



Our Lady's Catholic College

Geography Assessment Policy

Our Lady's Catholic College, Morecambe road, Lancaster, La12rx

Assessment and MIG's in Geography



The department uses a variety of both formative and summative assessments to inform staff of students understanding and progress. The component knowledge of each topic are assessed using Multiple Inadequate Glances (MIGs) to formatively assess the understanding of the component and allow for responsive teaching before moving on. These are common across the department to allow for consistency, highlighted on the schemes of work and a common logo on the teaching resources.



The MIG's are clearly outlined on all key stage 3 schemes of work and are then resources with the departmental shared area. Following on from staff feedback after term 1, there is also a MIG folder within each unit where all the MIGs are centrally saved.

Also within the shared area is a spreadsheet where staff save all of the assessment data from the MIG's, this can then be accessed and used by staff to assess the understanding of the class and allow for interventions or responsive teaching to take place.

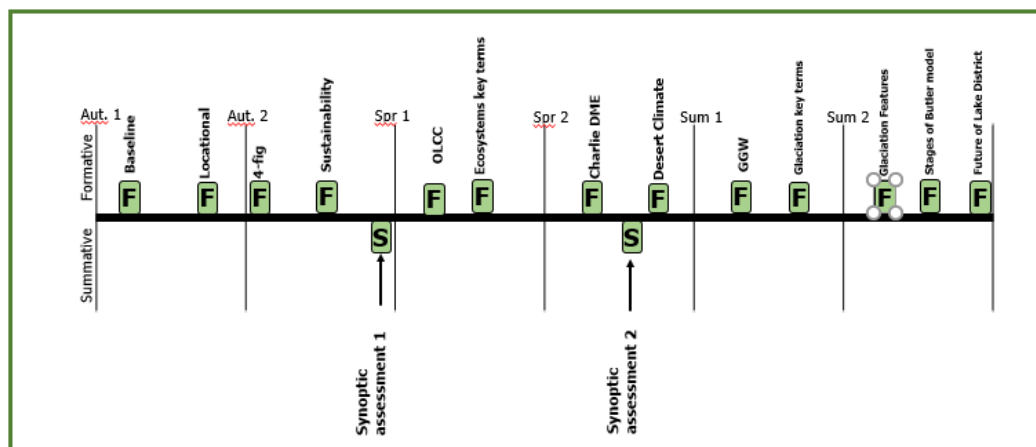
Each of the MIG's take place after a component of knowledge or a particular geographical skill has been taught. This then allows staff to assess the understanding of the class before building upon that component knowledge in the next sequence within the scheme of work. It is dependent upon what is being assessed, as to what format the MIG has. There are a mixture of knowledge tests, graphs, interpreting data or developing literacy skills in order to answer key command words, such as explain and evaluate.

As MIGs are relatively new in being introduced into schemes of work, we discuss the effectiveness of the MIGs at the end of each scheme of work to ensure that they are allowing us to effectively assess the students on the key procedural and substantive knowledge. Student voice will also be collated throughout the year, to allow a full evaluation to take place.

Summative assessments take place throughout the year, as per the school assessment calendar. This is twice per year for both key stage 3 and 4, with 3 times within sixth form. At both GCSE and A-level we use past papers that are relevant to the units that have been taught so far. This ensures that the exam board mark scheme can be applied by staff.

At key stage 3, summative assessments assess both the substantive and disciplinary knowledge that has been taught throughout the year. The key component knowledge that has been taught throughout the unit will be assessed, along with a composite question where students will have to demonstrate an understanding of a number of key components. This is in the format of an 8 mark question, usually with a resource stimulus to go along side it. The assessments are made up of questions that require students to describe a source (eg. Map, graph), as well as questions that assess their understanding of key terminology and geographical processes. Students will also be assessed on their ability to *explain* and *evaluate* within the exam, this assess the students geographical understanding, as well as their ability to answer the command word in the question. Application of knowledge to contextual locations is a important assessment objective, and is included within each synoptic assessment.

Geography Assessment Model: Year 7



Baseline assessment—allows for staff to gain an insight to the KS2 knowledge of the students, as the number of feeder schools is large.

Locational knowledge—this links to the locational knowledge required in the NC of the world's main continents and oceans.

4 figure grid references—allows staff to assess understanding of the key map skill before moving onto 6-figure.

Sustainability—Assesses literacy skills of the command word 'evaluate' as well as using specific case study information that has been obtained through reciprocal reading.

OLCC Fieldwork—introduces the students to the concept of the fieldwork cycle, assessing their knowledge of data presentation techniques.

Ecosystems key terms— This assesses the students knowledge of their understanding of key terms and processes that underpin the ecosystems unit. These are assessed before application to the rainforest biome.

