



BMAT KS3 Level Descriptors: Geography

BMAT KS3 Level 1- 8

1	<p>Knowledge: Students can demonstrate basic knowledge of some geographical concepts and ideas</p> <p>Understanding: Students may give some basic understanding of geographical concepts and ideas but sometimes the understanding demonstrated may not always be given in the appropriate context</p> <p>Literacy: Students <i>rarely</i> use keywords in writing. Simple sentences are constructed. Various spelling mistakes made in geographical writing.</p> <p>Skills: Students may be able to interpret geographical resources to identify some patterns and trends but are not always communicated appropriately and accurately</p>
2	<p>Knowledge: Students can define and state geographical concepts and ideas.</p> <p>Understanding: Students may give some basic understanding of geographical concepts and ideas but sometimes the understanding demonstrated is not always given in the appropriate context</p> <p>Literacy: Students <i>sometimes</i> use keywords in writing. Some punctuation used in writing. Simple sentences are constructed. Various spelling mistakes made in geographical writing.</p> <p>Skills: Students may be able to interpret geographical resources to identify some patterns and trends but are not always communicated appropriately.</p> <p>Evaluation: Students may demonstrate a basic opinion. It may not always be communicated appropriately but may be accurate</p>
3	<p>Knowledge: <i>Some</i> accurate and appropriate use of knowledge and application of geographical information and issues with misconceptions present.</p> <p>Understanding: Students can show <i>some</i> understanding of geographical knowledge with misconceptions present. Students can give <i>some</i> place examples to support knowledge and understanding.</p> <p>Literacy: Students can <i>consistently</i> use keywords in writing. Basic punctuation used in writing. Simple sentences are constructed. Few spelling mistakes made in geographical writing.</p> <p>Skills: Students can interpret geographical resources to a basic level of accuracy to identify some patterns and trends but are not always communicated appropriately.</p> <p>Evaluation: Students can demonstrate a basic opinion <i>with some development</i> but it may not always be communicated appropriately but may be accurate.</p>
4	<p>Knowledge: Students can give some accurate and appropriate use of knowledge and application of geographical information and issues, with few misconceptions present.</p> <p>Understanding: Students can show <i>some</i> understanding of geographical knowledge, with few misconceptions. Students can give <i>some</i> place examples to support knowledge and understanding but may not always be appropriate.</p> <p>Literacy: Students can spell, punctuate and use key geographical terms in their writing to a mostly accurate level. There may be some grammatical errors and inconsistent quality of writing.</p> <p>Skills: Able to read, interpret and present geographical resources, skills and techniques (maps, images, graphs, diagrams) <i>inconsistently</i>. There may be <i>some</i> mistakes. They describe and can explain <i>some</i> geographical patterns from geographical resources but <i>inconsistently</i>.</p> <p>Evaluation: Students can demonstrate a judgement when evaluating, but this is done <i>inconsistently</i>. Conclusions may not be evidenced appropriately and may be one-sided.</p> <p>Wider links: Students can demonstrate <i>some</i> knowledge of inter-relationships, but not always accurately.</p>



