### Subject
GEOGRAPHY

### Pupil code and school
GESCMP
GESCCL (Sum09-02a)
Plus Cardinal Newman fashion essay

### Level
7

### Summary/pupil profile
Brief text providing some background about the pupil (around 50 - 60 words).

Pupil MP is in a medium-sized mixed comprehensive community school. He is part of a mixed ability class. He is an independent learner who works well on research projects. He finds speaking and answering questions in class difficult and can be reluctant to take risks in his work. His work is often very detailed and conciseness is a challenge.

### A list of the evidence of pupil achievement (between three to eight pieces of evidence)

1. **EASTER ISLAND MYSTERY**  
GESCMP- AUT08-03

2. **TOURISM IN KENYA CONCEPT MAP**  
GESCMP-SUM09-01

3. **KENYA TOURISM INTERNET INVESTIGATION**  
GESCCL-SUM09-02A  
GESCCL - SUM09-02B (audio file narration)  
GESCMP-SUM09-03[AK]

4. **GLOBAL FASHION ASSIGNMENT**  
GECN – Alex Lines fashion essay – Files 0001-0011

### First piece of evidence

a. **EASTER ISLAND MYSTERY**

b. **Assessment focuses**  
A list of the assessment focuses covered by the evidence

c. **Context**  
Brief text describing the teaching and learning context from which the evidence was drawn (around 70-100 words)

This work was part of a unit on population issues around the world. Pupils watched a short video about Easter Island and learned that, although now barren, the statues across the island suggested a once-thriving society. They were presented with a ‘mystery’ activity: ‘What happened on Easter island?’ They were given some information on pieces of card, and were asked to sort out the cards and suggest a solution to the mystery. This work is the pupil’s written account of the demise of the Rapa Nui society on Easter Island.
d. The pupil's work

What happened on Easter Island?

The pupil draws on a wide range of knowledge (the history of the island, the balance between people and resources and the impacts on landscape etc.) to explain the present-day characteristics of Easter Island. In doing so, he refers to a wide range of facts and ideas.

ii. AF2 7b 7c

The pupil analyses the factors that led the Rapa Nui to adopt unsustainable approaches to living on their island. He explains clearly the unintended and conflicting consequences of these human actions.

iii. AF3 7a 7b

The pupil critically evaluates the case of Easter Island. He shows understanding of several factors that influenced the way the Rapa Nui managed their resources and organised their society. This pupil uses his investigation to draw substantiated conclusions. He relates the Easter Island experience to the present-day global situation and shows critical insight based on evidence.

f. Assessment commentary

An assessment commentary summarising the pupil's achievement (around 40-80 words).

This pupil has adopted an analytical approach to the study of Easter Island and communicates a sense of the complexity of change in this place. He has a good command of the facts and ensures that these are put to use in building his explanation. The pupil has created a logical sequence of enquiry which concludes with him applying his conclusions at the global scale.
g. Next steps
Brief pointers to what the pupil could do next to make further progress (around 40-80 words).

This pupil could ensure that all his conclusions are substantiated by making more critical use of the evidence available to him about global issues of sustainability. To present summaries that are full and coherent, he could recognise the partial nature of his explanations and acknowledge alternative views.

6. Second piece of evidence

a. TOURISM IN KENYA CONCEPT MAP

b. Assessment focuses
AF1
AF2
AF3

c. Context
Brief text describing the teaching and learning context from which the evidence was drawn (around 70-100 words)

This work is drawn from a unit on Kenya where pupils were expected to learn in some depth about the characteristics of the country and the issues facing it. For this piece of work, pupils were shown a range of brochures and advertisements about tourism in Kenya. They also had access to atlas information. Their task was to create a 'mind map' explaining why Kenya has a thriving tourist industry.

d. The pupil's work

GESCMP-SUM09-01

https://projects.qca.org.uk/iris/lisapi.dll?func=ll&objId=24366890&objAction=viewheader

e. Teacher's notes
Teacher's notes describing the pupil's achievement against the assessment focuses covered by the evidence (around 50-100 words per assessment focus)

i. AF1 7a 7b
The pupil draws on knowledge a wide range of places and locations across Kenya to explain its success as a tourist destination. He shows the ability to analyse by
composing his own mind map and classification system to show how and why specific human and physical features and named locations boost tourism.

**ii. AF2 7a**  
The pupil has produced a coherent map of his ideas to explain how physical and human processes within Kenya are interlinked and interdependent. He links these to the diverse characteristics of the country.

**iii. AF3 7b**  
This pupil has demonstrated the ability to interpret brochure and atlas information in a sophisticated way. He has drawn his summary of factors from a range of sources and has attempted to prioritise the factors he identifies using a ranking system - demonstrating his capacity for critical evaluation. He recognises that decisions to visit the country depend on many factors.

