

Weston Point College: Key Stage 3 & 4 Grade Descriptors – Geography

Assessment Criteria			
To gain a GCSE grade:	<u>Skill Area 1 - Contextual World Knowledge</u>	<u>Skill Area 2 - Understanding</u>	<u>Skill Area 3 - Geography Enquiry and the application of skills</u>
8+	<ul style="list-style-type: none"> • Young People use their knowledge and understanding of the geography of the UK and the wider world to analyse the physical and human characteristics of places. • Have extensive knowledge relating to a wide range of places, environments and features. 	<ul style="list-style-type: none"> • Young People analyse the interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. • Young People describe and analyse the geographical patterns these interactions create at a range of scales and the changes that can result. • Young People analyse different approaches to developing places and environments and explain the causes and consequences of environmental change. • Young People show how interaction between people and environments can result in complex and unintended changes. • Young People understand and describe a range of views about environmental interaction. • They evaluate critically a range of sources 	<ul style="list-style-type: none"> • Drawing on their knowledge and understanding, they show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation to draw conclusions.

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7	<ul style="list-style-type: none">• Young People make links in their knowledge and understanding of the geography of the places both locally and globally	<ul style="list-style-type: none">• Young People analyse the physical and human characteristics of places, drawing on their knowledge of a wide range of locations, contexts and scales.• Young People explain the interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments.• Young People identify and analyse the geographical patterns that result from these interactions at a range of scales.• Young People understand that many factors influence the decisions made about sustainable and other approaches to developing places and environments, and use this understanding to explain the resulting changes.• Young People appreciate that the environment in a place and the lives of the people who live there are affected by actions and events in other places.• Young People recognise that human actions, including their own, may have unintended consequences and that change sometimes leads to conflict.	<ul style="list-style-type: none">• Drawing on their knowledge and understanding, they plan their own sequence of investigation into relevant geographical questions and issues and use a wide range of geographical skills when carrying these out.• Young People evaluate sources by considering critically their origin, nature and purpose, present well-argued summaries of their investigations, use accurate geographical vocabulary and begin to reach substantiated conclusions.
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6	<ul style="list-style-type: none"> • Young People use their knowledge and understanding of the UK and the wider world to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales. 	<ul style="list-style-type: none"> • Young People explain physical and human processes and recognise that these interact to produce the distinctive characteristics; leading to diversity and changes in places. • Young People identify geographical patterns at a range of scales. 	<ul style="list-style-type: none"> • Drawing on their knowledge and understanding, they suggest appropriate sequences of investigation into relevant geographical questions and issues and use geographical skills effectively when carrying these out. • They evaluate sources to establish evidence for their investigations.
5	<ul style="list-style-type: none"> • Young People show increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world. 	<ul style="list-style-type: none"> • Young People describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of the people who live there. • Young People describe and begin to explain geographical patterns. • Young People understand some ways that human activities impact on geographical environments. 	<ul style="list-style-type: none"> • Drawing on their knowledge and understanding, Young People suggest relevant geographical questions and use appropriate geographical skills to investigate places and environments. • Young People select and begin to evaluate sources to establish evidence for their investigations and suggest plausible conclusions to their investigations -presenting findings both graphically and in writing using appropriate vocabulary.
4	<ul style="list-style-type: none"> • Young People show knowledge and understanding of aspects of the geography of the UK and the wider world. • Young People recognise that different places may have both 	<ul style="list-style-type: none"> • Young People describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. Young People 	<ul style="list-style-type: none"> • Drawing on their knowledge and understanding; Young People begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. Young

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	similar and different characteristics that influence the lives and activities of people living there	recognise and describe simple geographical patterns. <ul style="list-style-type: none"> Young People understand that people may hold different views. 	People use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.
3	<ul style="list-style-type: none"> Young People show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features. Young People recognise that people seek to improve and sustain environments. Young People offer simple reasons for their observations and views about these places and environments. 	<ul style="list-style-type: none"> Young People recognise and describe the physical and human features of places and begin to do this within a wider locational framework. 	<ul style="list-style-type: none"> Young People use independent skills – such as map reading and use of simple diagrams and photographs as sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.
2	<ul style="list-style-type: none"> Young People show their knowledge, skills and understanding of places at a local scale. 	<ul style="list-style-type: none"> Young People describe physical and human features of places, and recognise and make observations about those features that give places their character. Young People show an awareness of places within their own locality. Young People express views on the environment of a locality and recognise how people affect the environment. 	<ul style="list-style-type: none"> Young People carry out simple tasks and select information using resources that are given to them. Young People use this information and their own observations to help them ask and respond to questions about places and environments. Young People begin to use an appropriate geographical vocabulary.

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			<ul style="list-style-type: none">• Young People begin to use geographical sources such as maps, diagrams and atlases
1	<ul style="list-style-type: none">• Young People show their knowledge, skills and understanding in studies at a local scale	<ul style="list-style-type: none">• Young People recognise and make observations about physical and human features of localities.• Young People express their views on features of the environment of a locality	<ul style="list-style-type: none">• Young People use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.