

Geography

# Key Stage Three Assessment Steps



HILLSIDE  
HIGH SCHOOL

Key Stage 3 Descriptors	Key Knowledge Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	The Wider Geographical World	Geographical Understanding	Geographical Skills
<p>Excelling + - (Projected Grade 9 at GCSE)</p> <p>Mastering + - (Projected Grades 6 - 8 at GCSE)</p>	<ul style="list-style-type: none"> <li>Have a sophisticated understanding of locational contexts</li> <li>Have an increasingly complex awareness of geographical systems in the world</li> <li>Have a sophisticated understanding that these systems occur at a local, national and global scale and understand their connections.</li> </ul>	<ul style="list-style-type: none"> <li>Have a sophisticated understanding of the processes that lead to geographical changes</li> <li>Understand the multivariate nature of human-physical relationships, interactions and inter-dependence</li> <li>Able to form valid generalisations and abstractions</li> <li>Have a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography.</li> <li>Ability to make sophisticated judgments is evident and clear.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions</li> <li>Show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.</li> <li>An ability to apply enquiry skills to abstract situations is clear.</li> </ul>
	<ul style="list-style-type: none"> <li>Have substantial knowledge relating to a wide range of places, environments and features</li> <li>Understand that these take place at a variety of spatial scales, extending from local to national and global.</li> </ul>	<ul style="list-style-type: none"> <li>Understand in depth the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places.</li> <li>They can explain clearly and in detail various ways in which places are linked and the impacts such links have on people and environments.</li> <li>They can make connections between different geographical phenomena they have studied to a high standard.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to choose and use a wide range of data to help investigate, interpret, make judgments and draw conclusions about geographical questions, issues and problems</li> <li>Be increasingly competence with an increasing range of skill.</li> <li>Be aware of different points of view about these and be able to express and justify these.</li> </ul>

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Key Stage 3 Descriptors	Descriptors of Key Knowledge Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	The Wider Geographical World	Geographical Understanding	Geographical Skills
+ Securing - Projected Grades 3 - 5 at GCSE	<ul style="list-style-type: none"> <li>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</li> <li>Have good locational knowledge of their local area, the UK and wider world</li> </ul>	<ul style="list-style-type: none"> <li>Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing.</li> <li>They know about some spatial patterns in human and physical geography, the conditions which influence those patterns, and the processes which lead to change.</li> <li>They show some understanding of the links between places, people and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.</li> <li>They can express and explain their opinions, and recognise why others may have different points of view.</li> </ul>
+ Developing - Projected Grades 1 - 2 at GCSE	<ul style="list-style-type: none"> <li>Have simple locational knowledge about individual places and environments</li> <li>Have better locational knowledge of their local area, but also locational knowledge of the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding by describing the places and features they study using simple geographical vocabulary</li> <li>Identify some similarities and differences and simple patterns in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</li> </ul>
+ Emerging - Below GCSE Grading	<ul style="list-style-type: none"> <li>Are developing simple locational knowledge about some places and environments</li> <li>Are able to talk about their local area, but also the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to show some understanding by describing the places and features they study using simple geographical vocabulary</li> <li>Beginning to identify some similarities and differences and some simple patterns in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to investigate places and environments, making simple observations and using simple sources such as simple maps, atlases, globes, images and aerial photos.</li> </ul>

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## Geography

# Key Stage Four Assessment Steps



HILLSIDE  
HIGH SCHOOL

## Grade Descriptors for Key Stage 4

Key Stage 4	Descriptor 5						
		AO1	AO2	AO3	AO4		
9	↑	<p>Students can consistently and confidently demonstrate accurate and extensive knowledge of locations, places and environments. Students use detailed and accurate case studies frequently as real world examples.</p>	<p>Students can consistently and confidently demonstrate understanding of concepts through detailed and sequenced explanation. Students use these explanations in relation to real places and environments. Students can confidently discuss the interrelationships between places, environments and processes.</p>	<p>Students can consistently and confidently apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues. Students use these skills to make high quality judgments and evidence based conclusions.</p>	<p>Students are able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions. Students show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material. Students clearly apply enquiry skills to abstract situations.</p>		
		8	↑	<p>Students can confidently demonstrate accurate and extensive knowledge of locations, places and environments. Students use detailed and accurate case studies frequently as real world examples.</p>	<p>Students can confidently demonstrate understanding of concepts through detailed and sequenced explanation. Students use these explanations in relation to real places and environments. Students can confidently discuss the interrelationships between places, environments and processes.</p>	<p>Students can confidently apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues. Students use these skills to make high quality judgments and evidence based conclusions.</p>	<p>Students are able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions. Students show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material. Students apply enquiry skills to abstract situations.</p>
		7	↑	<p>Students demonstrate accurate and extensive knowledge of locations, places and environments. Students use detailed and accurate case studies frequently as real world examples.</p>	<p>Students demonstrate understanding of concepts through detailed and sequenced explanation. Students use these explanations in relation to real places and environments. Students can confidently discuss the interrelationships between places, environments and processes.</p>	<p>Students can apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues. Students use these skills to make quality judgments and evidence based conclusions.</p>	<p>Students are able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions with limited help. Students show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material. Students apply enquiry skills to abstract situations.</p>

