

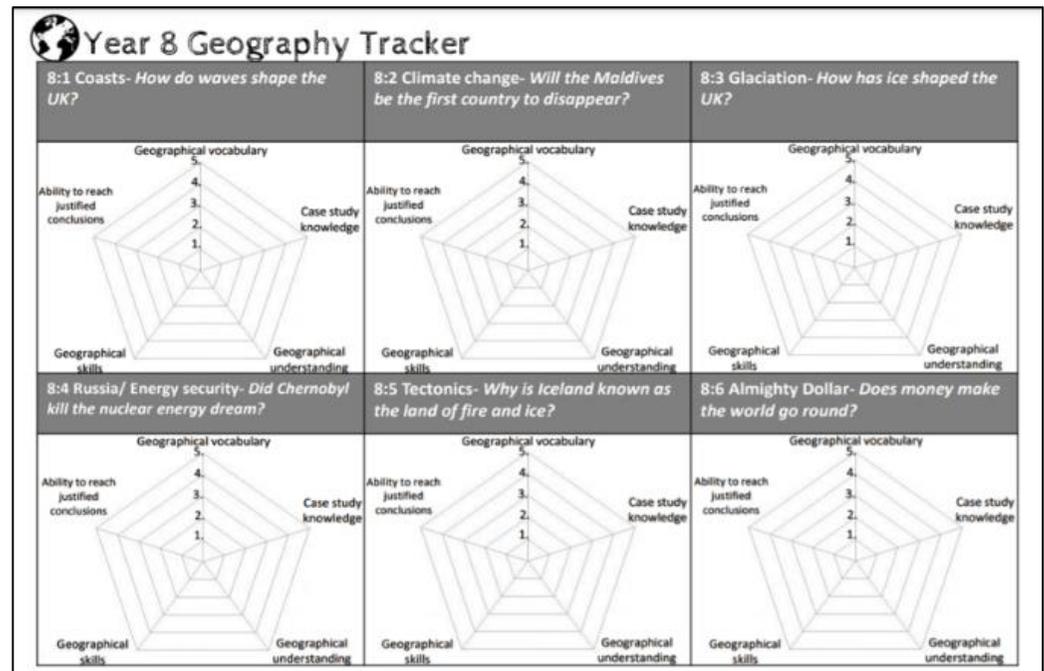
Assessment in KS3 Geography

Assessment is used to check pupils' understanding in order to inform future learning. Due to the broad nature of the subject, in Geography, KS3 pupils are assessed on the following five key attributes-

1. Geographical vocabulary
2. Case study knowledge
3. Geographical understanding
4. Geographical skills
5. The ability to reach justified conclusions.

Each KS3 topic has opportunities to assess all 5 of these strands of our curriculum. At the end of each topic, pupils will complete the relevant tracker sheet at the front of their Geography book which will show all stakeholders- pupils, parents and staff alike pupils' progress. The radar graph has been chosen as it is clear, visual, efficient and gives pupils the opportunity to practise this frequent type of geographical data presentation.

Assessment strands 1-4 are measured in end of unit tests, whilst *the ability to reach justified conclusions* is assessed in a piece of extended writing.



Assessment criteria in KS3 Geography

	1- Basic	2-3- Clear	4-5- Detailed
1. Geographical vocabulary	0-30% of key vocabulary used correctly.	31-70% of key vocabulary used correctly.	71%+ of key vocabulary used correctly.
2. Case study knowledge	Demonstrates limited knowledge about ...	Demonstrates some knowledge about ...	Demonstrates accurate knowledge about ...
3. Geographical understanding	Shows limited geographical understanding of ...	Shows some geographical understanding of ...	Shows thorough geographical understanding of ...
4. Geographical skills	Demonstrates limited use of ...	Demonstrates reasonable use of ...	Demonstrates relevant and effective use of ...
5. Ability to reach justified conclusions	Demonstrates limited application of knowledge and understanding in judging ...	Demonstrates reasonable application of knowledge and understanding in judging ...	Demonstrates thorough application of knowledge and understanding in judging ...

Feedback after KS3 tests

- Teachers mark in line with school's marking policy and provide pupils feedback in terms of action points and targets.
- Once pupils have completed their purple pen DIRT responses to the end of topic test, a FEEDFORWARD activity is given to all pupils. This allows both pupils and staff to see if the pupil has made progress on the aspects of the test that they struggled with.