<p>5</p>	<p>Knowledge: <i>Usually</i> accurate and appropriate use of knowledge and application of geographical information and issues.</p> <p>Understanding: Students are able to show <i>some</i> understanding of geographical knowledge. Students can give <i>some</i> place examples to support knowledge and understanding.</p> <p>Literacy: Students can spell, punctuate and use key geographical terms in their writing to a mostly accurate level. Students begin to construct complex sentences with few grammatical errors.</p> <p>Skills: Able to read, interpret and present geographical resources, skills and techniques (maps, images, graphs, diagrams) to a <i>mostly</i> accurate level. They describe and can explain <i>some</i> geographical patterns from geographical resources to a <i>mostly</i> accurate level.</p> <p>Evaluation: Students can demonstrate a judgement when evaluating, but conclusions may not be evidenced and may be one-sided.</p> <p>Wider links: Students can demonstrate <i>some</i> knowledge of inter-relationships accurately but this may not be fully developed.</p>
<p>6</p>	<p>Knowledge: <i>Mostly</i> accurate and appropriate use of knowledge and application of geographical information and issues. Students can <i>mostly</i> apply their knowledge in the appropriate context.</p> <p>Understanding: Students are <i>mostly</i> able to show understanding of geographical knowledge. Students can <i>mostly</i> give some place examples to support knowledge and understanding.</p> <p>Literacy: Students can spell, punctuate and use key geographical terms in their writing to a reasonably high level. Specialist grammatical terms will be <i>mostly</i> present in student writing. Sentences are <i>mostly</i> developed and structured to a high standard.</p> <p>Skills: Able to read, interpret and present geographical resources, skills and techniques (maps, images, graphs, diagrams) to a <i>mostly</i> accurate level. They describe and can explain geographical patterns from geographical resources to a <i>mostly</i> accurate level.</p> <p>Evaluation: Students begin to demonstrate a <i>mostly</i> balanced argument. <i>Some</i> use of evidence to support judgements, but evidence may not always be appropriately selected. <i>Limited</i> detail of geographical knowledge and understanding to support points within evaluation-based activities.</p> <p>Wider links: Students can demonstrate <i>some</i> knowledge of inter-relationships between geographical knowledge and understanding to support <i>most</i> of their points.</p>
<p>7</p>	<p>Knowledge: <i>Consistently</i> accurate and appropriate use of knowledge and application of geographical information and issues. Students can <i>confidently</i> apply their knowledge in the appropriate context but this may not be consistent throughout.</p> <p>Understanding: Students are <i>confidently</i> able to show understanding of geographical knowledge. Students can <i>always</i> give appropriate place examples to support knowledge and understanding. Pupils begin to demonstrate and apply their knowledge and understanding to wider contextual issues but may not make the most appropriate links.</p> <p>Literacy: Students can spell, punctuate and use key geographical terms in their writing to a high level. Specialist grammatical terms will <i>consistently</i> be present in student writing. Sentences are <i>well</i> developed and structured to a high standard.</p> <p>Skills: Able to read, interpret and present geographical resources, skills and techniques (maps, images, graphs, diagrams) to a <i>confident</i> and accurate level. They can always describe and explain geographical patterns from geographical resources accurately.</p> <p>Evaluation: Students can <i>confidently</i> demonstrate a balanced argument. They can <i>mostly</i> use evidence to support judgements. There is evidence of detailed geographical knowledge and understanding to support points within evaluation based activities.</p> <p>Wider links: Students can demonstrate <i>some</i> knowledge <i>confidently</i> of inter-relationships between geographical knowledge and understanding to support <i>most</i> of their points.</p>



<p>8</p>	<p>Knowledge: Students can always demonstrate an exceptionally high level of knowledge and are able to apply this in the appropriate context.</p> <p>Understanding: Students can always able to give a range of place examples to support knowledge and understanding. Students can demonstrate and apply their knowledge and understanding to wider contextual issues.</p> <p>Literacy: Students can spell, punctuate and use key geographical terms in their writing to a very high level. They can demonstrate the use of key terms within their answers, construct complex sentences and demonstrate a high use of grammar within their writing.</p> <p>Skills: Able to read, interpret and present geographical resources, skills and techniques (maps, images, graphs, diagrams) to a very high level. They describe and can explain geographical patterns from geographical resources to a high level and are able to demonstrate wider links of resources to their wider geographical knowledge and understanding.</p> <p>Evaluation: Students can always evaluate to a high level, they are able to demonstrate both sides of an argument, evidence their conclusions and link their conclusions to wider geographical knowledge and understanding</p> <p>Wider links: Students can always use their detailed knowledge and understanding of geography to explain and predict change in the physical and human characteristics of places over time across a wide range of locations, contexts and scales.</p>
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