



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

Will Teece, Headteacher

Telephone: 0116 287 9921 Website: www.brookvalegroby.com



Year 11

GCSE Geography

Assessment record sheets and PLCs

Name: _____

Class: _____

Teacher: _____



Assessment objectives and weightings

- **AO1:** Demonstrate knowledge of locations, places, processes, environments and different scales.
- **AO2:** Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.
- **AO3:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.
- **AO4:** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

A01 – 15%	A02 – 25%	A03 – 35%	A04 – 25%
KNOWLEDGE	UNDERSTANDING	APPLICATION, JUDGEMENTS AND EVALUATION	SKILLS

GCSE Geography Assessment

<u>Paper 1: Living with the physical environment</u>	<u>Paper 2: Challenges in the human environment</u>	<u>Paper 3: Geographical applications</u>
What's assessed? <ul style="list-style-type: none"> • 3.1.1 The challenge of natural hazards • 3.1.2 The living world • 3.1.3 Physical landscapes in the UK • 3.4 Geographical skills 	What's assessed? <ul style="list-style-type: none"> • 3.2.1 Urban issues and challenges • 3.2.2 The changing economic world • 3.2.3 The challenge of resource management • 3.4 Geographical skills 	What's assessed? <ul style="list-style-type: none"> • 3.3.1 Issue evaluation • 3.3.2 Fieldwork • 3.4 Geographical skills
How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)) • 35% of GCSE 	How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for SPaG) • 35% of GCSE 	How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 76 marks (including 6 marks for SPaG) • 30% of GCSE • Pre-release resources booklet made available 12 weeks before Paper 3 exam
Questions <ul style="list-style-type: none"> • Section A: answer all questions (33 marks) • Section B: answer all questions (25 marks) • Section C: answer any two questions from questions 3, 4 and 5 (30 marks) • Question types: multiple-choice, short answer, levels of response, extended prose 	Questions <ul style="list-style-type: none"> • Section A: answer all questions (33 marks) • Section B: answer all questions (30 marks) • Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks) • Question types: multiple-choice, short answer, levels of response, extended prose 	Questions <ul style="list-style-type: none"> • Section A: answer all questions (37 marks) • Section B: answer all questions (39 marks) • Question types: multiple-choice, short answer, levels of response, extended prose

Year 11 Geography GCSE Assessment Feedback

GCSE Target (end of yr. 11) : _____

Title of assessed piece	Grade/ mark	Strengths – What I'm doing well	Targets – How can I improve?
	Grade: Mark:		
	Grade: Mark:		
	Grade: Mark:		
	Grade: Mark:		
	Grade: Mark:		
	Grade: Mark:		

Command words

AQA GCSE GEOGRAPHY

COMPARE

IDENTIFY SIMILARITIES AND DIFFERENCES (OFTEN LOOKING AT DATA IN A TABLE OR GRAPH).

Q. COMPARE THE CLIMATE OF NIGERIA AND THE UK, USING FIGURE 5. [3]

2-3 MARKS

AQA GCSE GEOGRAPHY

COMPLETE/LABEL/DRAW

COMPLETE - FINISH THE TASK BY ADDING INFORMATION
DRAW - SKETCH A MAP OR DIAGRAM

LABEL - ADD SPECIFIC NAMES OR DETAIL TO A STIMULUS
SOMETIMES THE QUESTION WILL BE ASKED IN A DIFFERENT WAY, EG 'ADD THE NAMES...'

Q. USING THE DATA IN FIGURE 7, COMPLETE THE GRAPH IN FIGURE 3. [2]

1-3 MARKS

AQA GCSE GEOGRAPHY

DESCRIBE

TALK ABOUT THE CHARACTERISTICS - SAY WHAT SOMETHING IS LIKE, HOW IT HAS CHANGED, OR HOW IT IS SPREAD OUT

Q. DESCRIBE THE DISTRIBUTION OF COUNTRIES WITH LIFE EXPECTANCY LOWER THAN 60 YEARS. [3]

1-4 MARKS

AQA GCSE GEOGRAPHY

EXPLAIN

SET OUT PURPOSES OR REASONS - SAY WHY OR HOW. SOMETIMES ASKED AS 'GIVE REASONS FOR...'

Q. EXPLAIN HOW IMPROVEMENTS TO TRANSPORT INFRASTRUCTURE CAN PROMOTE ECONOMIC GROWTH. [6]

2-4, 6 & 9 MARKS

AQA GCSE GEOGRAPHY

OUTLINE

SET OUT MAIN CHARACTERISTICS - TO GIVE A BRIEF ACCOUNT OR SUMMARY.