**f. Assessment commentary**  
An assessment commentary summarising the pupil's achievement (around 40-80 words).

This pupil has shown independence to create his own explanation for the success of Kenyan tourism. His thinking is well-structured and analytical – he makes use of information rather than simply relaying it. In particular, his ability to make links between ideas is apparent.

**g. Next steps**  
Brief pointers to what the pupil could do next to make further progress (around 40-80 words).

This pupil could explore Kenyan tourism in its wider, global context. He could consider the level of economic development of the country, the role of international travel or the rise in cultural tourism as part of his framework. He could apply his powers of analysis to these more complex interactions and demonstrate his grasp of interdependence in this context.

**6. Third piece of evidence**

**a. KENYA TOURISM INTERNET INVESTIGATION**

**b. Assessment focuses**  
AF1  
AF2  
AF3  

**c. Context**  
Brief text describing the teaching and learning context from which the evidence was drawn (around 70-100 words)

This work is drawn from a unit on Kenya where pupils were expected to learn in some depth about the characteristics of the country and the issues facing it. For this collection of work, pupils investigated a number of suggested internet sites on Kenyan tourism, plus one of their own choosing. They evaluated and summarised the information contained on each web site. Pupils then mocked up their own ‘website’ by creating an interactive ICT presentation. The ‘website’ was intended to focus on concerns about tourism in the country and to propose models of sustainable practice.

**d. The pupil’s work**
[Aleks – I have amalgamated the more effective elements from MP’s and CL’s work in this version and made one or two corrections to spellings etc. without altering the text too much.]

[Aleks – this audio narration could be played over the slide above. I haven’t heard the narration clearly as it is too faint on my PC. It is a girl’s voice which might determine the gender of this standards file should we choose to use it...]

[Aleks – this is my own version of the pupil’s work with changes as agreed in meeting with DG/DH. Some research to insert images is required on your part.]

**Teacher’s notes**

Teacher’s notes describing the pupil’s achievement against the assessment focuses covered by the evidence (around 50-100 words per assessment focus)

**i. AF1 7a 7b**

This pupil independently selects a range of distinctive features and locations across Kenya that, together, shows a good feel for the distinctiveness of the country. He demonstrates a highly analytical approach to understanding the features of each place he investigates. He considers a broad range of natural, economic, social and even political features but is selective in doing so – conveying a clear ‘sense of place’.

**ii. AF2 7a 7b 7c**

This pupil recognises the interdependence of physical and human processes at work in...
each location. He shows how these lead to change in a range of contrasting environments. His focus on human agency allows him to analyse the factors behind sustainable and unsustainable approaches to tourist development in Kenya. He explains in a number of contexts how the actions of tourists can have conflicting consequences for local people and environments.

iii. AF3 7a 7b 7c
This pupil has created his own framework for enquiry – the results of his investigation are clearly structured and he consistently addresses his key questions. His web log demonstrates an ability to critically interpret and evaluate sources of evidence. He is able to extract relevant information from his sources. The pupil’s conclusions about tourist management at each location, and across the country as a whole, are founded on secure evidence as well as insightful thinking. He uses specialist vocabulary with precision and communicates effectively – making use of ICT skills, photographs, maps and prose.

f. Assessment commentary
An assessment commentary summarising the pupil's achievement (around 40-80 words).

This pupil has created a very convincing and informative ‘website’ that addresses concerns about tourism in a sophisticated way. He has shown great independence during the investigation and genuine creativity in suggesting his own solutions to the problems researched.

g. Next steps
Brief pointers to what the pupil could do next to make further progress (around 40-80 words).

The pupil could show understanding of how Kenyan tourism fits into and is linked to a wider global issue. Whether, for example, Kenya could limit tourist numbers in the way he suggests. He could further explore the causes and consequences of the trends he begins to identify in his concluding section. He could begin to analyse the more complex interactions between tourism and other sectors mentioned in this section.

6. Fourth piece of evidence

a. GLOBAL FASHION ASSIGNMENT

b. Assessment focuses
AF2
AF3

c. Context
Brief text describing the teaching and learning context from which the evidence was drawn (around 70-100 words)

This work is drawn from a unit on globalisation. Pupils began the unit by considering the clothes in their own wardrobe. They went on to study the global chain of production and consumption in fashion. For this activity, they read about the lives of two women involved in the fashion industry. They were asked to consider the forces at work at each stage of production and to decide ‘who is the fashion victim?’

d. The pupil’s work
Alex Lines (Cardinal Newman) essay – 11 pages
e. Teacher's notes
Teacher's notes describing the pupil's achievement against the assessment focuses covered by the evidence (around 50-100 words per assessment focus)

i. AF1

ii. AF2 7b 7c
This pupil understands clearly the motivations of the various ‘actors’ in the fashion industry chain of production. She makes links between the need for employment, profit and product and is able to show how factors such as low economic development and the profit motive can lead to production decisions that are socially undesirable and unsustainable. The scope of her work is global and, by linking consumers to the chain of production, she recognises how peoples’ actions (from those of large corporations to her own) can create unintended conflicts elsewhere.

