

## Geography Assessment Ladder

CORE KNOWLEDGE and SKILLS		
<b>EXCELLING</b>		
<b>9A</b>	<p><b>Knowledge and understanding:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Can recall, select, and apply detailed and accurate knowledge and a thorough understanding of places, environments, and locations at a range of scales, within physical and human contexts.</li> <li>• Can respond accurately to a range of command words within exam questions such as: identify, describe, explain, analyse, justify, evaluate, compare and contrast. Students can also respond to command words used in combination.</li> <li>• Can analyse and evaluate geographical issues and information to make perceptive and informed geographical decisions, and justify their choices.</li> <li>• Show a detailed understanding of complex processes and concepts, and how they interact to influence the development of geographical patterns.</li> <li>• Show a detailed understanding of the interrelationships between people and the environment</li> </ul> <p><b>Skills and interpretation:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Can select, use effectively, and evaluate a wide range of relevant skills and appropriate techniques.</li> <li>• Can identify relevant questions to establish appropriate sequences of independent investigations.</li> <li>• Can accurately collect and record a range of appropriate data from a wide range of sources. They can analyse and interpret information and critically evaluate its validity; reflecting on its limitations to make informed and reasoned judgements that are used to reach well evidenced conclusions.</li> <li>• Can confidently and accurately use a wide range of higher level skills, such as: 6 figure grid references, scale, O.S map and photo interpretation, sketch mapping, annotating.</li> <li>• Can use precise, specialist geographical terminology accurately and appropriately.</li> </ul> <p><b>Numerical skills:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of number, area and scales, and the quantitative relationships between units</li> <li>• Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability</li> <li>• Understand and correctly use proportion and ratio, magnitude and frequency</li> <li>• Draw informed conclusions from numerical data.</li> </ul> <p><b>Statistical skills:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Can use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and interquartile range, mode and modal class)</li> <li>• Can calculate percentage increase or decrease and understand the use of percentiles</li> <li>• Can describe relationships in data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends</li> <li>• Are able to identify weaknesses in selective statistical presentation of data.</li> </ul>	<b>9A</b>
<b>9B</b>		<b>9B</b>
<b>8A</b>		<b>8A</b>
<b>8B</b>		<b>8B</b>
<b>7A</b>		<b>7A</b>
<b>7B</b>		<b>7B</b>

<b>SECURING</b>		
<b>6A</b>	<b>Knowledge and understanding:</b>	<b>6A</b>
<b>6B</b>	Students:	<b>6B</b>
<b>5A</b>	<ul style="list-style-type: none"> <li>• Can recall, select and apply accurate knowledge and understanding of places, environments, and locations at a range of scales, within physical and human contexts.</li> <li>• Can respond appropriately to a range of command words within exam questions such as: identify, describe, explain, analyse, compare, contrast, justify, and evaluate. Students can also respond to command words used in combination.</li> <li>• Can analyse and evaluate geographical issues and information to make relevant geographical decisions and justify their choices.</li> <li>• Show a detailed understanding of processes and concepts and how they interact to influence the development of geographical patterns.</li> <li>• Show a clear understanding of the interrelationships between people and the environment</li> </ul>	<b>5A</b>
<b>5B</b>		<b>5B</b>
<b>4A</b>		<b>4A</b>
<b>4B</b>		<b>4B</b>
	<b>Skills and interpretation:</b>	
	Students:	
	<ul style="list-style-type: none"> <li>• Can select, use effectively, and evaluate a wide range of relevant skills and appropriate techniques.</li> <li>• Can identify relevant questions to establish appropriate sequences of independent investigations.</li> <li>• Can accurately collect and record a range of appropriate data from a wide range of sources. Students can analyse and interpret information and evaluate its validity; reflecting on its limitations to make informed and reasoned judgements that are used to reach conclusions.</li> <li>• Can accurately use a wide range of higher level skills, such as: 6 figure grid references, scale, O.S map and photo interpretation, sketch mapping, annotating.</li> <li>• Can use specialist geographical terminology accurately and appropriately.</li> </ul>	
	<b>Numerical skills</b>	
	Students:	
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of number, area and scales, and the quantitative relationships between units</li> <li>• Can complete fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability</li> <li>• Understand and correctly use proportion and ratio, magnitude and frequency</li> <li>• Draw conclusions from numerical data.</li> </ul>	
	<b>Statistical skills</b>	
	Students:	
	<ul style="list-style-type: none"> <li>• Can use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and interquartile range, mode and modal class)</li> <li>• Can calculate percentage increase or decrease and understand the use of percentiles</li> <li>• Can describe relationships in data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends</li> <li>• Are able to identify weaknesses in selective statistical presentation of data.</li> </ul>	

