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Staffordshire
County Council

Making the Difference
School Improvement Division

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Approaches to Assessment for learning to improve geographical writing



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This book has been written by teachers from Staffordshire and Stoke on Trent, with Peter Davies, Staffordshire University and Chris Durbin, former Staffordshire Inspector for Geography. It arises out of research conducted with DfES Best Practice Research Scholarships from 2000 – 2004; it is used by the DfES Secondary School Strategy in their Assessment for Learning materials. An accompanying CD-ROM provides electronic versions of the resources exemplified in the book.

This book will help you:

- Understand better progression in geographical writing;
- Consider how you as a teacher describe to pupils how to get better as young geographers;
- Have a range of approaches that improve students' performance.

Approaches to assessment for learning to improve geographical writing

DESCRIPTION	DESCRIPTOR/EXAMPLE	STAGE
Extremes	Using accurate place names to identify locations and using extremes like hard/soft, hilly/flats, features and places.	1
Different types	Recognising different types of place using words like warm, cool, hot and cold; as well as semi-detached, detached, terraced dwellings.	2
Comparisons	Using numbers to compare features (e.g. twice as many people, half the range of describing the differences within	3
Ratios and Patterns	Grouping descriptions to give a sense of a whole place and using terms that combine ideas like diverge, and humidity to describe features and places.	4

STAGE	JUDGEMENT	DESCRIPTOR
1		I give my own opinion with a reason for that point of view.
2		I recognise a viewpoint other than my own. OR I make a judgement and back it up more than one reason so that it is a stronger judgement. OR I make a judgement and give a reason and back it up with evidence.
3		I recognise it can be difficult to reach a judgement because: I include different evidence that does not all support the same argument.
4		I recognise that same action can have good and bad effects on the same people. OR I make a judgement between different viewpoints and give reasons backed up over another.
5		I can weigh up the reasons for judgements of different groups and make my own judgement based on an evaluation of the arguments and evidence presented. OR I can explain how the wider context affects viewpoints and interests.

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