



Data presentations		A wide arrange of complex and appropriate data presentation techniques are used. The methods of data presentation are executed exceptionally well, clearly presented with axis labels, titles and appropriate scales are used. Where appropriate labels and/or annotations are used with exceptional precision. ICT s used to an exceptional level to present data and information and is always executed accurately.	A wide arrange of complex and appropriate data presentation techniques are used. The methods of data presentation are usually executed well with axis labels, titles and appropriate scales are used. Where appropriate labels and/or annotations are used to support the data presentation. ICT s used to present data and information and is usually executed accurately.	A wide range of different and appropriate presentation techniques are used with reasonable accuracy. ICT is used to present data and information but guidance is sometimes required to ensure that this is done accurately. The use of more complex presentation methods is present but can lack precision.	A range of different and presentation techniques are used with reasonable accuracy and appropriateness. ICT is used to present data and information but guidance is sometimes required to ensure that this is done accurately. The use of more complex presentation methods is not always evident.	A range of different and appropriate presentation techniques are used with reasonable accuracy. ICT is used to present data and information but guidance is sometimes required to ensure that this is done accurately.	Data and information is presented using a limited array of methods. Guidance is sometimes required when presenting data. The accuracy of data presentation is not consistent and often requires improvement. ICT, when used, to produce graphs and present data is not always accurate.	Data and information is presented using a limited array of methods. Guidance is required when presenting data. The accuracy of data presentation is not consistent. ICT, when used, to produce graphs and present data is not always accurate	He presents data and information using a very limited array of methods. Guidance is required when producing graphs and displaying data. There is little accuracy in presentation methods. ICT is not used to good effect when presenting data and can often lack accuracy.	He presents data and information using a very limited array of methods. Guidance is required when producing graphs and displaying data and this guidance has to be repeated whenever data presentation is required. There is little accuracy in presentation methods and this advice given is not applied when producing subsequent graphs and other presentation methods. ICT is not used to good effect when presenting data and lacks accuracy.	
Communication		Exceptional range of specialist vocabulary consistently used with great precision. Answers flow and are structured / well ordered. Sentence structure is of a consistently high quality and work is paragraphed appropriately. Exceptional SPAG in all work produced.	Uses a wide range of specialised vocabulary with precision. Answers flow and are structured / well ordered. Sentence structure is of a consistently high quality and work is paragraphed appropriately. SPAG is to a high standard in work produced.	Consistently Uses a wide range of specialised vocabulary. Answers flow and are structured / well ordered. Sentence structure is often to a high quality and work is paragraphed appropriately. The level of detail and explanation is often high in the majority of instances. SPAG is to a high standard in work produced.	Consistently uses a range of geographical vocabulary and in an appropriate context. Answers often flow and are structured / well ordered. Sentence structure is often to a high quality and work is paragraphed appropriately. The level of detail and explanation is often high. SPAG has a few errors.	Often uses a range of physical and human geographical vocabulary with relative frequency and in an appropriate context. Answers are generally well structured and ordered but do not always flow freely. SPAG has some noticeable errors.	Starts to use appropriate human and/or physical geographical vocabulary with a greater confidence and increasingly in an appropriate context. Answers are not always well structured and ordered and sentences not always well developed and/or formed. SPAG has some noticeable errors.	Starts to use appropriate human and/or physical geographical vocabulary sporadically but not always in an appropriate context. The structure to written work is often lacking and the work does not flow. SPAG has a lot of noticeable errors.	Little evidence of geographical vocabulary used in answers. Written work does not flow and sentence structure is basic and the use of paragraphs very limited. SPAG is rarely applied appropriately to the work produced.	The use of Geographical vocabulary is lacking. Written work does not flow and sentence structure is basic. The use of paragraphs is of evident. SPAG is very poor.	