Decision making exercise: Charlie owning the rainforest—Students are introduced to the skills required in Geography to make a decision and then be able to justify that decision, using specific evidence.

Desert Climate— Students are expected to describe the climate of the desert, interpreting a climate graph which is a key disciplinary skill.

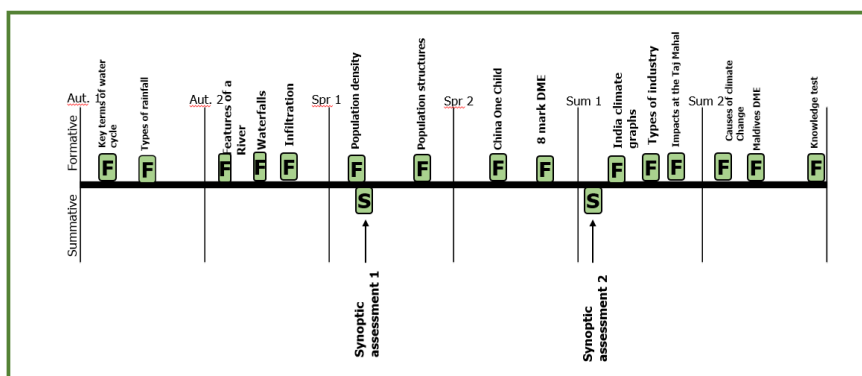
Great Green Wall— Builds upon a previous assessment of the students to 'evaluate' as well as using specific case study knowledge.

Glaciation key terms—a NC requirement of students to understand key glaciation processes.

Stages of the Butler model— students are able to show their understanding of how tourism changes overtime being able to identify and name stages of the Butler model.

Decision making exercise: Future of the Lake District— this allows students to build on previous assessments to develop their decision making skills. Students will have to incorporate the main concept of sustainability to make a decision on how to manage tourism in the future within the Lake District National Park.

Geography Assessment Model: Year 8



Water Cycle—this is the fundamental knowledge and key terms that underpins the unit.

Types of rainfall—allows staff to assess the understanding of key processes and also use of diagram.

Features of a river—component knowledge that is needed before studying river features and also flooding.

Formation of a waterfall—Assessing the literacy skills of the students to explain the formation. They are given the knowledge so that the assessment is focused upon the procedural knowledge.

Infiltration Fieldwork—how we present data, linking to types of graphs.

Population density and distribution—assessment of key component knowledge that is required for progression in the population sequence of learning.

Population structures—assessment of key component knowledge that is required for progression in the population sequence of learning, this includes disciplinary skills of interpreting and reading population pyramids.

China One Child policy— this is to be added into the scheme of work, after reflection, that students need to practice disciplinary skill of evaluating schemes.

8mark DME— this builds upon the students decision making skills that they began to develop in Year 7. Students need to justify their own decision, relating to migration policies, whilst taking different stakeholder views into account.

India Climate graph— Students are expected to describe the climate of India, interpreting a climate graph which is a key disciplinary skill.

Types of industry— students need to use their substantive knowledge of the different types of industry, as well as disciplinary knowledge of interpreting graphs to compare employment structures.

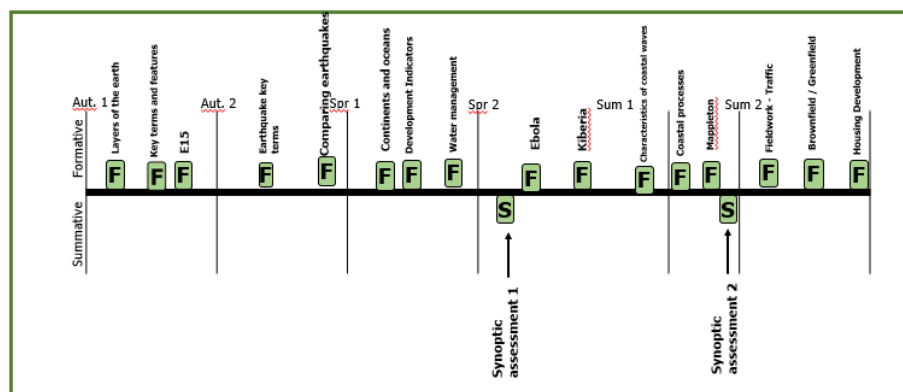
Impacts at the Taj Mahal— builds on the skills to 'evaluate', using specific case study detail.

Causes of climate change—key component knowledge of human and causes of climate change, required for application of knowledge to case studies.

Maldives DME—this builds upon the students decision making skills that they practiced with migration policies. Students need to justify their own decision, relating to management of sea level rise, whilst taking different stakeholder views into account.

