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| **Levels Flood Research Assignment** | **Level** | **Mark** |
| **Level 4**Pupils show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They begin to recognise and **describe geographical** **patterns** and to appreciate the importance of wider geographical location in understanding places. They recognise and **describe physical and human processes**. They begin to understand how these can change the features of places, and how these changes affect the lives and activities of people living there. They understand how people can both improve and damage the environment. They **explain** their own views and the views that other people hold about an environmental change. They use different sources of evidence in their investigations use appropriate geographical terms. | 4.00 | 20 |
| 4.25 | 22 |
| 4.50 | 23 |
| 4.75 | 24 |
| **Level 5**Pupils **describe and begin to explain geographical patterns and physical and human processes**. They describe how these processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They recognise some of the links and relationships that make places dependent on each other. They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. They recognise how people try to manage environments sustainably. They explain their own views and begin to suggest relevant geographical questions and issues. They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing. | 5.00 | 26 |
| 5.25 | 27 |
| 5.50 | 28 |
| 5.75 | 30 |
| **Level 6**Pupils **describe and explain a range of physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places**. They describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places. They appreciate the many links and relationships that make places dependent on each other. They recognise how conflicting demands on the environment may arise and describe and compare different approaches to managing environments. They appreciate that different values and attitudes, including their own, result in different approaches that have different effects on people and places. Drawing on their knowledge and understanding, they suggest relevant geographical questions and issues and appropriate sequences of investigation. They select a range of skills and sources of evidence and use them effectively in their investigations. They present their findings in a coherent way and reach conclusions that are supported by evidence. | 6.00 | 32 |
| 6.25 | 33 |
| 6.50 | 34 |
| 6.75 | 36 |
| **Level 7**Pupils understand that many factors, including people's values and attitudes, influence the decisions made about places and environments, and use this understanding to explain the resulting changes. They appreciate that the environment in a place and the lives of the people who live there are affected by actions and events in other places. They recognise that all human actions may have unintended environmental consequences and that change sometimes leads to conflict. They appreciate that considerations of sustainable development affect the planning and management of environments and resources. With growing independence, they draw on their knowledge and understanding to identify geographical questions and issues and establish their own sequence of investigation. They **evaluate critically sources of evidence, present well‐argued summaries of their investigations and begin to reach substantiated conclusions.** | 7.00 | 38 |
| 7.25 | 40 |
| 7.50 | 41 |
| 7.75 | 42 |
| **Level 8**Pupils begin to account for disparities in development and understand the range and complexity of factors that contribute to the quality of life in different places. They recognise the causes and consequences of environmental issues and understand a range of views about them and different approaches to tackling them. They understand how considerations of sustainable development can affect their own lives as well as the planning and management of environments and resources. They use examples to illustrate this. Drawing on their knowledge and understanding, they show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. They select a wide range of skills from the key stage 3 programme of study and use them effectively and accurately. They evaluate critically sources of evidence before using them in their investigations. **They present full and coherently argued summaries of their investigations and reach substantiated conclusions**. | 8.00 | 44 |
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**Geography National Curriculum Levels - Summary**

**Level Description**

Level 3 To begin to describe patterns and

 processes

Level 4 To be able to describe patterns

 and processes.

 To begin to offer explanations.

Level 5 To be able to describe in detail and to

 compare.

 To be able to explain.

Level 6 To be able to explain in detail patterns and

 processes

Level 7 To be able to describe and explain in

 considerable detail and to be able to

 offer explanations of the points of view

 of different groups. To be able to reach

 well-argued conclusions.

Level 8 To be able to explain in considerable detail

 and to analyse the views of different

 groups. To be able to reach effective,

 accurate and justified conclusions

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