

**NEA Write up checklist and guidance 2026 entrants: Deadline Monday 5th January 2026 - submitted as one document via Google Classroom**

This structure is not a definitive 'checklist' of what goes where in your NEA - that is down to you. This is an adapted common structure used to present research, and gives an overview of the main parts needed in a research investigation. However, your NEA may vary in the length of some parts, sequence of sections and heading.

**ESSENTIAL RESOURCES THAT YOU MUST REFER TO DURING YOUR WRITE UP:**

- Mark scheme: (I have referenced specific parts of the mark scheme in this document (*in italics*) <https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/forms-and-administration/geography-independent-investigation-mark-sheet.docx>)
- RGS guide: <https://www.rgs.org/schools/resources-for-schools/a-student-guide-to-the-a-level-independent-investigation-non-examined-assessment-nea/>

It is your responsibility to complete your NEA and seek help / guidance from your teachers. You need to prioritise this in your NEA lesson time.

Section on mark scheme	Section title	Things to include	Tips & ideas
<i>Purpose of the investigation</i>  12 marks	<b>Introduction-</b> <b>deadline 8th</b> <b>September 2025</b>	<p><b>Purpose of the investigation</b></p> <ol style="list-style-type: none"> <li>1) Aim of the Investigation</li> <li>2) Location of the investigation (p21 in RGS guide)</li> <li>3) How your investigation fits into the A Level Specification</li> </ol> <p><b>Background Context/ Literature review</b></p> <ol style="list-style-type: none"> <li>4) Definitions/theory/models/where your research fits within Geography</li> <li>5) Previous research on the investigation focus (<i>geographical knowledge and theory</i>)</li> <li>6) Critical analysis of previous research/relevant literature</li> <li>7) Comparative context - link the geographical theory and your study location, use other examples to compare, justify scale (<i>understanding location and context</i>) (<i>research information is used to construct a justified aim</i>)</li> </ol> <p><b>Research Questions</b></p> <ol style="list-style-type: none"> <li>8) Research questions (3). These should be easily identifiable, in the right sequence and not overlap each other, built on the PLC(s) (<i>planned enquiry process is logically structured and comprehensive</i>)</li> </ol>	<p>Use pages 19-22 of RGS guide</p> <p>Make sure you outline why you chose this project - why it is interesting / important.</p> <p>Make sure your sources are referenced appropriately throughout, and you use a range of references (not all "the textbook"!)</p>

<p>Field methodologies and data collection</p> <p>10 marks</p>	<p><b>Methodology-</b> <b>deadline 8th September 2025</b></p>	<p>9) Methods and types (qualitative/Quantitative) &amp; justification (how will the methods help you to answer your questions? Link to theories etc?). <i>(Designs a valid sampling framework explicitly linked and appropriate to the geographical focus being investigated)</i></p> <p>10) Sampling methods &amp; justification, including frequencies, timings, specific locations ( <i>Considers both frequency and timing of observations</i>)</p> <p>11) Limitations/Reliability/Validity of data <i>(Designs a valid sampling framework)</i></p> <p>12) Ethics <i>(Research planning shows appropriate and relevant understanding of the ethical dimensions of field research methods)</i> <b>USE THIS</b> <a href="https://geographyfieldwork.com/Ethical-Considerations-Geography-Fieldwork.htm">https://geographyfieldwork.com/Ethical-Considerations-Geography-Fieldwork.htm</a></p> <p>13) Risk Assessment <i>((Research planning shows appropriate and relevant understanding of the ethical dimensions of field research methods)</i></p>	<p>Use a table to present your methodologies</p> <p>Organise your methods in order of your sub questions</p> <p>Your methods must link to your results ie what is in your methods <b>MUST</b> be in your results</p> <p>Methods- p 29-42 of RGS guide</p> <p>Sampling techniques- p 43 of RGS guide</p> <p>Consider the validity of secondary data (eg websites- how reliable? Up to date? Biased? Scale?)</p>
<p><b>Data collection- primary &amp; secondary- deadline 3rd November - advised to collect data as soon as possible - especially if you need to borrow equipment</b></p>			
<p>Data Representation, Analysis, Interpretation and Evaluation of Techniques and Methodologies used</p> <p>24 marks</p>	<p><b>Data presentation</b> <b>Deadline 26th November 2025</b></p>	<p>14) Summary of actual study process &amp; implementation (what changed from the plan- your exam board proposal form)</p> <p>15) Presentation of data/findings: Graphs, statistical analysis, annotated photographs/ maps, wordles, interview comments etc <i>(Uses appropriate geographical skills to deconstruct data)</i></p>	<p>Organise your data presentation in order of your sub questions</p> <p>Make sure your data presentation methods are suitable and accurate eg type of graph, axis correctly labelled, correct scales/ units of measurement</p> <p>Data presentation- P 50-83 of RGS guide</p>
		<p><b>Discussion &amp; analysis (alongside presentation)</b></p> <p>17) Explanation of data (link to theory) including data being expected/not expected (anomalies etc) - patterns / significance/ reliability <i>(utility and validity of chosen methodologies, show evidenced connections and accurate statistical/geographical significance of data)</i>. You must use comparative context here.</p> <p>18) Give a balanced appraisal of your techniques <i>(Provides detailed and balanced appraisal of techniques and methodologies used including: ethical dimensions of field research, utility and validity of chosen methodologies)</i></p>	<p>Data analysis p 84-118 of RGS guide</p> <p>Do not just make very basic observations of your data collection limitations eg “meter ruler not very accurate”- this is A level not GCSE</p>