Knowledge test of causes and effects— assesses key component knowledge of the causes and effects of climate change.

Geography Assessment Model: Year 9



Layers of the earth—this is the fundamental knowledge and key terms that underpins the unit.

Key terms and features—allows staff to assess the understanding of key processes that will be referred to throughout the unit.

E15—assesses procedural knowledge through extended writing of making a judgement.

Earthquake key terms—Knowledge that is required before an understanding of case studies can take place.

Comparing earthquakes— this is to be added into the scheme of work, after reflection, that students need to practice to disciplinary skill of comparison between case studies.

Continents and oceans—this is an assessment to recap and assess the students basic locational knowledge before we begin the unit based on the continent of Africa.

Development indicators—it is important that students are able to correctly define key development indicators, before they are expected to refer to these when looking at geographical issues and also management of these issues.

Water management— This builds upon the decision making skills that students have developed in year 7 and 8. Students need to justify the most appropriate water management system to install in a village, fully explaining how this will improve standard of living. This assesses both substantive and disciplinary knowledge linked to justifying a decision.

Ebola aid—continues to develop the students use of chains of reasoning to explain the impact of aid. This also allows students to apply their knowledge of development indicators to a specific case study.

Improving Kibera— again building upon the students ability to justify and explain decisions, using the chains of reasoning approach. There will; be less scaffolding with this assessment, as this is the 3rd assessment that requires the students to use chains of reasoning and application of development indicators to a specific situation.

Characteristics of coastal waves— assesses students knowledge of the characteristics of each type of wave.

Coastal processes— key component knowledge that is required before students can apply these to the formation of landforms and management case studies,

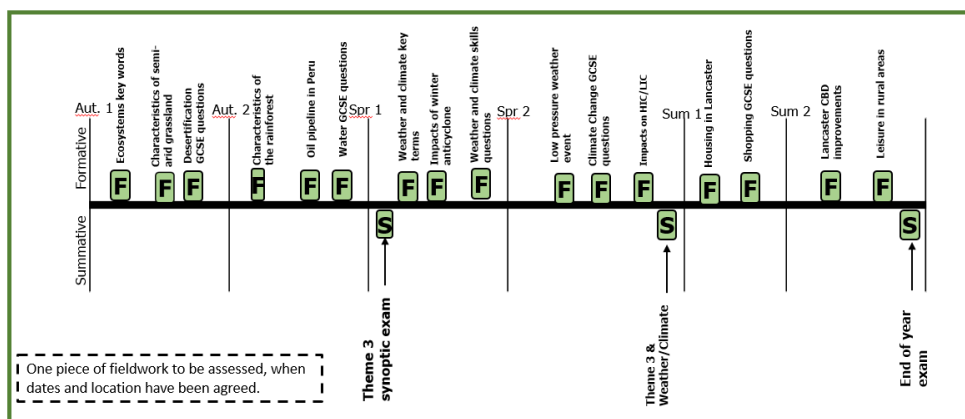
Mappleton— whilst assessing the understanding of the students substantive knowledge of coastal management, this also assesses the students ability to evaluate, taking into account different stakeholder views.

Fieldwork: Traffic—allows the students to build upon their fieldwork experiences in year 7 and 8, to make conclusions based on primary and secondary fieldwork data.

Brownfield/Greenfield sites— key component knowledge of the characteristics of each type of site,

Housing Development— students can apply their knowledge of brownfield and greenfield sites to a local planning application in Lancaster. Again, students are expected to make a decision after taking different stakeholder views into account.

Geography Assessment Model: Year 10



Ecosystems key terms—these are the fundamental knowledge and key terms that underpin the unit.

Characteristics of semi-arid grassland—allows staff to assess the substantive knowledge of students related to the semi-arid grassland. This is key specific knowledge that students require at GCSE level.

Desertification GCSE questions— paper questions will be used to assess students disciplinary skills in interpreting sources, reading maps and completing graphs. These questions will be linked to the theme 3 unit of desertification.

Characteristics of rainforest—allows staff to assess the substantive knowledge of students related to the rainforest. This is key specific knowledge that students require at GCSE level. This builds on the students knowledge of the semi-arid grassland, in order to make comparisons.

Oil pipeline in Peru—allows staff to introduce the disciplinary skill of using a fact file to make a judgement for an 8 mark question.

Water GCSE questions— Past paper GCSE questions to assess the students understanding of water management issues.

Weather and climate key terms—these are the fundamental processes and key terms that underpin the unit.

Impacts of winter anticyclone—this is a hinge point on the sequence of learning. Students must understand the characteristics of a high pressure weather event before the case study of California is taught.

