

Attainment descriptors for Geography (2p and 4p) at the end of cycle 3, covering all competences

Mark	Denominator	Grade	Competences
9-10	Excellent	A	<p>For written and oral performance:</p> <p>Scientific Competence</p> <ul style="list-style-type: none"> • The pupil shows excellent detailed knowledge of the subject matter. • The pupil possesses an excellent understanding of, and an ability to, analyse the technical skills used in geography (e.g. statistics, graphs, maps, photos....) • The pupil shows excellent understanding of complex inter-relationships between people and/or the natural environment, and how these influence the geographical characteristics of particular places. • The pupil shows an excellent use of a comprehensive geographical vocabulary. <p>Arguing/reasoning competence</p> <ul style="list-style-type: none"> • The pupil shows excellent ability to argue, in a structured and coherent manner, the ways in which a wide range of physical and/or human processes interact to influence geographical patterns. • The pupil shows excellent ability to distinguish clearly between description, explanation and interpretation. <p>Critical thinking competence</p> <ul style="list-style-type: none"> • The pupil shows excellent ability to analyse documents and to make connections with appropriate models and theories. • The pupil shows excellent ability to evaluate important challenges confronting Europe and the world. <p>For written performance only</p> <p>Writing Competence</p> <ul style="list-style-type: none"> • The pupil shows excellent ability to produce texts with an excellent linguistic level, perfectly structured. <p>For oral performance only</p> <p>Oral Competence</p> <ul style="list-style-type: none"> • The pupil shows excellent ability to produce a well-structured presentation, expressing himself/herself with a high level of language competency.