Feedforward- Act on your feedback.

Measuring distance

Maps are drawn using a scale. The scale on a map helps measure distance between places and relates them to real life distances.

Understanding the scale line:	Answer
1. Using the scale line on the map below, how many cm is 10km?	
2. Using the scale line on the map below, what distance does 1cm represent in km?	
3. Draw a scale line and mark on the distance every 1cm, put km (real life distance) above the line and cm (scale distance) below the line:	

My scale line:



Scale questions:

1. What distance is the Isle of Man from <u>Kitterland</u> to Point of Ayre?	
2. How wide is the Isle of Man at its widest point?	
3. What is the distance between Douglas and Ramsey?	
4. What is the distance between Peel and Castletown?	
5. Estimate the distance around the whole of the Isle of Man.	

- Extended writing in KS3 Geography

- A5 marking sheets have been produced to assess pupil progress in the extended writing tasks. Common misconceptions have been identified as have common successes. This makes marking both helpful and personalised for pupils and time efficient for staff.

Extending writing feedback in Geography		
Name:		
Mark Achieved: /5	ClassCharts:	
Extended writing Assessment- Has the China One Policy been successful?		
SUCCESSSES		A ACTION POINTS- You could improve by...
Content		
A paragraph to explain what the policy is and why it was needed.	... linking your explanation to China's relief (physical geography).	
A paragraph to the incentives and disincentives of the policy.	... making sure you have not mixed positive and negative consequences with incentives and disincentives. ... making sure the information is relevant and contains statistics or named examples.	
The positive consequences (THE SUCCESSSES) of the policy. Did it reduce population size? Has China got richer?	... making sure you have not mixed positive consequences with incentives. ... making sure the information is relevant and contains statistics or named examples.	
The negative consequences of the policy. What have negative impacts been? Should people have the freedom to choose how many children they want to have?	... making sure you have not mixed negative consequences with disincentives. ... making sure the information is relevant and contains statistics or named examples.	
Your own opinion which you have justified- has the policy been successful? Was it needed in the first place?	... giving your own opinion. ... giving clear reasons for why you think that way.	
Presentation		T
Your work is neatly presented.	Your handwriting is clear and readable.	... focusing on SPaG ... focusing on presentation ... underline dates & titles
Spelling, Punctuation and Grammar		
Level 1 – A number of spelling, punctuation and/or grammatical errors.		
Level 2 – A few spelling, punctuation and/or grammatical errors. The answer is generally well organised into paragraphs.		
Level 3 – Very few spelling, punctuation and/or grammatical errors. Geographical vocabulary is spelt and used effectively.		

GCSE assessments

- GCSE assessments are routine after the completion of topics. Time permitting, we aim to allow time to forget before setting the test to ensure content is committed to long term memory rather than working memory. We also boost retrieval practice by testing previous topics as well as recent ones.

- All GCSE assessments are from past AQA papers and are marked using the standardised mark schemes.

Feedback after GCSE tests

- Teachers mark in line with school's marking policy and provide pupils feedback in terms of action points and targets.
- Pupils complete an exam wrapper to analyse their successes and any areas for development.

Y10 Test 1 - Exam Wrapper

Name: _____
Group: _____

Section	Mark
SECTION A- Plate tectonics	/21
SECTION B- The Living World	/25
Total	/46

Words I did not know on the test paper

Word	Definition (Use the vocabulary list at the back of your case study booklet)
Distribution	Spread of ...
Equatorial	Around the Equator
Tundra	Biome - Cold tundra - no trees
International cooperation	COUNTRIES WORKING TOGETHER

EXAM SAFETY CHECK

Question: ASSESS THE EXTENT TO WHICH PRIMARY EFFECTS ARE MORE SIGNIFICANT THAN SECONDARY EFFECTS

Mistake I made:
I didn't write a conclusion which loses at least one mark

DO NOT REPEAT MISTAKE

EXAM SAFETY CHECK

The correct answer should be:
In conclusion, the primary effects are much more insidious and secondary are more long term.

It is the correct answer BECAUSE... IT SUMMARISES THE WHOLE 9 MARKS.

Next steps ... I need to revise plate margins and boundaries.