Weather and climate skills questions— These questions will allow staff to assess how students use both disciplinary skills to interpret weather maps and symbols, before using their substantive knowledge to assess the impacts of the weather events.

Low pressure weather event—6 mark case study questions to assess students understanding of Hurricane Katrina and their ability to use specific case study information in the answer.

Climate change GCSE questions— these questions will allow students to build upon exam technique that they have been taught so far, using their knowledge of climate change to demonstrate this. Staff can identify which exam technique needs to be developed further.

Impacts of climate change on HIC/LIC— This builds upon the decision making skills that students have developed in KS3. Students need to justify where the impacts of coastal flooding are the worst. This assesses both substantive and disciplinary knowledge linked to justifying a decision.

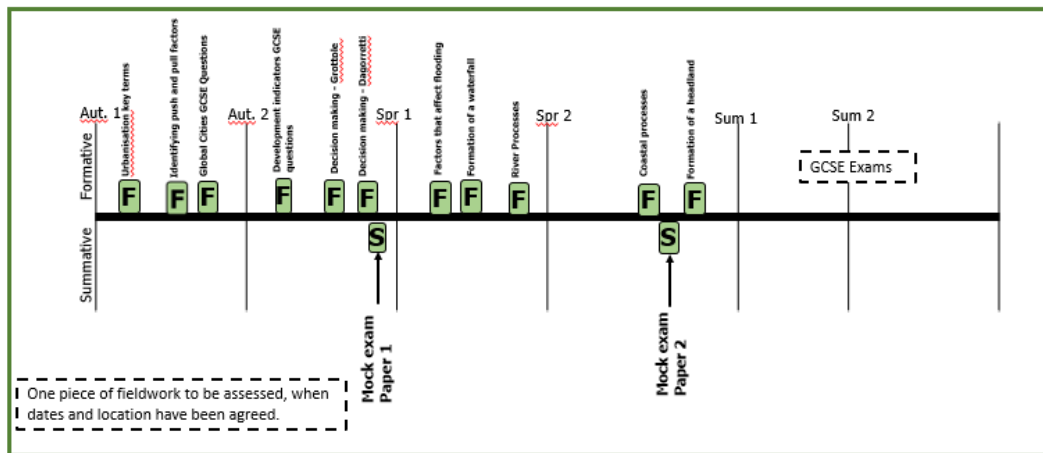
Housing in Lancaster— assesses disciplinary knowledge through extended writing of making a judgement.

Shopping GCSE questions— assess students understandings of key terms and concepts linked to shopping.

Lancaster CBD improvements—this builds upon the practice students have had to use a source to make a judgement for an 8 mark question.

Leisure in rural areas— students understanding impacts on rural areas is a hinge point in the sequence of learning. Some students have little experience of rural areas. This assessment allows staff to assess their understanding.

Geography Assessment Model: Year 11



Urbanisation key terms— Students must be able to define these key terms before they can go onto look at the consequences of these movements.

Identifying push and pull factors—this is key substantive knowledge that students must be able to identify before looking at the growth and consequences of Global cities.

Global cities GCSE questions—building on the students ability to apply knowledge to an unknown location. This is a key disciplinary skill that has been developed over the course of the GCSE schemes of work.

Development indicators GCSE questions—students must be able to define key development indicators but also understand how these can impact a country.

Decision making: Grottolo—builds on the students disciplinary knowledge of using a source to make a judgment. This is the main focus of Paper 2. This assessment allows for staff to assess the ability of extended writing and application of knowledge.

Decision making: Dagoretti— continues to builds on the students disciplinary knowledge of using a source to make a judgment, from Grottolo that was assessed earlier in the sequence of learning. This is the main focus of Paper 2. This assessment allows for staff to assess the ability of extended writing and application of knowledge.

River processes—these processes underpin the Rivers unit, staff need to be confident that students understand the processes of erosion and transportation.

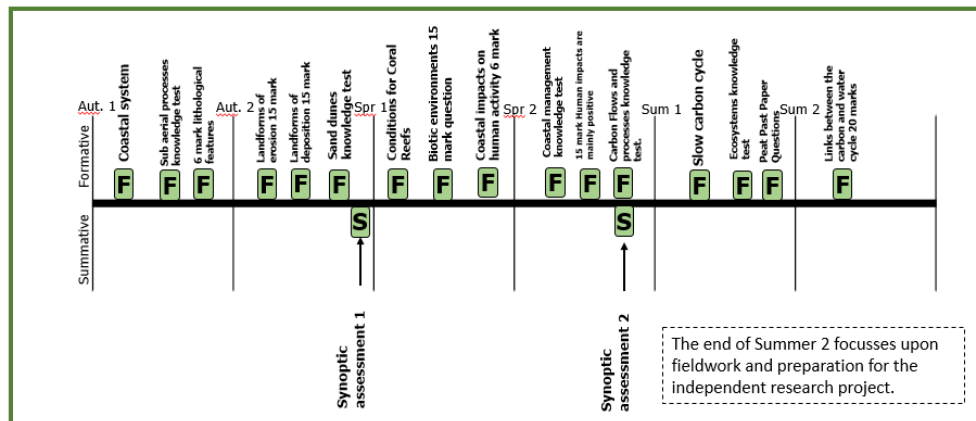
Formation of a waterfall—students need to apply their knowledge of erosional processes to explain the formation of a waterfall. This not only assesses their substantive knowledge of the formation but also the exam technique required to explaining the formation of a landform. Students have been introduced to this during the Year 9 Coasts unit.

