

### KSHS Key Stage 3 Geography – Learning Pathways

	Year 7	Year 8	Year 9
<b>EXCEPTIONAL GCSE 8-9</b>	<ul style="list-style-type: none"> <li>• Descriptions of features, places and processes are very detailed and a range of reasoned explanations are offered.</li> <li>• Responses show a very good geographical understanding.</li> <li>• A wide range of geographical vocabulary is used.</li> <li>• Starting to consider alternative viewpoints of stakeholders.</li> <li>• Very good geographical knowledge is demonstrated.</li> <li>• Competent use of some skills.</li> <li>• Consistently accurate spelling, punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of features, places and processes are very detailed and increasingly more specific and detailed explanations are offered. Conclusions are substantiated</li> <li>• There is good exemplification. Responses show a very good understanding.</li> <li>• Initiative is shown in researching work.</li> <li>• Student is able to accurately synthesise geographical themes and evaluate concepts and ideas.</li> <li>• Student shows awareness of views of different stakeholders and demonstrates some empathy.</li> <li>• A wide range of geographical vocabulary is used accurately.</li> <li>• A broad factual geographical knowledge is demonstrated.</li> <li>• Competent and accurate use of a wide range of skills.</li> <li>• Consistently accurate spelling, punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Written descriptions are exceptionally detailed and explanations show a high level of detail and analysis.</li> <li>• Arguments are well balanced with viewpoints justified. Conclusions are substantiated.</li> <li>• Exemplification is detailed. A great deal of initiative is shown in researching work.</li> <li>• Responses show a deeper understanding; high quality of synthesis and evaluation.</li> <li>• Demonstrates ability to empathise with the views of a variety of stakeholders.</li> <li>• Extensive use of appropriate geographical vocabulary.</li> <li>• An extensive factual geographical knowledge is demonstrated.</li> <li>• Most competent and accurate use of a wide range of skills.</li> <li>• Evaluative comments/limitations of skills are often offered as well as suggested improvements that could be made to the work.</li> <li>• Spelling, punctuation and grammar are consistently accurate.</li> </ul>
<b>PROFICIENT GCSE 6-7</b>	<ul style="list-style-type: none"> <li>• Descriptions of features, places and processes are detailed, but a few explanations require greater depth and detail.</li> <li>• Responses show a good understanding but sometimes require more depth and detail.</li> <li>• A range of appropriate geographical vocabulary is used.</li> <li>• Demonstrates good geographical factual knowledge.</li> <li>• Use of a range of basic skills.</li> <li>• Spelling, punctuation and grammar are mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of features, places and processes are detailed and some explanations are offered.</li> <li>• Responses show a good understanding but misinterpretations may still occur.</li> <li>• A range of appropriate geographical vocabulary is used.</li> <li>• Student is able to consider alternative viewpoints of stakeholders.</li> <li>• Able to synthesise some geographical themes and evaluate ideas and concepts.</li> <li>• A fairly broad factual geographical knowledge is demonstrated.</li> <li>• Competent use of a range of skills with very few errors.</li> <li>• Spelling, punctuation and grammar are mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of features, places and processes are detailed and more specific and increasingly detailed explanations are offered. Conclusions are substantiated.</li> <li>• There is some exemplification. Responses show a good understanding; misinterpretations are less common. Some initiative is shown in researching work.</li> <li>• Student shows awareness of views of different stakeholders and demonstrates some empathy.</li> <li>• Able to synthesise some geographical themes and evaluate ideas and concepts.</li> <li>• A range of geographical vocabulary is used.</li> <li>• A broad factual geographical knowledge is demonstrated.</li> <li>• Accurate use of a range of skills.</li> <li>• Spelling, punctuation and grammar are mostly accurate.</li> </ul>
<b>CORE GCSE 4-5</b>	<ul style="list-style-type: none"> <li>• Beginning to describe places, features and processes but not in detail and with limited explanation.</li> <li>• Beginning to use appropriate geographical vocabulary.</li> <li>• Demonstrates sound geographical factual knowledge.</li> <li>• Uses a limited range of basic skills although there may be occasional errors.</li> <li>• Spelling, punctuation and grammar are reasonably accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of features, places and processes are fairly detailed and are beginning to offer more reasoned explanations.</li> <li>• Responses show a satisfactory understanding but misinterpretations may be common.</li> <li>• A range of appropriate geographical vocabulary is used.</li> <li>• Some geographical vocabulary is used, mostly accurately.</li> <li>• Demonstrates sound geographical factual knowledge</li> <li>• Generally competent use of a range of skills but there may be some errors.</li> <li>• Spelling, punctuation and grammar are reasonably accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of features, places and processes are fairly detailed and some explanations are offered.</li> <li>• Responses show a reasonable understanding but misinterpretations may still be common.</li> <li>• Some geographical vocabulary is used, mostly accurately.</li> <li>• Student recognises alternative viewpoints of stakeholders.</li> <li>• A fairly broad factual geographical knowledge is demonstrated.</li> <li>• Generally competent use of a range of skills but there may be some errors.</li> <li>• Spelling, punctuation and grammar are reasonably accurate.</li> </ul>
<b>FOUNDATION GCSE 1-3</b>	<ul style="list-style-type: none"> <li>• Brief, basic descriptions of places and features.</li> <li>• Basic observations of patterns and processes.</li> <li>• Limited use of geographical vocabulary</li> <li>• Demonstrates limited factual geographical knowledge.</li> <li>• Limited use of basic skills with guidance.</li> <li>• Spelling, punctuation and grammar contains many errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of features, places and processes include limited detail and few if any explanations are offered (those that are offered are basic).</li> <li>• Responses show a sound understanding but misinterpretations are still common.</li> <li>• Limited appropriate geographical vocabulary is used.</li> <li>• Demonstrates limited factual geographical knowledge.</li> <li>• Limited range of basic skills.</li> <li>• Spelling, punctuation and grammar contains some errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of features, places and processes include limited detail with minimum if any explanation.</li> <li>• Responses show a satisfactory understanding but misinterpretations are common.</li> <li>• Limited range of appropriate geographical vocabulary is used.</li> <li>• A sound factual geographical knowledge is demonstrated.</li> <li>• Limited use of a range of skills.</li> <li>• Spelling, punctuation and grammar contains some errors.</li> </ul>

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