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*Grade Descriptors for Key Stage 4*

Key Stage 4 Descriptors	Grade Descriptors for Key Stage 4			
	AO1	AO2	AO3	AO4
6	<p>Students demonstrate extensive knowledge of locations, places and environments. Students use accurate case studies frequently as real world examples.</p>	<p>Students demonstrate understanding of concepts through detailed and sequenced explanation. Students use these explanations in relation to real places and environments. Students can confidently explain the interrelationships between places, environments and processes.</p>	<p>Students apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues, generally making explanatory rather than evaluative comments. Students use these skills to make some judgments and evidence based conclusions.</p>	<p>Students are able to plan and undertake simple independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions with limited help. Students show some competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material. Students apply enquiry skills to abstract situations.</p>
5	<p>Students demonstrate a good range of knowledge of locations, places and environments. Students use case studies frequently as real world examples.</p>	<p>Students demonstrate understanding of concepts through sequenced explanation. Students use these explanations in relation to real places and environments. Students can explain the interrelationships between places, environments and processes.</p>	<p>Students attempt to apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues, generally making explanatory rather than evaluative comments. Students use these skills to make some judgments and evidence based conclusions.</p>	<p>Students are able to undertake enquiry in which skills, knowledge and understanding are applied to investigate geographical questions. Students show limited competence in a range of intellectual and communication skills, including evaluation of material. Students apply enquiry skills to abstract situations.</p>
4	<p>Students demonstrate a range of knowledge of locations, places and environments. Students use case studies as real world examples but detail is often not accurate.</p>	<p>Students demonstrate understanding of concepts through explanation. Students use these explanations in relation to real places and environments but the detail is often not accurate. Students make generalisations about interrelationships between places, environments and processes.</p>	<p>Students attempt to apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues, generally making descriptive rather than evaluative comments. Students use these skills to make some judgments or conclusions.</p>	<p>Students are able to undertake simple enquiry in which skills, knowledge and understanding are applied to investigate geographical questions with limited help. Students show limited competence in a range of intellectual and communication skills, including evaluation of material. Students apply enquiry skills to abstract situations with help.</p>

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Key Stage 4 Descriptors	Grade Descriptors for Key Stage 4			
	A01	A02	A03	A04
3	<p>Students demonstrate some knowledge of locations, places and environments.</p> <p>Students use case studies occasionally as real world examples although the details are confused.</p>	<p>Students understanding of concepts is confused but visible.</p> <p>Students occasionally use these explanations in relation to real places and environments but the detail is often not accurate.</p> <p>Students make generalisations about places, environments and processes.</p>	<p>Students attempt to apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues, but it results in simplistic, shallow description.</p> <p>Students do not have the depth of analysis to make judgments or conclusions.</p>	<p>Students are able to undertake simple enquiry in which skills, knowledge and understanding are applied to investigate geographical questions with help.</p> <p>Students show limited evaluation of material using basic positives and negatives.</p> <p>Students struggle to apply enquiry skills to abstract situations with help.</p>
2	<p>Students demonstrate limited and confused knowledge of locations, places and environments.</p> <p>Students use real world examples although the details are vague or wrong.</p>	<p>Students understanding of concepts is confused.</p> <p>Students do not relate their understanding to real places and environments or use the wrong place or environment.</p> <p>Students make generalisations about places, environments and processes.</p>	<p>Students attempt to describe geographical information and issues.</p> <p>Students do not have the depth of analysis to make judgments or conclusions.</p>	<p>Students are able to undertake simple enquiry in which skills, knowledge and understanding are applied to investigate geographical questions with large amounts of help.</p> <p>Students make basic positives and negatives about the material.</p> <p>Students cannot apply enquiry skills to abstract situations with help.</p>
1	<p>Students demonstrate confused knowledge of locations, places and environments.</p> <p>Students do not use real world examples.</p>	<p>Students show only simple or basic understanding of concepts.</p> <p>Students do not relate their understanding to real places and environments.</p>	<p>Students attempt to describe geographical information and issues in simple or confusing terms.</p> <p>Students do not offer judgments or conclusions.</p>	<p>Students are able to undertake simple enquiry in which skills, knowledge and understanding are applied to investigate geographical questions with large amounts of help.</p> <p>Students struggle to make basic evaluation of positives and negatives without considerable help.</p> <p>Students cannot apply enquiry skills to abstract situations with help.</p>

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