Q. OUTLINE ONE REASON THAT THE UK IS NOT SELF-SUFFICIENT IN FOOD. [2]

2-3 MARKS

AQA GCSE GEOGRAPHY

SUGGEST

PRESENT A POSSIBLE CASE, TO PROPOSE AN IDEA, SOLUTION OR ANSWER.

Q. SUGGEST ONE REASON THAT LIFE EXPERIENCE MAY VARY BETWEEN COUNTRIES. [1]

1-4, 6 & 9 MARKS

AQA GCSE GEOGRAPHY

THE SIMPLE ONES!

IDENTIFY/NAME - NAME OR OTHERWISE CHARACTERISE
STATE - EXPRESS IN CLEAR TERMS
GIVE - PRODUCE AN ANSWER FROM YOUR MEMORY
DEFINE - STATE THE MEANING OF A TERM

Q. STATE TWO LONG-TERM IMPACTS OF RIVER FLOODING. [2]

1-2 MARKS

AQA GCSE GEOGRAPHY: COMMAND WORDS

ASSESS

MAKE AN INFORMED JUDGEMENT - PROS AND CONS!

Q. ASSESS THE IMPORTANCE OF URBAN GREENING. [6]
Q. ASSESS THE EXTENT TO WHICH IMMEDIATE RESPONSES ARE MORE IMPORTANT THAN LONG-TERM RESPONSES WITH TECTONIC HAZARDS. [9]

4, 6 OR 9 MARKS

AQA GCSE GEOGRAPHY: COMMAND WORDS

DISCUSS

PRESENT KEY POINTS ABOUT DIFFERENT SIDES OF AN ARGUMENT, ISSUE OR THE STRENGTHS AND WEAKNESSES OF AN IDEA.

Q. 'RENEWABLE ENERGY IS INSUFFICIENT TO GUARANTEE ENERGY SECURITY FOR THE UK'. DISCUSS THIS STATEMENT.

6 MARKS

AQA GCSE GEOGRAPHY: COMMAND WORDS

EVALUATE

JUDGE FROM EVIDENCE, WEIGHING UP BOTH SIDES OF AN ARGUMENT, AND BACKING UP WITH EXAMPLES.

Q. EVALUATE THE EFFECTIVENESS OF AID IN REDUCING THE DEVELOPMENT GAP. USE FIGURE 3 AND YOUR OWN KNOWLEDGE.

9 MARKS

AQA GCSE GEOGRAPHY

JUSTIFY

JUDGE FROM EVIDENCE, WEIGHING UP BOTH SIDES OF AN ARGUMENT. (FOR 9 MARKERS - NOT NEEDED FOR 3 MARKS)

Q. JUSTIFY ONE PRIMARY DATA COLLECTION METHOD USED IN YOUR HUMAN GEOGRAPHY FIELDWORK ENQUIRY [3].

3 & 9 MARKS

AQA GCSE GEOGRAPHY

TO WHAT EXTENT

JUDGE THE IMPORTANCE OR SUCCESS OF SOMETHING (EG. STRATEGY, SCHEME, PROJECT - NEEDS BALANCE).

Q. FOR A HOT DESERT OR COLD ENVIRONMENT YOU HAVE STUDIED, TO WHAT EXTENT DO THE ENVIRONMENTAL CHALLENGES OUTWEIGH THE ECONOMIC OPPORTUNITIES? [9]

6 & 9 MARKS

Topic: Fieldwork

Personal learning Checklist



Exam Board: AQA

Paper: Paper 3

Section: B

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

Week	Topic/Unit Focus	R	A	G
	Suitable Enquiry Question			
	I know the factors that need to be considered when selecting suitable questions.			
	I understand the geographical theory/concept underpinning the enquiry			
	I know the different sources of primary and secondary evidence including locations			
	I know the potential risks of both human and physical fieldwork and how reduced			
	Selecting, measuring and recording appropriate data			
	I can explain the difference between primary and secondary data			
	I can identify and select appropriate human and physical data			
	I can explain the measuring and recording of data using different sampling methods			
	Select appropriate ways of processing and presenting fieldwork data			
	I appreciate that there are a range of visual graphic and cartographic methods			
	I can select and use accurately appropriate presentation methods			
	I can describe, explain and adapt presentation methods			
	I can explain the causes of a tropical storm.			
	Describing, analysing and explaining fieldwork data			
	I can describe, analyse and explain the results of fieldwork data.			
	I can establish links between data sets.			
	I can use appropriate statistical techniques			
	I can identify anomalies in fieldwork data			
	Reaching conclusions			
	I can draw evidenced conclusions in relation to original aims of the enquiry			
	Evaluation of geographical enquiry			
	I can identify the problems of data collection methods			
	I can identify the limitations of data collected			
	I can suggest other data that might be useful			
	I can explain the extent to which conclusions were reliable			

