

GEOGRAPHY GRADE DESCRIPTORS

Grade	Command words	Assessment Objectives			
		A01	A02	A03	A04
		Knowledge of locations, places and environments at different scales	Geographical understanding of concepts, patterns and processes, including environmental change	The application of knowledge and understanding in a new context.	The selection and use of skills to investigate issues
U1	<i>Identify</i> <i>Define</i> <i>Calculate</i> <i>Label</i>	The student should: <ul style="list-style-type: none"> know about some places in their local area, the UK and the wider world 	The student can: <ul style="list-style-type: none"> identify at least one reason why places and environments change 	The student can: <ul style="list-style-type: none"> create own enquiry questions 	The student can: <ul style="list-style-type: none"> identify places on a map using the 4 point compass construct basic graphs find information from a data set, recognising highest and lowest values
U2	<i>Identify</i> <i>Define</i> <i>Calculate</i> <i>Label</i>	The student should: <ul style="list-style-type: none"> know about places in the local area, the UK and further afield 	The student can: <ul style="list-style-type: none"> recognise physical and human features by giving basic descriptions recognise how people damage and improve environments 	The student can: <ul style="list-style-type: none"> recognise and describe simple geographical patterns create own enquiry questions 	The student can: <ul style="list-style-type: none"> recognise and use map symbols, the 8 point compass and begin to work out 4 figure grid references and straight line distances draw a line graph and work out mean and median values from a data set
U3	<i>Identify</i> <i>Define</i> <i>Calculate</i> <i>Label</i>	The student can: <ul style="list-style-type: none"> describe the physical and human geography around the local area, the UK and the wider world 	The student can: <ul style="list-style-type: none"> describe the characteristics of different environments including similarities and differences and begin to name process 	The student can: <ul style="list-style-type: none"> create his/her own geographical questions, briefly describe his/her methods of collecting data and make some conclusions and offer simple evaluation 	The student can: <ul style="list-style-type: none"> present his/her writing using key words with some accuracy begin to describe distributions of physical and human features on a map and sketch label and describe photographs. Map skills are shown with increasing accuracy (compass and grid reference) use data to collect mean and mode
1	<i>Identify</i> <i>Define</i> <i>Calculate</i> <i>Label</i>	The student can: <ul style="list-style-type: none"> describe the human and physical character of different places around the world 	The student can: <ul style="list-style-type: none"> describe some links between physical and human geography identify how the use and management of environments can have negative effects 	The student can: <ul style="list-style-type: none"> develop his/her own geographical questions, describe his/her methods of collecting data, make some valid conclusions and suggest some evaluative comments 	The student can: <ul style="list-style-type: none"> begin to use 6 figure grid references and describe geographic patterns on maps draw a wide range of geographical techniques eg frequency diagrams

2	<i>Calculate</i> <i>Label</i> <i>Draw</i> <i>Outline</i> <i>Compare</i> <i>Describe</i>	The student can: <ul style="list-style-type: none"> recall very basic information about physical and human regions studied and their specific environmental characteristics 	The student can: <ul style="list-style-type: none"> recognise that on the wider scale places have different regions and can make basic comparisons suggest reasons for why places change with comments about physical and human processes explain the relationship between physical and human environments and people and why sustainable management is needed. 	The student can: <ul style="list-style-type: none"> conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present findings using a number of simplistic techniques, eg using multiple line graphs make some decisions from the outcomes of his/her data 	The student can: <ul style="list-style-type: none"> use numerical and statistical skills to describe and compare geographical data
3	<i>Calculate</i> <i>Label</i> <i>Draw</i> <i>Outline</i> <i>Compare</i> <i>Describe</i>	The student can: <ul style="list-style-type: none"> recall basic information about physical and human environments with basic comments about specific locations 	The student can: <ul style="list-style-type: none"> recognise and begin to explain multiple reasons why places change because of physical and human processes explain how people have different values and attitudes to the changes of physical and human environments 	The student can: <ul style="list-style-type: none"> conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present findings using a wider range of simplistic techniques describe in detail the outcomes of his/her enquiry using a range of key terminology accurately 	The student can: <ul style="list-style-type: none"> recognise the patterns made by physical and human features on maps and use a range of cartographical skills to interpret and give reasons for trends use statistical and numerical skills with more accuracy and begin to use wider statistical techniques eg % increase or decrease when explaining data
4	<i>Compare</i> <i>Describe</i> <i>Explain</i> <i>Suggest</i>	The student can: <ul style="list-style-type: none"> recall information about physical and human environments with valid comments about specific locations 	The student can: <ul style="list-style-type: none"> explain multiple reasons and why places and environments change using specific case studies explain different sequences of events with comments about a greater number of physical and human processes 	The student can: <ul style="list-style-type: none"> conduct a geographical enquiry, collecting appropriate data from primary and secondary sources make accurate decisions about the data, with some conclusions made and give an evaluative comment on one aspect of the enquiry 	The student can: <ul style="list-style-type: none"> use a range of graphical skills and interpret different types of photographs from a range of different landscapes link photographic evidence to OS maps using grid references use more sophisticated statistical skills, eg percentage change or cumulative frequency