iii. AF3 7b 7c
This pupil understands many of the factors that influence human behaviour in the fashion industry— from the personal circumstances that drive people to work in unfavourable conditions, buy cheap clothes or join campaigns through to the large-scale economic circumstances that influence industrial location. She has achieved this understanding through a close and critical evaluation of sources, including news stories relating to this issue researched independently. Her findings are well-argued and she has employed a wide range of vocabulary within an extended piece of writing.

f. Assessment commentary
An assessment commentary summarising the pupil's achievement (around 40-80 words).

The pupil communicates fluently in an appropriate and well-structured essay form. She uses a wide range of vocabulary and maintains pace and interest for the reader. The pupil builds arguments in a convincing way by analysing a range of factors before drawing more general conclusions. Her conclusions are based on a careful treatment of the evidence. She treats sources critically and shows the ability to interpret the significance of information she has researched.

g. Next steps
Brief pointers to what the pupil could do next to make further progress (around 40-80 words).

The pupil could consider the range of approaches available to this industry in the future,
moving beyond the ‘status quo’/’boycott’ choice she presents here. She could consider the actual and possible causes and consequences of different options for the future and explain whether or how far these are sustainable.

7. Assessment summary
An overall periodic judgement of pupil achievement against each assessment focus for the subject and based on all the evidence contained in the standards file (around 150-350 words).

AF1
This pupil draws on a wide range of knowledge to create succinct pieces of work. He shows breadth of knowledge of locations within selected places (e.g. Easter island, Kenya) but also shows the detailed knowledge of selected locations needed to explain the characteristics of real places. The pupil adopts an analytical approach to place study. He works in a range of contexts (social, economic, natural and political) and uses these to help explain the way places are, or the ways in which they are changing. He works consistently across a range of scales – ‘zooming out’ to national or global scales to explain the characteristics of the place of study. The pupil recognises the unique characteristics of places and understands that places can be represented in different ways. He demonstrates a good ‘grasp’ or ‘sense’ of place.

AF2
This pupil recognises the importance of both human and physical processes in creating change. Crucially, he refuses to separate these aspects and is consistent in showing the interdependence of human and physical dimensions throughout his work. This pupil looks beyond simple or surface explanations – recognising that complex processes are responsible for creating diverse impacts. Multiple causes are linked in a coherent way to multiple effects (such as the fate of Easter Island, sustainable tourism or the operation of the global fashion industry). The pupil recognises the significance of human agency and is able to identify important actors or stakeholders who take key decisions. He shows a good grasp of the factors that motivate people. The pupil analyses the sustainable and other aspects of the approaches taken by people (e.g. by living in, working in or visiting different places or environments). The pupil recognises the social, economic, natural and political linkages that interconnect people and environments and shows that these can operate across a range of scales. He explains the nature and origin of a number of conflicts that arise from human actions and shows how these are played out in the real world.

AF3
This pupil sequences his enquiry work and shows the ability to pose relevant questions, research information, interpret it and present findings. This sequence of enquiry is performed in a variety of contexts – from concept maps to extended prose. Conclusions are substantiated through reference to evidence examined throughout the enquiry work. The pupil does not restrict conclusions the end of investigations but provides insightful commentary throughout. He is able to discern useful from peripheral evidence, adopts a critical approach to selecting, using and interpreting sources and is able to synthesise and manipulate evidence to achieve a particular purpose (e.g. to create a web site for a specific audience).
The pupil employs a wide range of forms of communication to good effect, including written reports which demonstrate fluency and the use of specialist vocabulary. The pupil is able to integrate varied forms of communication (maps, prose, photographs and charts) in a single and coherent investigation.

The pupil shows insightful thinking in relation to human decisions, demonstrating a good grasp of the factors that shape human behaviour.
8. An assessment guidelines sheet
A completed sheet recording both a profile of attainment across the assessment focuses and a national curriculum level for the attainment target.

1. EASTERN ISLAND MYSTERY
AF1 7b
AF2 7b 7c
AF3 7a 7b

2. TOURISM IN KENYA CONCEPT MAP
AF1 7a 7b
AF2 7a
AF3 7b

3. KENYA TOURISM INTERNET INVESTIGATION
AF1 7a 7b
AF2 7a 7b 7c
AF3 7a 7b 7c

4. GLOBAL FASHION ASSIGNMENT
FROM Alex Lines, Cardinal Newman School
AF1 7a 7ab
AF2 7a 7b 7c
AF3 7a 7b 7c