Factors that affect flooding— Students are taught the various that affect flooding in a local environment. They must use this knowledge to apply the theory to an unknown location. Application of knowledge is a key requirement at GCSE.

Coastal processes—key processes linked to coasts that students must understand before coastal landforms can be studied. These are therefore a hinge point in this scheme of work.

Formation of a headland— builds upon the students understanding of the requirements of how to explain the formation of landforms, from a waterfall in the River unit.

Geography Assessment Model: Year 12 Teacher A



Coastal System—this is the underpinning theory of coastlines that students must understand. Staff need to be confident that students understand these processes before the different areas can be studied in more depth.

Sub aerial processes knowledge test—this is an area that often students get confused between the different processes. These definition are key substantive knowledge that students require when applying to the formation of landforms.

6 mark question lithological features— this assesses the disciplinary knowledge of students applying theory of processes to contrasting coastlines. They will use the knowledge tested in the previous knowledge test to explain the importance of lithology.

Landforms of erosion 15 mark—This assessment introduces students to the requirements of a 15 mark question, where this will be expected to assess the relative importance. Staff will model a plan to students before they write their answer.

Landforms of deposition 15 mark—this question has the same disciplinary knowledge as the previous MIG but with a different focus. As staff scaffolded the last question, students will write this answer independently.

Sand dunes knowledge test— there are a number of a different factors that are involved in sand dune formation and succession. This assessment will allow staff to assess this substantive knowledge, before they will be expected to apply it.

Conditions for coral reef knowledge test— this assessment will allow staff to assess this substantive knowledge, before they will be expected to apply it.

Biotic environments 15 mark—this is a disciplinary assessment where students will be expected to apply the substantive knowledge of coral reefs and sand dunes to the exam question. A key area is the exam technique and application to case studies.

Coastal impacts on human activity 6 mark — this assess the students ability to use case studies in order to explain the impacts of coasts on humans.

Coastal management knowledge test—key substantive knowledge of the different coastal management techniques. Students will be expected to evaluate each technique.

15 mark human impacts are mainly positive— this 15 mark question encompasses a number of different components of the coasts unit. Staff will be able to assess the ability of students to plan and write a 15 mark question.

Carbon flows and processes knowledge test— this allow for staff to assess the understanding of key processes that underpin the carbon cycle.

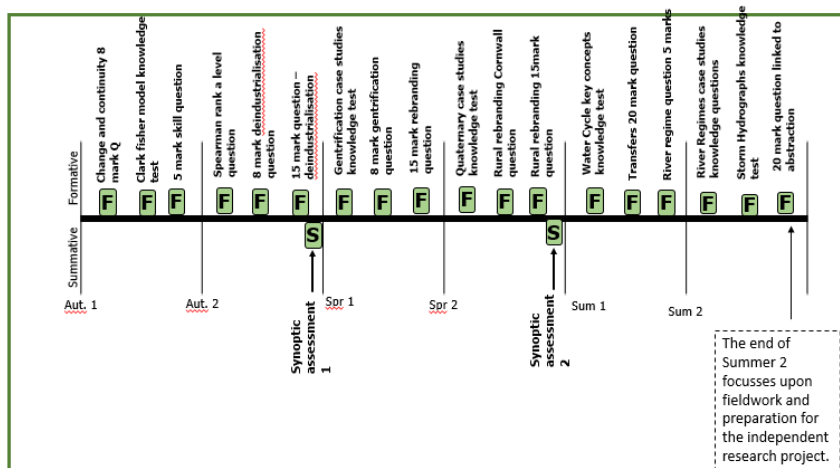
Slow carbon cycle— students must use their substantive knowledge to assess the importance of timescales within the carbon cycle. This builds upon the knowledge tested in the pervious MIG.

Ecosystems knowledge tests— this knowledge test allows staff to assess the recall of key specific facts linked to carbon storage in the grasslands and rainforest.