<b>DEVELOPING</b>		
<b>3A</b>	<p><b>Knowledge and understanding</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Can recall, select and apply knowledge and understanding of places, environments, and locations at a range of scales, within physical and human contexts.</li> <li>• Can respond to a range of command words within exam questions such as: identify, describe, explain, analyse, justify, evaluate. Students can also respond to some command words used in combination.</li> <li>• Can start to analyse and evaluate geographical issues and information to make relevant geographical decisions and begin justify their choices.</li> <li>• Show a basic understanding of processes and concepts, and how they interact to influence the development of geographical patterns.</li> <li>• Show a basic understanding of the interrelationships between people and the environment</li> </ul> <p><b>Skills and interpretation</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Can select, use and begin to evaluate a range of relevant skills and appropriate techniques.</li> <li>• Can identify relevant questions to carry out independent investigations.</li> <li>• Can collect and record basic data from a range of sources. They can analyse and interpret information using straightforward comments with some reference to evidence. They begin to reflect on the limitations of their data and use these to reach limited conclusions.</li> <li>• Can use a range of skills, such as: 6 figure grid references, scale, O.S map and photo interpretation, sketch mapping, and annotating with limited accuracy</li> <li>• Can use basic geographical terminology with limited accuracy</li> </ul> <p><b>Numerical skills</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Demonstrate a basic understanding of number, area and scales, and the relationships between data</li> <li>• Can complete fieldwork data collection sheets and collect data with a basic understanding of accuracy, sample size and reliability</li> <li>• Understand and use ratio, magnitude and frequency with limited accuracy</li> <li>• Draw basic conclusions from numerical data.</li> </ul> <p><b>Statistical skills:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Can use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and interquartile range, mode and modal class) with some accuracy</li> <li>• Can calculate percentage increase or decrease and understand the use of percentiles with limited accuracy</li> <li>• Describe basic relationships in data: sketch trend lines through scatter plots, draw estimated lines of best fit.</li> </ul>	<b>3A</b>
<b>3B</b>		<b>3B</b>
<b>2A</b>		<b>2A</b>
<b>2B</b>		<b>2B</b>
<b>1A</b>		<b>1A</b>
<b>1B</b>		<b>1B</b>

<b>PREPARING for GCSE</b>		
<b>P8</b>	<p><b>Knowledge and understanding</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Can recall, select and apply knowledge and understanding of places, environments, and locations at a range of scales, within physical and human contexts.</li> <li>• Can respond to a range of command words within exam questions such as: identify, describe, explain, analyse, compare and contrast, and evaluate.</li> </ul>	<b>P8</b>
<b>P7</b>	<ul style="list-style-type: none"> <li>• Can start to analyse and evaluate geographical issues and information to make relevant geographical decisions and begin justify their choices.</li> <li>• Show a basic understanding of processes and concepts, and how they interact to influence the development of geographical patterns.</li> <li>• Show a basic understanding of the interrelationships between people and the environment</li> </ul> <p><b>Skills and interpretation:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Can select, use and evaluate a range of relevant skills and appropriate techniques.</li> <li>• Can identify relevant questions to carry out independent investigations.</li> <li>• Can collect and record basic data from a range of sources. They can analyse and interpret information using straightforward comments with some reference to evidence. They can reflect on the limitations of their data and use these to reach limited conclusions.</li> <li>• Can use a range of skills, such as: 4 and 6 figure grid references, scale, O.S map and photo interpretation, sketch mapping, annotating.</li> <li>• Can use basic geographical terminology with limited accuracy</li> </ul> <p><b>Numerical skills:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Can accurately construct appropriate graphs to present data; line graphs, bar charts, divided bar graphs.</li> <li>• Can describe and explain relationships between data</li> <li>• Draw limited conclusions from numerical data.</li> </ul> <p><b>Cartographic Skills:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Can plot data accurately, and describe and explain distribution and patterns on maps.</li> <li>• Can use and understand scale, distance and direction, and measure straight and curved line distances.</li> <li>• Can use and understand gradient, contour and spot heights.</li> <li>• Can draw accurate sketches from photographs, and label and annotate diagrams, maps, graphs, sketches and photographs.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences with accurate spelling, grammar and punctuation.</li> <li>• Students are aware of current geographical issues through wider reading and independent research</li> </ul>	<b>P7</b>