5	<i>Compare Describe Explain Suggest</i>	The student can: <ul style="list-style-type: none"> describe a wider variety of information about physical and human environments using case study detail 	The student can: <ul style="list-style-type: none"> accurately explain/ describe sequences of events and processes explain the links between people and environments and how trying to achieve sustainable development will affect planning and management of these areas 	The student can: <ul style="list-style-type: none"> conduct a geographical enquiry, identifying key questions or hypotheses to support suggest an appropriate sequence of investigation and collect appropriate data from primary and secondary sources to help support his/her enquiry collate and present his/her data using a wide range of techniques, including some sophisticated techniques explain his/her findings in detail and evaluate two aspects of the enquiry 	The student can: <ul style="list-style-type: none"> use a wide range of map skills to identify and describe human and physical features at local, national and worldwide scale draw and interpret data on sophisticated graphs eg choropleth and use numerical and statistical skills to give valid reasons for trends and anomalous values
6	<i>Explain Suggest To what extent Discuss</i>	The student can: <ul style="list-style-type: none"> describe detailed information about physical and human environments studied, including appropriate case study detail and location 	The student can: <ul style="list-style-type: none"> accurately explain a range of geographical processes and start to apply this to unfamiliar contexts accurately choose a case study or example and link to his/her studies explain why sustainable development is important and why opinions, including his/her own, will vary depending on the stakeholders involved 	The student can: <ul style="list-style-type: none"> conduct a geographical enquiry, identifying appropriate key questions or hypotheses to support, offering greater contextualisation for his/her enquiry collect primary and secondary data and collate and present his/her findings using a range of sophisticated techniques, eg located graphs and pie charts can begin to analyse data, interpret his/her results and link the evidence to a relevant geographical theory evaluate the process of enquiry and make some suggestions for improving the limitations, reliability and validity of his/her conclusions 	The student can: <ul style="list-style-type: none"> accurately identify and describe patterns of physical and human features on maps draw and interpret a variety of graphs and mapping techniques eg choropleth and begin to analyse the patterns using a range of statistical skills

7	<i>Explain Suggest To what extent Discuss</i>	The student can: <ul style="list-style-type: none"> describe detailed information about physical and human environments studied, including a range of appropriate case study detail 	The student can: <ul style="list-style-type: none"> accurately explain a wide range of geographical processes and apply these to unfamiliar contexts use the characteristics of a chosen case study or example accurately and link it to physical and human geography explain in detail why sustainable development is important and that opinions, including his/her own, will vary depending on the stakeholders involved 	The student can: <ul style="list-style-type: none"> conduct a geographical enquiry and identify appropriate key questions or hypotheses to support, offering greater contextualisation for his/her enquiry collect primary and secondary data, collate and present his/her findings using a wider range of sophisticated techniques eg located bar graphs and pie charts analyse data giving a more detailed interpretation of the results and link the evidence to relevant geographical theory with more accuracy accurately evaluate the process of enquiry and make a number of suggestions for improving the limitations, reliability and validity of conclusions 	The student can: <ul style="list-style-type: none"> precisely identify and describe patterns of human and physical features on maps draw a variety of graphs and interpret techniques eg choropleth and analyse the patterns using a range of statistical skills
8	<i>Explain Suggest To what extent Discuss</i>	The student can: <ul style="list-style-type: none"> accurately describe the characteristics of physical and human environments using the location of a wide range of specific case studies and apply complex key terminology 	The student can: <ul style="list-style-type: none"> explain the links and interactions between geographical processes to show how places change over time examine how the management of environments varies by assessing the values and attitudes involved in making decisions, appreciating that opinions of stakeholders vary 	The student can: <ul style="list-style-type: none"> conduct a geographical enquiry and identify appropriate key questions of hypotheses offering some supported predictions accurately collect primary and secondary data, collate his/her findings and use a range of skills analyse data, give a detailed interpretation of the results and begin to substantiate his/her conclusions with detailed links to geographical theories accurately evaluate the process of enquiry and make a wider range of suggestions for improving limitations, reliability and validity of conclusions 	The student can: <ul style="list-style-type: none"> use an extensive range of geographical skills to describe, interpret and analyse geographical patterns and trends suggest valid reasons why these anomalies exist

<p>9</p> <p><i>Assess To what extent Evaluate Justify</i></p>	<p>The student can:</p> <ul style="list-style-type: none"> accurately describe the precise characteristics of physical and human environments using comprehensive knowledge of case studies supported by accurately applied geographical terminology 	<p>The student can:</p> <ul style="list-style-type: none"> explain the interactions between complex geographical processes, applying these with precise accuracy produce a balanced and wide ranging argument on how the management of physical and human environments varies depending on the values and attitudes involved in making the decisions, appreciating the opinions of stakeholders will vary considerably explain why more sustainable approaches are needed for the planning and management of environments and evaluate the costs and benefits 	<p>The student can:</p> <ul style="list-style-type: none"> conduct a geographical enquiry and identify key questions or hypotheses, and provide detailed supporting predictions systematically collect primary and secondary data, collate and present his/her findings, analyse data, interpret the results and substantiate his/her conclusions with precise theories critically evaluate his/her enquiry and make a wide range of suggestions for improving the limitations, reliability and validity of the conclusions 	<p>The student can:</p> <ul style="list-style-type: none"> use an extensive range of sophisticated cartographical maps and graphs and use statistical calculations to analyse the data displayed, recognising why anomalies exist.
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