

Year 9

Assessment

Criteria

2015-16

Volcano Literacy Assessment

Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<p>General descriptive information with some relevant information given.</p> <p>Some geographical vocabulary used.</p> <p>A lack of effort shown in structure and presentation of the piece of work.</p>	<p>Basic but clear descriptions about the topic given in a structured manner.</p> <p>Geographical vocabulary is relevant and referred to within the text.</p> <p>S.P.A.G errors impair the clarity of the work</p>	<p>Clear information on a variety of different aspects of the topic.</p> <p>3 + keywords mentioned, with brief definitions or explanations of the processes that link to those words</p> <p>S.P.A.G is consistently good with the occasional error. Clearly laid out and frequent use of geographical language.</p>	<p>Accurate information on many aspects of the topic provided in detail. This is confidently written with geographical vocabulary integrated effectively</p> <p>4 + keywords mentioned, with definitions or explanations of the processes that link to those words given and link directly to the topic.</p> <p>S.P.A.G is to a high standard throughout a well structured article</p>	<p>Detailed information about the topic using a variety of geographical language and evidence to support the points made.</p> <p>5+ key words used in the analytical response to the topic given and several key ideas are linked together meaning there is a clear understanding of the content studied in class.</p> <p>The standard of S.P.A.G is excellent, with minimal errors, none of which prevent understanding.</p>	<p>A conscientious response provided, showing clear thought in the approach taken. The structure of the work</p> <p>The piece of extended writing, demonstrates an understanding of the complex relationships associated with plate tectonics.</p> <p>Key words are integrated with accuracy and precision throughout.</p> <p>The standard of S.P.A.G is excellent, with minimal errors, none of which prevent understanding</p>

St Ivo Level Given –

Strength -

Action -

Response -



Structure and formation of a volcano assessment

	Level 4	Level 5	Level 6	Level 7
Formation of a volcano	Simple descriptions of the features of a constructive or destructive plate boundary.	Description of the features of a plate boundary (constructive or destructive). I briefly explain how the features are created. I attempt a conclusion/summary points.	Detailed descriptions of the features of the plate boundary (constructive or destructive) and explanations on how they create volcanoes. I explain the processes that create the boundary us	I evaluate which of the factors has the biggest impact on the creation of the plate boundary (constructive or destructive), including detailed discussions on how and why the plates move. Detailed conclusion written.
Volcano Structure and Hazards	Simple descriptions of the features of a real volcano and its hazards	Descriptions of the features of the volcano. I briefly explain the hazards associated with this volcano.	Detailed descriptions of the features of the volcano and explanations on how they are made. I explain several hazards that result from this volcano and processes which created the volcano	I evaluate which of the hazards has the biggest impact on the surrounding area. I also give an insight into the management of the volcanic hazards.
Use of key words	1 – 2 key words mentioned	3 + keywords mentioned in the paragraph. I briefly include some definitions or explanations of the processes that link to those words	4 + keywords mentioned in the paragraph. Definitions or explanations of the processes that link to those words are given and link directly to the creation of a volcano.	5+ key words used in the explanation of the formation of the volcano and several key ideas are linked together meaning there is a clear understanding of the dangers this volcano poses.

St Ivo Level Given –

Strength -

Action -

Response -



RAINFOREST LITERACY ASSESSMENT

NC level	Your leaflet should contain :
Level 3	General descriptive information about the rainforest with some images relevant to the information given. Some geographical vocabulary.
Level 4	Basic but clear descriptions about the rainforest and the importance of saving it. Clearly organised, containing geographical vocabulary and images that are relevant and referred to within the text.
Level 5	Clear information on a variety of different aspects of the rainforest. Clearly laid out and frequent use of geographical language. A variety of maps and graphics that help illustrate the information. Makes use of some 'persuasive' writing to explain the importance of saving the rainforest.
Level 6	Accurate information on many aspects of the rainforest, its importance as a global resource and deforestation issues. Graphics are carefully chosen and referred to within the text. Geographical vocabulary and persuasive language is used effectively.
Level 7	Detailed information about the rainforest as a global resource and habitat and the problems deforestation causes. Graphics help explain the issues. Language and images help to persuade the reader to take action. Additional resources and links may be included.
Level 8	As above, but additional explanations outlining how our everyday actions to the rainforest are included. Information from other resources back up the leaflet and help the reader empathise with the campaign to save the rainforest.

Level awarded: 3 4 5 6 7 8

Strength

Action

Response

