

Geography - Key Stage 3 Level Descriptors

	Assessment Foci 1 – Human and Physical Features	AF2 - Environment	AF3 - Skills
Level 8	<ul style="list-style-type: none"> Explain changes in the characteristics of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales. 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. Describe and analyse the geographical patterns these interactions create at a range of scales and the changes that result. 	<ul style="list-style-type: none"> Analyse different approaches to developing places and environments and explain the causes and consequences of environmental change. Show how the interaction between people and environments can result in complex and unintended changes. Understand and describe a range of views about environmental interaction. 	<ul style="list-style-type: none"> Drawing on their knowledge and understanding, show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. Select a wide range of skills and use them effectively and accurately. Evaluate critically a range of sources, they present full and coherently argued summaries of their investigations and reach substantiated conclusions.
Level 7	<ul style="list-style-type: none"> Explain interactions within and between physical and human processes. Show how these interactions create diversity and interdependence and help change places and environments. Identify and analyse the geographical patterns that result from these interactions at a range of scales. 	<ul style="list-style-type: none"> 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. 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. Recognise that human actions, including their own, may have unintended environmental consequences and that change sometimes leads to conflict. 	<ul style="list-style-type: none"> Drawing on knowledge and understanding, plan their own sequences of investigation into relevant geographical questions and issues and use a wide range of geographical skills accurately when carrying these out. 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.
Level 6	<ul style="list-style-type: none"> Explain physical and human processes and recognise that these interact to produce the distinctive characteristics of places. Begin to explain the ways in which physical and human processes lead to diversity and change in places. Identify geographical patterns at a range of scales. 	<ul style="list-style-type: none"> Recognise how conflicting demands on the environment may arise. Compare sustainable and other approaches to managing environments. Appreciate that different values and attitudes, including their own, result in different approaches to environmental interaction and change. 	<ul style="list-style-type: none"> Drawing on knowledge and understanding, suggest appropriate sequences of investigation into relevant geographical questions and issues and use geographical skills effectively when carrying these out. Evaluate sources to establish evidence for their investigations. Present their findings in a coherent way using appropriate methods and vocabulary and reach conclusions that are consistent with the evidence.
Level 5	<ul style="list-style-type: none"> Describe physical and human characteristics of places within a wider locational and contextual framework. Describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. Describe and begin to explain geographical patterns. 	<ul style="list-style-type: none"> Understand some ways that human activities cause environments to change. Demonstrate an awareness of sustainable development Recognise the range of views held about environmental interaction and change. 	<ul style="list-style-type: none"> Drawing on knowledge and understanding suggest relevant geographical questions and use appropriate geographical skills to investigate places and environments. They select and begin to evaluate sources to establish evidence for their investigations. They suggest plausible conclusions to their investigations and present their findings both graphically and in writing using appropriate vocabulary.
Level 4	<ul style="list-style-type: none"> Recognise and describe the physical and human features of places and begin to do this within a wider locational framework. 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. Recognise and describe simple geographical patterns. 	<ul style="list-style-type: none"> Understand that people can both improve and damage the environment. Offer reasons for their own views about environmental change. Recognise that other people may hold different views. 	<ul style="list-style-type: none"> Drawing on knowledge and understanding begin to suggest suitable geographical questions Use a range of geographical skills to investigate places and environments. Use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.
Level 3	<ul style="list-style-type: none"> Show their developing knowledge and understanding of places by describing the physical and human features of different localities. Offer explanations for the location of some of those features. Recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. 	<ul style="list-style-type: none"> Recognise that people seek to improve and sustain environments. Offer simple reasons for their observations and views about these places and environments. 	<ul style="list-style-type: none"> Use skills and sources of evidence to respond to a range of geographical questions Begin to use appropriate vocabulary to communicate their findings.

