction by waves and winds, organic matter increases. Organic matter can bind particles together, forming more compact soils and reducing the size of pores through which water can move.

Additionally, organic matter can retain moisture, further slowing the infiltration process due to the decrease in water potential between the soil and the water.

PAGE 1 5

Teacher Nov 5
Appropriate use of geographical terms

Teacher Nov 5
Highlighted Text

Teacher Nov 5
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Teacher Nov 5
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Teacher Nov 5
Highlighted Text

School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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