Peat past paper questions— the use of past paper questions allows for staff to check the students use of a source and other key exam techniques that have been taught throughout the year.

Links between the carbon and water cycle 20 mark question— this will assess the ability of students to apply different areas of component knowledge to a synoptic question.

Geography Assessment Model: Year 12 Teacher B



Change and Continuity question — this is the underpinning concept of Place that students must understand. Staff need to be confident that students understand this concept before different areas can be studied in more depth.

Clark Fisher Model knowledge Test — this is an area that often students get examined on. This model is key substantive knowledge that students need to know so they can apply to following units on secondary, tertiary and quaternary industry.

5 mark question — this assesses the disciplinary knowledge of students.

Spearman Rank Question — This assessment is about application of the concept of statistical measures of correlation

8 mark deindustrialisation question — this question introduces new disciplinary knowledge. This question will be scaffolded to enable students will write this answer independently.

15mark deindustrialisation question— this is a disciplinary assessment where students will be expected to apply the substantive knowledge of deindustrialisation to the exam question. A key area is the exam technique and application to case studies.

Gentrification knowledge test— this is an area that often students get examined on. This is key substantive knowledge that students need to know so they can apply to questions on gentrification and urban rebranding

8 mark gentrification question — this question checks application of disciplinary knowledge. This question will be independently completed

15 mark rebranding question— this is a disciplinary assessment where students will be expected to apply the substantive knowledge of rebranding to the exam question. A key area is the exam technique and application to case studies.

Quaternary case studies knowledge test— this is an area that often students get examined on. This is key substantive knowledge that students need to know so they can apply to questions on quaternary industry

15 mark rural rebranding question— this is a disciplinary assessment where students will be expected to apply the substantive knowledge of rebranding to the exam question. A key area is the exam technique and application to case studies. This will focus on rural rebranding in Cornwall

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Water Cycle key concepts—This is a knowledge test to check students are secure with new concepts linked to the water cycle

Transfers 20 mark questions—this will assess the ability of students to apply different areas of component knowledge to a synoptic question. Scaffolding will be included as the mark scheme is linked to two AO's

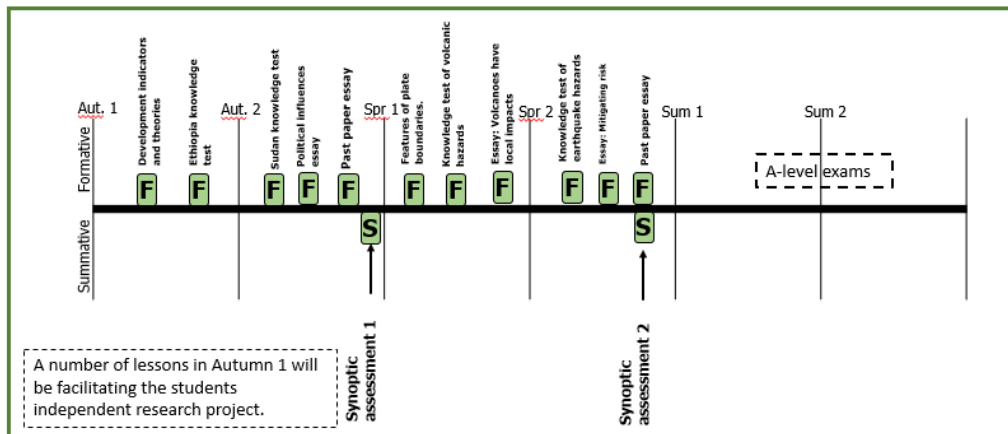
Transfers 5 mark questions— this assesses the disciplinary knowledge of students.

River Regimes case studies Questions— this is an area that often students get examined on. This is key substantive knowledge that students need to know so they can apply to questions on river regimes

Storm Hydrographs case studies questions— this is an area that often students get examined on. This is key substantive knowledge that students need to know so they can apply to questions on storm hydrographs

Abstraction 20 mark Question— this will assess the ability of students to apply different areas of component knowledge to a synoptic question. Less scaffolding will be included as pupils need to apply their knowledge to the mark scheme is linked to two AO's

Geography Assessment Model: Year 13 Teacher A



Development indicators and theories—Development indicators and theories underpin the unit of development, students will need to refer to this substantive knowledge throughout the unit.

Ethiopia knowledge test—this allows staff to assess the specific case study knowledge of Ethiopia, as this case study is used to cover 3 different areas of the specification.

Sudan knowledge test— this allows staff to assess the specific case study knowledge of Sudan, before the students would be expected to apply it to an exam question.

Political influences essay—This assessment introduces students to the requirements of a essay question. The assessment will focus upon the disciplinary skills required to write an essay, therefore students will be able to use their notes.