8-8,9	Very good	B	<p>For written and oral performance:</p> <p>Scientific Competence</p> <ul style="list-style-type: none"> · The pupil shows very good detailed knowledge of the subject matter. · The pupil possesses very good understanding of, and an ability to, analyse the technical skills used in geography (e.g. statistics, graphs, maps, photos....) · The pupil shows very good understanding of complex inter-relationships between people and/or the natural environment, and how these influence the geographical characteristics of particular places. · The pupil shows very good use of a comprehensive geographical vocabulary. <p>Arguing/reasoning competence</p> <ul style="list-style-type: none"> · The pupil shows very good ability to argue, in a structured and coherent manner, the ways in which a wide range of physical and/or human processes interact to influence geographical patterns. · The pupil shows very good ability to distinguish clearly between description, explanation and interpretation. <p>Critical thinking competence</p> <ul style="list-style-type: none"> · The pupil shows very good ability to analyse documents and to make connections with appropriate models and theories. · The pupil shows very good ability to evaluate important challenges confronting Europe and the world. <p>For written performance only</p> <p>Writing Competence</p> <ul style="list-style-type: none"> · The pupil shows very good ability to produce texts with a very good linguistic level, very well-structured. <p>For oral performance only</p> <p>Oral Competence</p> <ul style="list-style-type: none"> · The pupil shows very good ability to produce a well-structured presentation, expressing himself/herself with a high level of language competency.
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7-7,9	Good	C	<p>For written and oral performance:</p> <p>Scientific Competence</p> <ul style="list-style-type: none"> • The pupil shows good knowledge of the subject matter. • The pupil possesses good understanding of, and an ability to, analyse the technical skills used in geography (e.g. statistics, graphs, maps, photos....) • The pupil shows good understanding of complex inter-relationships between people and/or the natural environment, and how these influence the geographical characteristics of particular places. • The pupil shows good use of a comprehensive geographical vocabulary. <p>Arguing/reasoning competence</p> <ul style="list-style-type: none"> • The pupil shows good ability to argue, in a structured and coherent manner, the ways in which a wide range of physical and/or human processes interact to influence geographical patterns. • The pupil shows good ability to distinguish clearly between description, explanation and interpretation. <p>Critical thinking competence</p> <ul style="list-style-type: none"> • The pupil shows good ability to analyse documents and to make connections with appropriate models and theories. • The pupil shows good ability to evaluate important challenges confronting Europe and the world. <p>For written performance only</p> <p>Writing Competence</p> <ul style="list-style-type: none"> • The pupil shows good ability to produce texts with a good linguistic level, and structure. <p>For oral performance only</p> <p>Oral Competence</p> <ul style="list-style-type: none"> • The pupil shows good ability to produce a well-structured presentation, expressing himself/herself with a good level of language competency.
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6-6,9	Satisfactory	D	<p>For written and oral performance:</p> <p>Scientific Competence</p> <ul style="list-style-type: none"> · The pupil shows satisfactory knowledge of the subject matter. · The pupil possesses satisfactory understanding of, and an ability to analyse, the technical skills used in geography (e.g. statistics, graphs, maps, photos....) · The pupil shows satisfactory understanding of complex inter-relationships between people and/or the natural environment, and how these influence the geographical characteristics of particular places. · The pupil shows satisfactory use of the geographical vocabulary. <p>Arguing/reasoning competence</p> <ul style="list-style-type: none"> · The pupil shows satisfactory ability to argue, in a structured and coherent manner, the ways in which a wide range of physical and/or human processes interact to influence geographical patterns. · The pupil shows satisfactory ability to distinguish clearly between description, explanation and interpretation. <p>Critical thinking competence</p> <ul style="list-style-type: none"> · The student shows satisfactory ability to analyse documents and to make connections with appropriate models and theories. · The student shows satisfactory ability to evaluate important challenges confronting Europe and the world. <p>For written performance only</p> <p>Writing Competence</p> <ul style="list-style-type: none"> · The pupil shows satisfactory ability to produce texts with a satisfactory linguistic level and structure. <p>For oral performance only</p> <p>Oral Competence</p> <ul style="list-style-type: none"> · The pupil shows satisfactory ability to produce a well-structured presentation, expressing himself/herself with a satisfactory level of language competency.
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5-5,9	Sufficient	E	<p>For written and oral performance:</p> <p>Scientific Competence</p> <ul style="list-style-type: none"> · The pupil shows sufficient knowledge of the subject matter. · The pupil possesses sufficient understanding of, and an ability to, analyse the technical skills used in geography (e.g. statistics, graphs, maps, photos....) · The pupil shows sufficient understanding of complex inter-relationships between people and/or the natural environment, and how these influence the geographical characteristics of particular places. · The pupil shows sufficient use of the geographical vocabulary. <p>Arguing/reasoning competence</p> <ul style="list-style-type: none"> · The pupil shows sufficient ability to argue, in a structured and coherent manner, the ways in which a wide range of physical and/or human processes interact to influence geographical patterns. · The pupil shows sufficient ability to distinguish clearly between description, explanation and interpretation. <p>Critical thinking competence</p> <ul style="list-style-type: none"> · The student shows sufficient ability to analyse documents and to make connections with appropriate models and theories. · The student shows sufficient ability to evaluate important challenges confronting Europe and the world. <p>For written performance only</p> <p>Writing Competence</p> <ul style="list-style-type: none"> · The pupil shows sufficient ability to produce texts with only sufficient linguistic level and structure. <p>For oral performance only</p> <p>Oral Competence</p> <ul style="list-style-type: none"> · The pupil shows sufficient ability to produce a structured presentation, expressing himself/herself with a sufficient level of language competency.
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3-4,9	Failed (weak)	F	<p>For written and oral performance:</p> <p>Scientific Competence</p> <ul style="list-style-type: none"> · The pupil shows weak detailed knowledge of the subject matter. · The pupil possesses a weak understanding of, and an ability to, analyse the technical skills used in geography (e.g. statistics, graphs, maps, photos....) · The pupil shows weak understanding of complex inter-relationships between people and/or the natural environment, and how these influence the geographical characteristics of particular places. · The pupil shows weak use of a comprehensive geographical vocabulary. <p>Arguing/reasoning competence</p> <ul style="list-style-type: none"> · The pupil shows weak ability to argue, in a structured and coherent manner, the ways in which a wide range of physical and/or human processes interact to influence geographical patterns. · The pupil shows weak ability to distinguish clearly between description, explanation and interpretation. <p>Critical thinking competence</p> <ul style="list-style-type: none"> · The pupil shows weak ability to analyse documents and to make connections with appropriate models and theories. · The pupil shows weak ability to evaluate important challenges confronting Europe and the world. <p>For written performance only</p> <p>Writing Competence</p> <ul style="list-style-type: none"> · The pupil shows weak ability to produce texts with only a weak linguistic level and structure. <p>For oral performance only</p> <p>Oral competence</p> <ul style="list-style-type: none"> · The pupil shows weak ability to produce a structured presentation, expressing himself/herself with only a weak level of language competency.
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0-2,9	Failed (very weak)	FX	<p>For written and oral performance:</p> <p>Scientific Competence</p> <ul style="list-style-type: none"> · The pupil shows very weak detailed knowledge of the subject matter. · The pupil possesses very weak understanding of, and an ability to, analyse the technical skills used in geography (e.g. statistics, graphs, maps, photos....) · The pupil shows very weak understanding of complex inter-relationships between people and/or the natural environment, and how these influence the geographical characteristics of particular places. · The pupil shows very weak use of a comprehensive geographical vocabulary. <p>Arguing/reasoning competence</p> <ul style="list-style-type: none"> · The pupil shows very weak ability to argue, in a structured and coherent manner, the ways in which a wide range of physical and/or human processes interact to influence geographical patterns. · The pupil shows very weak ability to distinguish clearly between description, explanation and interpretation. <p>Critical thinking competence</p> <ul style="list-style-type: none"> · The pupil shows very weak ability to analyse documents and to make connections with appropriate models and theories. · The pupil shows very weak ability to evaluate important challenges confronting Europe and the world. <p>For written performance only</p> <p>Writing Competence</p> <ul style="list-style-type: none"> · The pupil shows very weak ability to produce texts with very weak linguistic levels and structure. <p>For oral performance only</p> <p>Oral Competence</p> <ul style="list-style-type: none"> · The pupil shows very weak ability to produce a structured presentation, expressing himself/herself with only a very weak level of language competency.
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