Therapy (Interventions)

Additional Support / Guidance

Topic: The Challenge of Resource Management

Personal learning Checklist

Exam Board: AQA

Paper: Paper 2

Section: C

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

Week	Topic/Unit Focus	R	A	G
	KEY IDEA: FOOD, WATER AND ENERGY ARE FUNDAMENTAL TO HUMAN DEVELOPMENT			
	How is food, water and energy important to economic and social well-being?			
	What is the pattern of global inequalities in the supply and consumption of resources?			
	KEY IDEA: THE CHANGING DEMAND AND PROVISION OF RESOURCES IN THE UK CREATE OPPORTUNITIES AND CHALLENGES			
	How has the demand in the UK for high-value food exports from LICs/NEEs changed?			
	What is seasonal and organic produce, and why has demand for these increased?			
	What are food miles and how to they contribute to larger carbon footprints?			
	What is agribusiness and why has it increased?			
	How and why has the demand for water changed?			
	What issues are there with water quality and pollution management in the UK?			
	How can we match water supply and demand in areas of deficit and surplus?			
	Why is there a need for water transfer to maintain supplies?			
	What is the energy mix and how is it changing in the UK (e.g. reliance on fossil fuels, growing significance of renewables)			
	How have domestic supplies of coal, gas and oil reduced?			
	What are the economic and environmental issues associated with exploitation of energy sources in the UK?			
	KEY IDEA: DEMAND FOR FOOD RESOURCES IS RISING GLOBALLY BUT SUPPLY CAN BE INSECURE, WHICH MAY LEAD TO CONFLICT			
	What is the global pattern of calorie intake and food supply? Where are the areas of surplus (security) and deficit (insecurity)?			
	What are the reasons for increasing food consumption? (e.g. economic development, rising population)			

	What factors affect food supply? (e.g. climate, technology, pests and disease, water stress, conflict, poverty)			
	What are the impacts of food insecurity? (e.g. famine, undernutrition, soil erosion, rising prices, social unrest)			
	KEY IDEAS: DIFFERENT STRATEGIES CAN BE USED TO INCREASE FOOD SUPPLY			
	What strategies can be used to increase food supply and what are the costs and benefits of them? (e.g. irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology)			
	What are the advantages and disadvantages of an example of a large-scale agricultural development that you have studied?			
	How can organic produce, permaculture and urban farming help with sustainable food production?			
	How can seasonal food consumption and sustainable fish and meat sources help with food sustainability?			
	How can we reduce food waste?			
	Do you know an example of a local scheme in an LIC or NEE to increase sustainable supplies of food?			

Therapy (Interventions)

Additional Support / Guidance

Topic: River Landscapes in the UK

Personal learning Checklist

Exam Board: AQA

Paper: Paper 1

Section: C

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

Week	Topic/Unit Focus	R	A	G
	KEY IDEA: THE SHAPE OF RIVER VALLEYS CHANGES AS RIVERS FLOW DOWNSTREAM			
	How does the long profile and cross profile change as a river moves downstream?			
	What processes of erosion operate along the river? (i.e. hydraulic action, abrasion, attrition and solution)			
	What processes of transportation operate along the river? (i.e. traction, saltation, solution, suspension)			
	What is deposition and why is sediment deposited along river?			
	KEY IDEA: DISTINCTIVE FLUVIAL LANDFORMS RESULT FROM DIFFERENT PHYSICAL PROCESSES			
	What landforms result from erosion in the upper course and how are they formed? (e.g. interlocking spurs, waterfalls, gorges)			
	What landforms result from erosion and deposition in the middle course and how are they formed? (e.g. meanders, oxbow lakes)			
	What landforms result from erosion and deposition in the lower course and how are they formed? (e.g. levees, flood plains, estuaries)			
	What major landforms of erosion and deposition exist along a UK river you've studied?			
	KEY IDEA: DIFFERENT MANAGEMENT STRATEGIES CAN BE USED TO PROTECT RIVER LANDSCAPES FROM THE EFFECTS OF FLOODING...			
	Which physical and human factors affect flood risk? (e.g. precipitation, geology, relief, urbanization, deforestation)			
	How do hydrographs show the relationship between precipitation and discharge?			
	What hard engineering strategies help protect rivers? How do they work and what are their pros and cons? (e.g. dams and reservoirs, channel straightening, embankments,			
	What soft engineering strategies help protect rivers? How do they work and what are their pros and cons? (e.g. flood warnings, flood plain zoning, afforestation, river restoration)			
	Do you know an example of a flood management scheme in the UK?			