Past paper essay—this question has the same disciplinary knowledge as the previous MIG but with a different focus. As staff scaffolded the last question, students will write this answer independently.

Features of plate boundaries— this assessment focuses upon the causes of tectonic hazards. Students being able to describe the processes and hazards at each boundary is a key component in the Tectonics unit.

Knowledge test of volcanic hazards— this assessment will allow staff to assess this substantive knowledge, before they will be expected to apply it to relevant case studies.

Essay: Volcanoes have local impacts—this is a disciplinary assessment where students will be expected to apply the substantive knowledge of volcanic hazards to the essay question. A key area is the exam technique and application to case studies, this will build upon the essay writing techniques assessed in the Africa unit.

Knowledge test of earthquake hazards — this assessment will allow staff to assess this substantive knowledge, before they will be expected to apply it to relevant case studies. .

Essay: Mitigating risk—this is a disciplinary assessment where students will be expected to apply the substantive knowledge of earthquake hazards to the essay question. A key area is the exam technique and application to case studies, this will build further upon the essay writing techniques assessed in the Africa unit.

Past paper essay— this essay question encompasses a number of different components of the coasts unit. Staff will be able to assess the ability of students to plan and write an extended essay question.

Geography Assessment Model: Year 13 Teacher B



Geopolitical Tension 5 mark question —A key concept that underpins the unit of governance of oceans, students will need to refer to this substantive knowledge throughout the unit.

5 mark Global Governance Question —this allows staff to assess the specific skills needed to answer a 5 mark question—application of knowledge

5 Mark Migration Question — this allows staff to assess the specific skills needed to answer a 5 mark question—application of knowledge

20 mark Question— this will assess the ability of students to apply different areas of component knowledge to a synoptic question. Less scaffolding will be included as pupils need to apply their knowledge to the mark scheme is linked to two AO's . Students will be expected to now include both migration and ocean governance

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Knowledge Test—types of energy - this assessment will allow staff to assess this substantive knowledge, before they will be expected to apply it to relevant case studies in essay questions

Knowledge Test—physical factors - this assessment will allow staff to assess this substantive knowledge, before they will be expected to apply it to relevant case studies in essay questions

Essay: Physical Factors - this is a disciplinary assessment where students will be expected to apply the substantive knowledge of physical factors to the essay question. A key area is the exam technique and application to case studies, this will build upon the essay writing techniques assessed in the Africa and Tectonics Hazard unit.

Essay: Management of Oil and Gas - this is a disciplinary assessment where students will be expected to apply the substantive knowledge of management of oil and gas to the essay question. A key area is the exam technique and application to case studies, this will build upon the essay writing techniques assessed in the Africa and Tectonics Hazard unit.

Essay: Sustainable Management - this is a disciplinary assessment where students will be expected to apply the substantive knowledge of sustainable management to the essay question. A key area is the exam technique and application to case studies, this will build upon the essay writing techniques assessed in the Africa and Tectonics Hazard unit.

"Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome." EEF

Feedback in geography follows the school marking policy of using:

S— staff identify the **strengths** within the piece of work, either by highlighting the success criteria or identification of the correct answer.

T— staff set the students a specific **target** that will allow students to correct any mistakes, challenge misconceptions or further improve their answer.

A— students **action** the target in green pen by completing the suggested improvement or correcting any mistakes.

Knowledge Tests

Staff or students will self mark the test. As part of this staff will go through the correct answers and students will need to correct any mistakes ensuring that they have the correct answers recorded in their books. This ensures that even a low stakes knowledge test uses the S T A marking policy, with students making corrections in green pen.

Students have used the feedback given in class to correct any mistakes that they have made. This allows students to understand where they have made a mistake and for staff to correct any misconceptions.

Knowledge test: Plate Tectonics and Volcanoes

1. The theory of Continental Drift was first shared in 1912. What was the name of the scientist that came up with the theory?
Alfred Wegener ✓

2. What was the name of the super continent from 200million years ago?
Pangea ✓

3. Name 2 pieces of evidence that support the continental drift theory.
• Continents fit together like a jigsaw ✓
• Continents share fossils ✓

4. Tick 2 correct statements to correctly describe the location of volcanoes and earthquakes.

☒ Both Volcanoes and Earthquakes are found round the Pacific ocean, known as the Ring of Fire.
☐ Volcanoes can be found on the east coast of the USA.
☒ Earthquakes and Volcanoes can only be found under the oceans.
☒ Earthquakes and volcanoes are often found in narrow belts. ✓
☐ Major earthquakes can be found in the UK.