		<p>19) Links between sets of data you have collected (<i>show evidenced connections and accurate statistical/geographical significance of data</i>)</p> <p>20) Key conclusions drawn from your data (<i>Synthesises research findings coherently to form rational evidence-based conclusions. Communicates convincing conclusions that are supported by the clear and technically accurate presentation of relevant fieldwork data or information.</i>)</p>	
<p><i>Conclusions and Critical Evaluation of the Overall Investigation</i></p> <p>24 mks</p>	<p><b>Conclusion</b></p> <p><b>Monday 5th January 2026</b></p>	<p>21) A brief summary of whole investigation</p> <p>22) Main findings for each sub question including links to your introduction/ geog theory (and links between questions if appropriate) (<i>Synthesises research findings coherently and comprehensively</i>) (<i>A balanced and concise, well-developed argument is expressed through sustained logical lines of reasoning that demonstrates use of a structured and comprehensive enquiry process. Uses accurate geographical terminology throughout</i>). You must use comparative context here.</p> <p>23) Conclusion to overall question, making clear links to your introduction/ geog theory and purpose (<i>Convincing conclusions that are fully supported by drawing together a selection of relevant evidence and concepts linked to the entire purpose of the investigation.</i>)</p> <p>You must use comparative context here.</p>	<p>P119-120 in RGS guide (read common pitfalls)</p> <p>Keep your conclusion concise, and structured around the sub questions.</p> <p>Base your conclusions firmly on evidence</p>
<p><i>Conclusions and Critical Evaluation of the Overall Investigation</i></p> <p>24 marks</p>	<p><b>Evaluation</b></p> <p><b>Monday 5th January 2026</b></p>	<p>24) Limitations of the study (what went wrong, why) and how this impacts your conclusions (<i>Provides a balanced appraisal of the reliability of evidence and validity of conclusions</i>). Make reference to different stages of your enquiry.</p> <p>25) Ideas for further research. Comparative context?</p>	<p>P121-122 in RGS guide (read common pitfalls)</p> <p>Avoid generic statements that could be used to evaluate any fieldwork eg "I could have collected more data/ I could have repeated the data collection"</p>
<p>All sections- Intro, methodology, data presentation, conclusion, evaluation - <b>Deadline 5th January 2026 - one doc submitted</b></p> <p><b>Google Classroom</b></p>			
<p>Before submitting your work</p>	<p><input type="checkbox"/> Have you asked someone to proofread it?</p> <p><input type="checkbox"/> Is it organised? Eg title page, contents, page numbers</p> <p><input type="checkbox"/> Have you checked that you have done everything on this document? Have you used the RGS guide and mark scheme to self assess your work?</p>		
	<p><b>References</b></p>	<p>Using the Harvard Style (see page 17 of the RGS guide)</p>	<p>It is essential that any data/ resources that are not your original work are accurately</p>

			referenced. Plagiarism is a serious offence.  Eg Maps from Google must be referenced!
	Appendices	If appropriate- eg interview transcripts, raw data tables	