Therapy (Interventions)

Additional Support / Guidance

Topic: Geographical Skills

Personal learning Checklist

Exam Board: AQA

Paper: 3

Section: C

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

		R	A	G
	Cartographic Skills			
	Atlas Maps:			
	<ul style="list-style-type: none"> I can use and understand coordinates – latitude and longitude 			
	<ul style="list-style-type: none"> I can recognise and describe distributions and patterns of both human and physical features 			
	<ul style="list-style-type: none"> I can use maps to identify and describe significant features of the physical and human landscape eg population distribution, population movements, transport networks, settlement layout, relief and drainage. 			
	<ul style="list-style-type: none"> I can analyse the inter-relationships between physical and human factors on maps and establish associations between observed patterns on thematic maps. 			
	Ordnance Survey Maps:			
	<ul style="list-style-type: none"> I can use and interpret OS maps at a range of scales (and other maps appropriate to the topic) 			
	<ul style="list-style-type: none"> I can use and understand coordinates – four and six-figure grid references. I can use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales. 			
	<ul style="list-style-type: none"> I can use and understand gradient, contour and spot height. 			
	<ul style="list-style-type: none"> I can use numerical and statistical information. 			
	<ul style="list-style-type: none"> I can identify basic landscape features and describe their characteristics from map evidence. 			
	<ul style="list-style-type: none"> I can identify major relief features on maps and relate cross-sectional drawings to relief features. 			
	<ul style="list-style-type: none"> I can draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use. 			
	<ul style="list-style-type: none"> I can interpret cross sections and transects of physical and human landscapes. I can describe the physical features as they are shown on large scale maps of coastal and fluvial landscapes. 			
	<ul style="list-style-type: none"> I can infer human activity from map evidence, including tourism. 			
	Maps in associate with photographs:			
	<ul style="list-style-type: none"> I can compare maps 			
	<ul style="list-style-type: none"> sketch maps: I can draw, label, understand and interpret them. 			
	<ul style="list-style-type: none"> Photographs: I can use and interpret ground, aerial and satellite photographs. I can describe human and physical landscapes (landforms, natural vegetation, land use and settlement.) 			
	<ul style="list-style-type: none"> I can draw sketches from photographs. 			
	<ul style="list-style-type: none"> I can label and annotate diagrams, maps, graphs, sketches and photographs. 			

	Graphical skills			
	<ul style="list-style-type: none"> I can select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids. 			
	<ul style="list-style-type: none"> I can suggest an appropriate form of graphical representation for the data provided. I can complete a variety of graphs and maps – choropleth, isoline, dot maps, dot lines, proportional symbols and flow lines. 			
	<ul style="list-style-type: none"> I can use and understand gradient, contour and value on isoline maps. I can plot information on graphs when axes and scales are provided. I can interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. 			
	Numerical skills			
	<ul style="list-style-type: none"> I can demonstrate an understanding of number, area and scales and the quantitative relationships between units. 			
	<ul style="list-style-type: none"> I can design fieldwork data collection sheets and collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability. 			
	<ul style="list-style-type: none"> I understand and correctly use proportion and ratio, magnitude and frequency. I can draw informed conclusions from numerical data. 			
	Statistical skills			
	<ul style="list-style-type: none"> I can use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class.) 			
	<ul style="list-style-type: none"> I can calculate percentage increase or decrease and understand the use of percentiles. 			
	<ul style="list-style-type: none"> I can describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends. 			
	<ul style="list-style-type: none"> I am able to identify weaknesses in selective statistical presentation of data. 			
	Use of qualitative and quantitative data			
	<ul style="list-style-type: none"> I can use qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. 			
	<ul style="list-style-type: none"> Data types: Maps, fieldwork data, geospatial data (GIS), satellite imagery, written and digital sources, visual and graphical sources, numerical and statistical information 			
	Formulate enquiry and argument			
	<ul style="list-style-type: none"> I demonstrate the ability to: 			
	<ul style="list-style-type: none"> Identify questions and sequences of enquiry 			
	<ul style="list-style-type: none"> Write descriptively, analytically and critically 			
	<ul style="list-style-type: none"> Communicate their ideas effectively 			
	<ul style="list-style-type: none"> Develop an extended written argument 			
	<ul style="list-style-type: none"> Draw well-evidenced and informed conclusions about geographical questions and issues 			
	Literacy			
	<ul style="list-style-type: none"> I can communicate information in ways suitable for a range of target audiences. I have good literacy skills [SPaG]. 			