5. Name 3 types of material that a volcano can erupt.

• rock ✓
• lava ✓
• ash ✓

6. Name 2 ways which scientist can monitor volcanoes to predict their eruption.

• Thermometers
• Size measurements

7. Label the diagram.

Ash cloud ✓
Crater ✓
Conduit ✓
Lava flow ✓
Main vent ✓
Layers of rock ✓
Magma reservoir ✓

8. Name the volcano that erupted in May 1980 in USA.
St. Helens ✓

Score: 13 / 18

S Which questions did you get correct?
T Correct any mistakes on your work in green pen.
A On next.

The MIG logo is used to highlight to staff and students that this is assessing key component knowledge.

The knowledge test uses the STA approach, to ensure that students get feedback on each MIG that they complete.

Formative assessment

Staff all use a common feedback sheet within the department, that is stapled on to the students work. This ensures consistency across the department in terms of feedback and also student become more confident in how their feedback will be given in Geography regardless of teacher or key stage.

This is the proforma that is used for every piece of work where formative feedback is need.

The **strengths** that have been identified will be highlighted on the success criteria, these include both the substantive and disciplinary knowledge that is needed for the piece of work.

My progress in Geography

Assessment	Score 6 / 8	Literacy: Correct all spellings.
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Explain the benefits of the relief effort in Africa by Oxfam (8)

Mark scheme	1-2 marks (P)	3-4 marks (E)	5-6 marks (E+)	7-8 marks (E++)
S	<ul style="list-style-type: none">- Basic description of what Oxfam did to reduce the spread of Ebola.- Lots of points made.	<ul style="list-style-type: none">- Detailed description of what Oxfam did to reduce the spread of Ebola.- Basic use of connectives.- Some explanation of the impact this had on the spread of Ebola.	<ul style="list-style-type: none">- Detailed description of what Oxfam did to reduce the spread of Ebola.- Use of connectives to link ideas and show consequences- Chains of explanation to show the impact this had on the spread of Ebola.	<ul style="list-style-type: none">- Detailed description of what Oxfam did to reduce the spread of Ebola.- Excellent use of connectives to join ideas together and show multiple consequences.- Chains of explanation to show the impact this had on the spread of Ebola.

T **Targets for improvement in your piece of work are:**

- 1) Add extra detail to your chains of reasoning. (P- E- E+ - E++)
- 2) Do you think Oxfam could have done more to reduce the spread of Ebola, explain your opinion?
- 3) Create a mind map to show as many development indicators that link to the spread of Ebola (e.g. literacy rates - lack of education)

A **Pupil's improvement:**

I did agree that they did enough, they provided clean water and soap for people to wash their hands. which is reducing the spread of Ebola.

The **target** for the student will be highlighted or an individual target given if that is more appropriate.

Students are given time in lesson to **action** the feedback that is given. This will be completed in green pen.

If there is a common class misconception or target the teacher will scaffold the green pen work and model using the visualiser.

Summative assessment

Summative assessments are marked using a common mark schemes across all staff, with moderation of marking taking place within the department. Students are informed of their mark and percentage on the assessment. Feedback is also given at a whole class level on questions that have been identified as areas for improvement. Staff will spend time modelling answers and breaking down specific questions, with students then having the opportunity to action their answer.

This question will have been identified by the class teacher as one that collectively the class needs feedback on.

3) Periods of extended High Pressure ^{brings dry weather} can lead to impact on different groups of people. Explain why (6)
 $P \rightarrow E \rightarrow E+ \quad (x2)$

Farmers in places like California may be affected by drought (P). This means that crops may not have enough water to grow properly (E). Therefore the farmers will sell less crops and earn less money (E+)

Holiday makers in England may be affected by high summer temperatures (P). This means that they may get sunburnt (E). Therefore they could suffer from skin problems (E+)

Staff have broken down the question under the visualiser with the class, discussing their cognitive process.

Students will have time in class to improve their original answer or write a model answer that they can refer to in future.

Model answer (7/8)

group of people

Business owners are likely to be badly affected by tropical storms such as in Hurricane Katrina (where there businesses were looted). This means that they do not have goods to sell and so their profits will decrease and they may have to close their business.

group of people

Car owners were less affected by tropical storms than non car owners as before Hurricane Katrina the population of New Orleans was ordered to be evacuated. Car owners could drive away to safety and therefore there was less risk to their lives whereas those with no cars had to stay in their houses or move to the rescue centre. Both of which increased the risk to their lives.

link

explanation +

explanation +

not everyone affected the same.

Point

link

Explanatory

E+ E

E+

E+

Staff have provided a modelled answer for students to have to refer to. This will have been identified as a question that students need extra support with.

The answer has been broken down with the students to highlight what makes this a top band answer.