

Geography KS3 Assessment Framework

| | Beginning Grade 1 | Working Towards Grade 2-3 | Expected Grade 4-5 | Exceeding Grade 6-7 | Excelling Grade 8-9 |
|--|---|--|--|--|--|
| China & Hong Kong | <p>I can:</p> <p>Know the global trends in world population growth and some reasons</p> | <p>I can:</p> <p>Use key terms to describe the population of China and give human and physical reasons for this growth</p> | <p>I can:</p> <p>Describe the population distribution of China and use terms such as sparsely and densely. To give clear human and physical reason</p> | <p>I can:</p> <p>As before but now able to make links between the human and physical factors and patterns of population distribution and density</p> | <p>I can:</p> <p>Interpret trends in China's population and in the context of world population growth. Be able to use map data such as scale, compass and place names to describe changes. A clear assessment is made of physical and human factors.</p> |
| | <p>Know a some indicators of development</p> | <p>To identify key indicators of development such as GDP and HDI and understand basic connections on graphs</p> | <p>As before but also consider the limitations of these indicators</p> | <p>Construct a scatter graph to show correlations between variable and interpret this graph. I can consider which indicators are better than others. Composite indexes</p> | <p>As before but also clear evaluation of each development indicator to include HDI. To use data to describe scatter graphs using data and an ability to manipulate the data.</p> |
| | <p>To describe the key features of the DTM</p> | <p>To give examples of countries at each stage and explain some reasons for changes at each stage</p> | <p>Clearly describe and explain the 5 stages of the DTM using key terms such as natural increase/ decrease.</p> | <p>As before, but now can consider China's role within the DTM and transition through it. Limitations of the model are considered.</p> | <p>As before but also clear evaluation of each development indicator to include HDI. To use data to describe scatter graphs using data and an ability to manipulate the data.</p> |
| | <p>Recognise a population pyramid for HIC and LIC countries and offer some differences in shape</p> | <p>Describe the differences in shape. Some basic reasons are offered</p> | <p>Clearly describe the differences in shape using terms such as wide base and narrow apex. Concave versus convex. Good reasons are offered</p> | <p>Identify pyramids at each stage of the DTM, describe and explain their shapes</p> | <p>Detailed analysis of the shape of each pyramid offered which links to all 5 stages of the DTM. Data used to support. Complex reasons considered for the differences. The concept of the demographic dividend.</p> |
| | <p>Know a few facts on China's One Child Policy</p> | <p>Describe why the policy came into place and the key changes made</p> | <p>To Explain the One Child Policy in detail and know key terms such as anti-natal and pro-natal</p> | <p>Explain the recent changes to the one Child Policy and understand the context of this transition.</p> | <p>Understand the recent change to the policy and the wider reasons behind this - linking to earlier concepts such as ageing populations and demographic dividend.</p> |
| <p>To know facts and figures about China's position as the world's leading exporter of manufacturing goods</p> | <p>State how China's manufacturing has changed over time and some reasons for why they dominate this industry</p> | <p>To know a range of China's manufacturing products and patterns and consider the pros and cons of this.</p> | <p>To consider a variety of benefits and costs of China's leading role in manufacturing.</p> | <p>As before, but now will consider the viewpoint of others from different stakeholders -e.g. Chinese government, TNCs and workers</p> | |