

Queen Elizabeth High School
GEOGRAPHY
Year 9 Assessment Criteria

Working Towards	<ul style="list-style-type: none"> • I can complete graphs and maps with some accuracy and can identify simple patterns. • I can describe similarities and differences between places around the world. • I can describe some physical and human processes which affect humans. • I can use some basic geographical vocabulary in written work. • I can put points in order of importance when answering 'assess' questions but am not yet able to fully explain them using evidence. • I can identify two sides of a geographical argument when presented with an 'evaluate' question but can not yet make a clear judgement and my answer may lack evidence • I can complete most tasks in class with support
Expected Standard	<ul style="list-style-type: none"> • I can complete graphs and maps with accuracy and can describe and suggest reasons for patterns in data. • I can make links and describe similarities and differences between places around the world • I can explain how physical and human processes affect humans both positively and negatively referring to examples. • I can effectively use geographical vocabulary in written work – e.g. tertiary, quaternary • I can begin to suggest reasons why some factors are more important/significant than others when answering 'assess' questions. • I can argue both sides of a geographical argument and make a clear judgement with some evidence, when presented with an 'evaluate' question. • I can complete most tasks independently in class.
Greater Depth	<ul style="list-style-type: none"> • I can confidently plot graphs and maps and analyse these by identifying and explaining patterns, extremes and anomalies. • I can confidently identify and explain the similarities and differences between places around the world. • I can use examples to explain how physical and human processes affect humans positively and negatively. They understand that different groups of people experience different impacts. • I can confidently use geographical vocabulary in written work– e.g. sustainability, globalisation, mitigation • I can 'assess' factors in terms of their significance and explain reasons behind their judgement using the PEEL format (Point, Evidence, Explanation and Link back to the question). • I can convincingly argue both sides of a geographical argument and make a clear, well supported judgment when presented with an 'evaluate' question. • I can complete all tasks independently in class and regularly reach the extension/challenge tasks.

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