<b>P6</b>	<p><b>Knowledge and understanding:</b> Students:</p> <ul style="list-style-type: none"> <li>• Can recall, select and apply some knowledge and understanding of places, environments, and locations at a range of scales, within physical and human contexts.</li> </ul>	<b>P6</b>
<b>P5</b>	<ul style="list-style-type: none"> <li>• Can respond to a range of command words within exam questions such as: identify, describe, explain, compare and contrast and evaluate.</li> <li>• Can start to analyse geographical information to make geographical decisions and begin justify their choices.</li> </ul>	<b>P5</b>
<b>P4</b>	<ul style="list-style-type: none"> <li>• Show a basic understanding of processes and concepts, and how they interact to influence the development of geographical patterns.</li> <li>• Show a basic understanding of the interrelationships between people and the environment</li> </ul> <p><b>Skills and interpretation:</b> Students:</p> <ul style="list-style-type: none"> <li>• Can select and use a range of skills and appropriate techniques.</li> <li>• Can identify relevant questions to carry out independent investigations.</li> <li>• Can collect and record basic data from a range of sources. They can interpret information using straightforward comments with some reference to evidence. They begin to reflect on the limitations of their data and use these to reach limited conclusions.</li> <li>• Can confidently use a range of skills, such as: 4 grid references, O.S map and photo interpretation, sketch mapping, annotating, and attempt 6 figure grid references, scale,</li> <li>• Can use basic geographical terminology with some accuracy</li> </ul> <p><b>Numerical skills:</b> Students:</p> <ul style="list-style-type: none"> <li>• Can construct graphs to present data with accuracy; line graphs, bar charts, divided bar graphs.</li> <li>• Can describe and suggest reasons for relationships between data</li> <li>• Draw basic conclusions from numerical data.</li> </ul> <p><b>Cartographic Skills:</b> Students:</p> <ul style="list-style-type: none"> <li>• Can plot data with some accuracy, and describe and suggest reasons for distribution and patterns on maps.</li> <li>• Can use and understand scale, distance and direction, measure straight and curved line distances with some accuracy.</li> <li>• Can use and understand gradient, contour and spot heights.</li> <li>• Can draw sketches from photographs, and label and annotate diagrams, maps, graphs, sketches and photographs.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences with mostly accurate spelling, grammar and punctuation.</li> <li>• Students are aware of current geographical issues through supported wider reading and research</li> </ul>	<b>P4</b>

<b>P3</b>	<p><b>Knowledge and understanding:</b> Students:</p> <ul style="list-style-type: none"> <li>• Can recall, select and apply basic knowledge and understanding of places, environments, and locations at a range of scales, within physical and human contexts.</li> <li>• Can respond to different command words within exam questions such as: identify, describe, and explain.</li> <li>• Can start to use geographical information to make geographical decisions</li> <li>• Show a basic understanding of processes and concepts and how they interact to influence the development of geographical patterns.</li> <li>• Show a basic understanding of the interrelationships between people and the environment</li> </ul> <p><b>Skills and interpretation:</b> Students:</p> <ul style="list-style-type: none"> <li>• Can select and use a range of skills and appropriate techniques with limited accuracy.</li> <li>• Can identify basic questions to carry out investigations.</li> <li>• Can collect and record basic data from a range of sources. They can interpret information using straightforward comments with limited reference to evidence, and attempt to reach limited conclusions.</li> <li>• Can use different skills, such as: 4 grid references, scale, O.S map and photo interpretation, annotating.</li> <li>• Can use basic geographical terminology</li> </ul> <p><b>Numerical skills:</b> Students:</p> <ul style="list-style-type: none"> <li>• Can construct graphs to present data; line graphs, bar charts, and write basic descriptions of what the graphs show</li> <li>• Can attempt to draw basic conclusions from numerical data.</li> </ul> <p><b>Cartographic Skills:</b> Students:</p> <ul style="list-style-type: none"> <li>• Can plot data, and begin to describe and suggest reasons for patterns on maps.</li> <li>• Can use and understand scale, distance and direction, and measure straight line distances.</li> <li>• Can use and understand contour and spot heights with some accuracy</li> <li>• Can draw sketches from photographs, and label and annotate diagrams, maps, graphs, sketches and photographs.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of audiences with some accuracy in spelling, grammar and punctuation.</li> <li>• Students are aware of current geographical issues through supported wider reading and research</li> </ul>	<b>P3</b>
<b>P2</b>		<b>P2</b>
<b>P1</b>		<b>P1</b>

\*Students are expected to be able to do meet the criteria for preparing, developing and securing in order to reach the excelling stage.

The main purpose of assessment in our school is to help teachers, parents and students plan their next steps in learning.