Geography - Key Stage 4 Grade Descriptors

	Assessment Description
Grade A*	<p>Candidates recall, select and communicate detailed and consistently accurate knowledge and thorough excellent understanding of places, environments, concepts and locations at a range of scales.</p> <p>Candidates consistently use geographical terminology accurately and appropriately.</p> <p>Candidates accurately apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts.</p> <p>Candidates consistently recognise and understand complex relationships between people and the environment, identifying and evaluating current problems and issues, and making perceptive and informed geographical decisions. Candidates clearly understand how these can contribute to a future that is sustainable.</p> <p>Candidates accurately select, evaluate and use effectively a wide range of relevant skills and appropriate techniques and technologies.</p> <p>Candidates identify relevant questions and issues and establish thoughtful sequences to undertake investigations independently and thoroughly.</p> <p>Candidates collect and record accurately a wide range of appropriate evidence from a wide range of sources, including fieldwork.</p> <p>Candidates make excellent analysis and interpretation of information and critically evaluate its validity.</p> <p>Candidates carefully reflect on the limitations of evidence, detecting and responding to bias to make well informed and reasoned judgements to present substantiated, appropriate and thorough conclusions.</p>
Grade A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of places, environments, concepts and locations at a range of scales.</p> <p>Candidates use geographical terminology accurately and appropriately.</p> <p>Candidates apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts.</p> <p>Candidates recognise and understand complex relationships between people and the environment, identifying and evaluating current problems and issues, and making perceptive and informed geographical decisions. Candidates understand how these can contribute to a future that is sustainable.</p> <p>Candidates select, evaluate and use effectively a wide range of relevant skills and appropriate techniques and technologies.</p> <p>Candidates identify relevant questions and issues and establish appropriate sequences to undertake investigations independently.</p> <p>Candidates collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork.</p> <p>Candidates analyse and interpret information and critically evaluate its validity.</p> <p>Candidates reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present substantiated and appropriate conclusions.</p>
Grade B	<p>Candidates recall, select and communicate sound knowledge and understanding of places, environments, concepts and locations across different scales.</p> <p>Candidates use geographical terminology mostly accurately and appropriately.</p> <p>Candidates apply appropriate knowledge and understanding of a range of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts.</p> <p>Candidates recognise and understand complex relationships between people and the environment, identifying, making some evaluation of current problems and issues, and making informed geographical decisions. Candidates understand how these can be part of a sustainable future.</p> <p>Candidates select, evaluate and use mostly effectively a range of relevant skills and appropriate techniques and technologies.</p> <p>Candidates identify mostly relevant questions and issues and establish sequences to undertake investigations independently.</p> <p>Candidates collect and record accurately a range of appropriate evidence from a range of sources, including fieldwork.</p> <p>Candidates analyse and interpret most information and evaluate its validity.</p> <p>Candidates recognise the limitations of evidence, detecting bias to make informed judgements to present mostly substantiated and appropriate conclusions.</p>
Grade C	<p>Candidates recall, select and communicate knowledge and understanding of places, environments, concepts and locations across some different scales.</p> <p>Candidates use geographical terminology appropriately.</p> <p>Candidates apply their knowledge and understanding of geographical concepts, processes and patterns in both familiar and unfamiliar physical and human contexts.</p> <p>Candidates understand relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.</p> <p>Candidates select and use a variety of skills, and appropriate techniques and technologies to identify questions and issues to undertake investigations.</p> <p>Candidates collect and record appropriate evidence from different sources, including fieldwork.</p> <p>Candidates analyse and interpret evidence and recognise some of the limitations of evidence to reach plausible conclusions.</p>
Grade D	<p>Candidates recall, select and communicate knowledge and understanding of places, environments, concepts and locations across different scales.</p> <p>Candidates use some geographical terminology.</p> <p>Candidates apply their knowledge and understanding of geographical concepts, processes and patterns with some inaccuracies in both familiar and unfamiliar physical and human contexts.</p> <p>Candidates understand some relationships between people and the environment, identifying and explaining some different problems and issues and making geographical decisions with reasons, including sustainable approaches.</p> <p>Candidates select and use different skills, and mostly appropriate techniques and technologies to identify questions and issues to undertake investigations. Candidates collect and record some evidence from different sources, including fieldwork.</p> <p>Candidates analyse and interpret evidence and recognise a few limitations of evidence to reach a conclusion.</p>
Grade E	<p>Candidates recall, select and communicate knowledge and some understanding about places, environments and concepts at more than one scale.</p> <p>Candidates communicate their ideas using mostly everyday language.</p> <p>Candidates apply their understanding of some simple physical and human processes and patterns in different human and physical contexts.</p> <p>Candidates recognise some relationships between people and the environment. Candidates describe problems and issues and make decisions informed by simple reasons and evidence.</p> <p>Candidates use skills and a few different techniques and technologies to undertake an investigation.</p> <p>Candidates collect and record a small selection of evidence from some different sources, including fieldwork.</p> <p>Candidates recognise a problem with their evidence and interpret their evidence to reach some basic conclusions.</p>
Grade F	<p>Candidates recall, select and communicate knowledge and some limited aspects of understanding about places, environments and concepts at more than one scale. Candidates communicate their ideas using everyday language.</p> <p>Candidates apply their understanding of some simple physical and human processes and patterns in different contexts.</p> <p>Candidates recognise simple relationships between people and the environment. Candidates identify problems and issues and make decisions informed by very simple reasons and evidence.</p> <p>Candidates use skills and a limited number of techniques and technologies to undertake an investigation.</p> <p>Candidates collect and record a limited selection of evidence from some sources, including fieldwork.</p> <p>Candidates interpret evidence to reach some basic conclusions.</p>
Grade G	<p>Candidates recall, select and communicate very limited knowledge and particularly limited aspects of understanding about places, environments and concepts at one scale. Candidates communicate their ideas using only simple everyday language.</p> <p>Candidates inconsistently apply their understanding of some very simple physical and human processes and patterns in limited contexts.</p> <p>Candidates recognise only simple relationships between people and the environment. Candidates identify a problem or issue and make a decision informed by very simple reasons.</p> <p>Candidates use few skills and a limited number of techniques and technologies to undertake an investigation.</p> <p>Candidates collect and record limited and inaccurate evidence from a source, including fieldwork.</p> <p>Candidates interpret evidence to reach only a basic, often inaccurate conclusion.</p>

