

Curriculum Related Expectations (CRE's): Geography

The below criteria are used by the department to assess students' progress, knowledge and skills throughout Year 9.

CRE Descriptor	AUT Term	SPR Term	SUM Term
<p>Mastering</p> <p><i>(Learner meets all expectations of Developing and securing, and is succeeding in some or all of these areas as well).</i></p>	<ul style="list-style-type: none"> Mastering students achieve above 85% in summative assessments. Students can critically reflect on social, economic, environmental and political factors and are able to articulate how these influence people and place. Students can construct different forms of graphical techniques, including a scatter graph and the application of a line of best fit. Students have detailed knowledge of geographical content (explaining factors which restrict development, contrasting trade between LIDCs and ACs and describing difference between types of aid). Students can construct a balanced argument for top-down and bottom-up development approaches which are supported by accurate use of factual evidence. Students consistently demonstrate use of tier 2 and tier 3 terminology alongside a high command of the English language (SPaG). 	<ul style="list-style-type: none"> Mastering students achieve above 85% in summative assessments. Students can critically reflect on social, economic, environmental impacts. They can also apply these within a detailed and balanced argument in order to articulate how these influence people and place. Students can weigh up both sides of an argument in relation to the negative impacts of climate change. This would include factual evidence to inform their decision and a subsequent valid conclusion. Students can apply and manipulate data to present a complete bar chart and use data calculation skills (e.g. the mean). Students have detailed knowledge of geographical content (types of tectonic hazard, their impacts and how building design links to development levels). This includes competency in exploring multiple different ideas / concepts and discussing potential impacts of living near tectonic hazards. Students consistently demonstrate use of tier 2 and tier 3 terminology alongside a high command of the English language (SPaG). 	<ul style="list-style-type: none"> Mastering students achieve above 85% in summative assessments. Able to filter out inaccurate knowledge to identify correct key concepts and ideas related to the carbon emissions, precipitation, deforestation, Arctic territory and soil profiles. Students are able to interpret sources, then apply their own knowledge to explain how changes within ecosystems can cause trophic cascade. Students are able to evidence detailed, and accurate knowledge, of the Arctic and Antarctica (climate, features, flora and fauna) in order to compare several key differences between them. Students are able to create links in relation to climate change and its impacts on the environment, using a detailed explanation supported by evidence from the sources. Students are able to consider different scales of action required to protect ecosystems (global). Students can write an extended response linking sustainable development to people, flora and fauna. Students can accurately explain, how development aids sustainability in specific countries. Students consistently demonstrate use of tier 2 and tier 3 terminology alongside a high command of the English language (SPaG).

Securing

(Learner meets all expectations of Developing, and is succeeding in these some or all of these areas as well).

- Securing students achieve above 50% in summative assessments.
- Students have a broad understanding of social, economic, environmental and political factors and are can apply these ideas and how they influence people and place with a degree of accuracy.
- Students can construct, with minor errors, different forms of graphical techniques, including a scatter graph and demonstrate an understanding of relationships between data sets.
- Students have secure knowledge of geographical content (explaining factors which restrict development, contrasting trade between LIDCs and ACs and describing difference between types of aid).
- Students can construct arguments (with some imbalance) for top-down and bottom-up development approaches which are mostly supported by use of evidence.
- Students regularly demonstrate use of tier 2 and tier 3 terminology alongside a secure command of the English language (SPaG).

- Securing students achieve above 50% in summative assessments.
- Students can reflect on social, economic, environmental impacts. They can also apply these some use of evidence to produce an argument in order to explain how these influence people and place.
- Students are able to consider different impacts of climate change and apply factual knowledge in order to draw relevant conclusions.
- Students can plot accurately data to complete a bar chart.
- Students demonstrated sound knowledge of geographical content (types of tectonic hazard, their impacts and how building design links to development levels). This could include awareness of different ideas / concepts around the potential impacts of living near tectonic hazards.
- Students regularly demonstrate use of tier 2 and tier 3 terminology alongside a secure command of the English language (SPaG).

- Securing students achieve above 50% in summative assessments.
- Able to identify with reasonable accuracy knowledge of correct key concepts and ideas related to the carbon emissions, precipitation, deforestation, Arctic territory and soil profiles.
- Students demonstrate an understanding of how changes within an ecosystem can trophic cascade.
- Students are able to provide evidence of knowledge related to the Arctic and Antarctica (climate, features, flora and fauna) in order to describe some differences.
- Students are able to use sources to make inferences about changes to sea ice extent and / or possible impacts of climate change.
- Students are able to suggest why ecosystems may need protecting from human activities.
- Students can provide evidence through key terms and evidence knowledge around sustainable development in a specific place. They demonstrate reasonable and developing understanding of how different strategies for sustainability influence both people and flora and fauna.
- Students are able to explain, with some factual evidence, how development can aid sustainability.
- Students regularly demonstrate use of tier 2 and tier 3 terminology alongside a secure command of the English language (SPaG).

Developing

(Learner is succeeding in some or all of these areas).

- Students can define social, economic, environmental and political factors.
- Students can plot, with errors, different forms data on a scattergraph.
- Students have knowledge of:
 - Location of AC and LIDC countries.
 - Factors which restrict development
 - Different types of trade and aid.
- Students can provide viewpoints on the how countries can be supported in their development, and may reference specific strategies.
- Students have limited use of tier 2 and tier 3 terminology.
- SPaG performance is limited by less secure subject specific knowledge.
- There may be some spelling, punctual and grammar errors.

- Students have limited use of tier 2 and tier 3 terminology.
- Students can identify with reasonable accuracy social, economic, environmental impacts.
- Students have a developing understanding of impacts of both tectonic hazards and climate change. This may include a basic limited understanding how impacts different between people and place.
- Students are able to consider different impacts of climate change and apply factual knowledge in order to draw relevant conclusions.
- Students can plot, with errors, data on a bar chart.
- Students have knowledge of:
 - Types of tectonic hazard
 - Impacts of tectonic hazards
 - How building design can influence the damage / impacts caused by tectonic hazards.
- Students regularly demonstrate use of tier 2 and tier 3 terminology alongside a secure command of the English language (SPaG).
- SPaG performance is limited by less secure subject specific knowledge.
- There may be some spelling, punctual and grammar errors.

- Students have limited use of tier 2 and tier 3 terminology.
- Can identify some key concepts and ideas related to the carbon emissions, precipitation, deforestation, Arctic territory and soil profiles with some inaccuracy.
- Students understand potential impacts change can have on ecosystems.
- Students are able to recall facts about the Arctic and Antarctica. They may demonstrate a developing awareness of key differences between these locations.
- Students begin to develop their ability to use sources to provide basic statements about climate change and its impacts on sea ice extent or possible impacts of climate change.
- Students are able to identify specific human activities that take place in polar regions.
- Students are able to demonstrate a developing idea of the concept of sustainability. There may be inaccurate / generic / unsupported statements about strategies than can help to achieve sustainability.
- SPaG performance is limited by less secure subject specific knowledge.
- There may be some spelling, punctual and grammar errors.