Processes		Draw diagrams to support the formation of physical features. Diagrams are clearly annotated and are supported by key geographical vocabulary. Can sequence events appropriately and answers are supported by key geographical vocabulary.	Analyse any links between processes and show how those links create diversity, interdependence and change.	Analyse geographical patterns at a range of scales. Explain any links between processes.	Identify geographical patterns at a range of scales. Explain how geographical processes produce the different features of places.	Describe geographical patterns. Describe how processes affect places and people.	Recognise simple geographical patterns. Recognise that physical and human processes can change places and people.	Can sometimes recognise simple geographical patterns but frequently requires prompts. Has some understanding that physical and human processes can change places and people.	Struggles to identify the sequences and steps that lead to the formation of key geographical features.	Cannot identify the sequences and steps that lead to the formation of key geographical features	
Data response		Can effectively use a variety of sources to answer a geographical enquiry. Elicits key data and information from the source materials to support the answer given. Can respond appropriately to a variety of data sources to discuss a geographical issue. Where appropriate own knowledge is used to support the answer given.	Evaluate sources of evidence critically. Present full and clearly argued summaries of your work and reach fully supported conclusions.	Evaluate sources of evidence critically. Find and respond to bias. Present well-argued summaries of your work. Use accurate geographical vocabulary	Identify potential bias in sources. Present your findings in a clear way using appropriate methods and vocabulary and reach conclusions.	Select information and sources and begin to identify bias. Suggest possible conclusions. Use appropriate vocabulary.	Use primary and secondary sources but struggles to identify bias and validity when using and interpreting resources.	Can use primary and secondary sources but to limited effect.	Cannot respond effectively to data sources to answer a geographical enquiry.	Cannot respond effectively to data sources to answer a geographical enquiry even when additional support has been provided.	

Skills		All key map skills are exceptionally executed; 4 figure grid references, 6 figure grid references, scale and relief. These are used in isolation but are also integrated well in written answers when appropriate. Candidate can undertake a wide range of skills accurately – 6 figure grid references, scale, O.S map Interpretation, sketch mapping, annotating.	Candidate can undertake a wide range of skills accurately – 6 figure grid references, scale, O.S map Interpretation, sketch mapping, annotating. These are used in isolation but are also integrated well in written answers when appropriate.	Can undertake a range of skills accurately – 6 figure grid references, scale, O.S map interpretation, sketch mapping, annotating.	Candidates can undertake some of the following skills accurately – grid references, scale, O.S map interpretation, sketch mapping, annotating.	Candidates can undertake some of the following skills accurately – grid references, scale, O.S map Interpretation, sketch mapping, annotating.	Candidates can undertake some of the following geographical skills – 4 figure grid references, some O.S interpretation, sketch mapping, annotating.	Candidates can undertake a few geographical skills – 4 figure grid references, some O.S interpretation, sketch mapping, annotating.	Struggles with geographical skills. Often requires support in executing skills and cannot apply these skills in different contexts.	The pupil cannot apply geographical skills. He struggles to execute skills even when additional support is provided. The student cannot apply these skills in different contexts.	
Factual knowledge		Candidates recall accurately detailed information about places, environments and themes, across all scales showing a very detailed knowledge of location (case studies) and comprehensive geographical vocabulary.	Candidates recall accurately detailed information about places, environments and themes, across all scales showing detailed knowledge of location (case studies) and geographical vocabulary.	Candidates recall accurately detailed information about places, environments and themes, across all scales showing a fairly detailed knowledge of location (case studies) and geographical vocabulary.	Candidates recall reasonably accurately information about places, environments and themes, at a range of scales, and show some knowledge of location (case studies) and geographical vocabulary.	Candidates recall some information about places, environments and themes, at a range of scales, and show some knowledge of location (case studies) and basic geographical vocabulary.	Candidates recall basic information about places, environments and themes, at more than one scale, and show some knowledge of location (case studies) and basic geographical vocabulary.	Candidates recall basic information about places, environments and themes, at more than one scale, and show a basic level of knowledge of location (case studies) and very basic geographical vocabulary.	Candidates struggle to recall basic information about places, environments and themes, at more than one scale. Knowledge of location (case studies) is not limited and they use very basic geographical vocabulary.	Candidates does not recall basic information about places, environments and themes, at more than one scale. Knowledge of location (case studies) is not not evident and the use of geographical vocabulary is lacking.	