Geography - Key Stage 5 Grade Descriptors

	Assessment Description
Grade A*	<p>Candidates demonstrate consistently accurate and detailed knowledge and understanding of a wide range of concepts and processes.</p> <p>Candidates show exceptionally thorough knowledge and understanding of subject-specific material.</p> <p>Candidates accurately and competently analyse and interpret all geographical information, issues and viewpoints.</p> <p>Candidates offer outstanding evaluations of geographical information, issues and viewpoints in relation to specific geographical concepts.</p> <p>Candidates demonstrate the ability to apply consistently accurate and appropriate geographical understanding to unfamiliar contexts with precision at a full range of scales.</p> <p>Candidates thoughtfully select and use appropriately and accurately a comprehensive range of methods, skills and techniques (including new technologies) when thoroughly investigating questions and issues.</p> <p>Candidates reach coherent, substantiated and valid conclusions.</p> <p>Candidates consistently communicate findings accurately, appropriately to the task and with flair.</p>
Grade A	<p>Candidates demonstrate accurate knowledge and understanding of a wide range of concepts and processes.</p> <p>Candidates show thorough knowledge and understanding of subject-specific material.</p> <p>Candidates accurately and competently analyse and interpret geographical information, issues and viewpoints.</p> <p>Candidates offer a thorough evaluation of geographical information, issues and viewpoints in relation to specific geographical concepts.</p> <p>Candidates demonstrate the ability to apply very accurate and appropriate geographical understanding to unfamiliar contexts with precision at a wide range of scales.</p> <p>Candidates thoughtfully select and use appropriately and accurately a wide range of methods, skills and techniques (including new technologies) when thoroughly investigating questions and issues.</p> <p>Candidates reach substantiated and valid conclusions.</p> <p>Candidates consistently communicate findings accurately and appropriately to the task.</p>
Grade B	<p>Candidates demonstrate knowledge and understanding of a wide range of concepts and processes.</p> <p>Candidates show mostly thorough knowledge and understanding of subject-specific material.</p> <p>Candidates competently analyse and interpret geographical information, issues and viewpoints.</p> <p>Candidates offer an evaluation of geographical information, issues and viewpoints in relation to specific geographical concepts.</p> <p>Candidates demonstrate the ability to apply appropriate geographical understanding to unfamiliar contexts mostly with precision at a range of scales.</p> <p>Candidates select and use appropriately and accurately a wide range of methods, skills and techniques (including new technologies) when thoroughly investigating questions and issues.</p> <p>Candidates reach some substantiated and valid conclusions.</p> <p>Candidates communicate findings accurately and appropriately to the task.</p>
Grade C	<p>Candidates demonstrate knowledge and understanding of a range of concepts and processes.</p> <p>Candidates show some detailed knowledge and understanding of subject-specific material.</p> <p>Candidates attempt to analyse and interpret most geographical information, issues and viewpoints.</p> <p>Candidates offer evaluation of geographical information, issues and viewpoints in relation to specific geographical concepts with some success.</p> <p>Candidates demonstrate the ability to apply appropriate geographical understanding to unfamiliar contexts with some precision at a satisfactory range of scales.</p> <p>Candidates select and use appropriately and mostly accurately a range of methods, skills and techniques (including new technologies) when investigating questions and issues with some success.</p> <p>Candidates reach some supported and valid conclusions.</p> <p>Candidates communicate findings mostly accurately and appropriately to the task.</p>
Grade D	<p>Candidates demonstrate increasing knowledge and understanding of the main concepts and processes.</p> <p>Candidates show varied understanding of subject specific material.</p> <p>Candidates show attempts to analyse and interpret geographical information, issues and viewpoints with varying degrees of success and understanding.</p> <p>Candidates offer evaluation of geographical information, issues and viewpoints with variable success.</p> <p>Candidates show the ability to apply geographical understanding to unfamiliar contexts with some degree of accuracy.</p> <p>Candidates use a range of methods, skills and techniques (which include new technologies) to investigate questions and issues with varying degrees of success.</p> <p>Candidates draw some more appropriate conclusions.</p> <p>Candidates communicate findings which mostly address the task.</p>
Grade E	<p>Candidates demonstrate some knowledge and understanding of the main concepts and processes.</p> <p>Candidates show some understanding of subject specific material.</p> <p>Candidates show some attempts to analyse and interpret geographical information, issues and viewpoints with limited degrees of success.</p> <p>Candidates offer some evaluation of geographical information, issues and viewpoints with variable success.</p> <p>Candidates show some ability to apply geographical understanding to unfamiliar contexts with some degree of accuracy.</p> <p>Candidates use a limited range of methods, skills and techniques (which include new technologies) to investigate questions and issues with varying degrees of success.</p> <p>Candidates draw some straightforward conclusions.</p> <p>Candidates communicate findings broadly appropriate to the task.</p>