

Assessment grid
 Geo Skills: Photographic interpretation
 Literacy Skills: Analysis/Interpretation

Subject: Geography Year: 7 Topic/module/theme: Baseline Test

| KS4 target direction | 4 | 6 | 8(9) |
|--|--|--|---|
| Advanced | Enrichment/extension – reaching, or part of, next pathway → Explains how evidence shows lack of development | Enrichment/extension– reaching, or part of, next pathway → Links to own knowledge of TNCs when describing cartoon | Enrichment/extension Features of work may include: <i>Links to own knowledge of case studies throughout responses</i> |
| Secure <i>Students must achieve competence in all statements before being judged 'Secure'</i> | Secure The student can: <ul style="list-style-type: none"> • Lists some evidence of lack of development in image • Recognises that cartoon relates to sweatshops • Comes to a decision with one basic reason | Secure The student can: <ul style="list-style-type: none"> • Explains how evidence shows lack of development • Deeper understanding of message of cartoon in relation to sweatshop conditions • Makes a decision with more developed reasons | Secure The student can: <ul style="list-style-type: none"> • Explains less obvious evidence within the image • Links to own knowledge of TNCs when describing cartoon • Makes a decision and considers both sides |
| Developing | Mostly secure – one or more gaps For example: <ul style="list-style-type: none"> • <i>No interpretation of images, just description</i> | Mostly secure – one or more gaps For example: <ul style="list-style-type: none"> • <i>Simple description of either photo or cartoon</i> | Mostly secure – one or more gaps For example: <ul style="list-style-type: none"> • <i>Lack of own case study knowledge</i> |
| Beginning | Significant gaps | Significant gaps | Significant gaps |