

<p>1. Subject GEOGRAPHY</p>
<p>2. Pupil code and school GESCMP GESCCL (Sum09-02a) Plus Cardinal Newman fashion essay</p>
<p>3. Level 7</p>
<p>4. Summary/pupil profile Brief text providing some background about the pupil (around 50 - 60 words).</p> <p>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.</p>
<p>5. A list of the evidence of pupil achievement (between three to eight pieces of evidence)</p> <p>1. EASTER ISLAND MYSTERY GESCMP- AUT08-03</p> <p>2. TOURISM IN KENYA CONCEPT MAP GESCMP-SUM09-01</p> <p>3. KENYA TOURISM INTERNET INVESTIGATION GESCCL-SUM09-02A GESCCL - SUM09-02B (audio file narration) GESCMP-SUM09-03[AK]</p> <p>4. GLOBAL FASHION ASSIGNMENT GECN – Alex Lines fashion essay – Files 0001-0011</p>
<p>6. First piece of evidence</p> <p>a. EASTER ISLAND MYSTERY</p> <p>b. Assessment focuses A list of the assessment focuses covered by the evidence</p> <p>c. Context Brief text describing the teaching and learning context from which the evidence was drawn (around 70-100 words)</p> <p>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.</p>

d. The pupil's work

GESCMP- AUT08-03

What happened on Easter Island?

What actually happened on Easter Island and why?

Easter Island (also known as Rapa Nui) is located 2000 miles west of the coast of Chile and is 8 miles x 8 miles big (or 44 miles²). Originally the island was covered in beautiful tropical forest; the soil was new, fertile and had been protected from erosion by the lush trees. The population eventually as it peaked reached 10,000.

The first people to land on Easter Island were experienced sailors that came in wooden boats. The people used the wood that was cut down from the tropical forest to make boats. The wood was also used (with palm fronds) to make houses for them to live in. The land was cleared to make room for farms, which the people used to grow tropical crops and also raise livestock for meat (like chickens and pigs); the farms produced a lot of food for the people to eat.

The people were clever, creative and healthy; all of these were essential to how their most statues were built: the people created 600 moai statues in all land they ringed up to 20 feet tall or about 6m and weighed up to 150 tonnes, and they had to move these moai from where they were carved to where they were to be positioned. How they carved the statues showed creativity from how it was designed and still to actually make and carve of the 150 tonnes giants. Skill and technical knowledge was needed to move the statues around as well as important for the people to be healthy to do the actual labour. The statues were transported by roads; these roads were actually dug deep to roll the statues about to their future location. Technical knowledge was needed just for their design and organise the construction of these roads and how they pulled them, skill was important to how the roads were made (because if it had not been used to make the roads they wouldn't have worked) and the statues would never have been placed where they were) and the people had to be healthy to pull the statues (over 70 men were needed to pull just one statue) (as it must have been hard work if that many people were needed).

The impacts of the people arriving varied some being good some being bad. Some of the better/good impacts of the people arriving are:

- They decolonised the landscape with Moai statues
- They colonised the island
- They bred the animals and livestock
- They created farms and grew crops
- They discovered the island

Some of the worse/bad impacts of the people arriving were:

- When they made room for farms they chopped down the forest to make way
- They ate all of the crops (as a result there was no crops to grow more crops from)
- The farms (when all of the crops had been eaten) became dry and turned into barren wastelands because they weren't protected from the forest any more
- The land looked worse as some of the moai statues had been destroyed from erosion

In 1722 as Admiral Roggeveen landed on the island (1322 years after the first people to land on it) and found that there were only 3,000 people living on the island, living in small huts and covers what living very basic lives; what happened to the population of 10,000?

On an island as small as 44 miles² it has only enough space to produce enough food and once the population is large enough it will be consuming more than they produce. So because there was not enough space to produce enough food for 10,000 people they probably would have started fighting (and killing) other people/groups to get the bit of food for that they could survive. In the population decreased. After that period the food probably would have run out so even more people would have started dying from starvation and/or that point (as Admiral Roggeveen discovered) the people would turn to cannibalism to survive to as a result that caused the population to decrease from the booming 10,000 to the dismal 3,000 people.

The people on the island could have prevented this from all happening but it would have been hard work. The people could have tried to ration the food before it ran out whilst working on that as possible to produce more food and/or attempt at this work but have been helped by the people fighting over the last scraps of food and consuming it in a panic where as they could have tried to pull together to produce more food and used all of that effort in producing the forest. The people could have survived and pulled through but it would have been unlikely as there most likely would have been groups on the island that only thought of themselves as they wanted the food and started to fight over the food when they should have been pulling together.

Could this happen on a worldwide scale?

The issues that example of Easter raises are whether the same thing could happen on a worldwide scale or whether the world's resources will actually run out and all the food will be gone. It is unclear to us as what happened on Easter Island happened to real people and could happen on a worldwide scale. It just happened that there was quite a high population density (around 100 people per square mile) so everything occurred much quicker than it would on a worldwide scale which on average would have a much lower population density because of all the sparsely populated areas. The things that would be the same between Easter Island and a worldwide scale would be how most people would probably react (fighting), how there could be a maximum food output that might not be able to provide enough food for the population in some areas and how there would be groups or bands of people (as tribes) on a worldwide scale that would think of themselves.

I don't think the same thing will happen to us on a worldwide scale because I think that the richest countries would have the problem of different people in time (e.g. if a poorer country like Zimbabwe was running out of food a rich country like England wouldn't be running out of food and then would have to come on reason to fight the moment as has already happened the richer countries that can not suffering will take care on the poorer countries so that they would survive and then when one of the situations are reversed if the same thing would most likely happen, I don't think that this will happen on a worldwide scale because even though countries fight between themselves if we help each other when they need it the most. Again I think it would be very unlikely that something like this will happen over the world but if I did I think that it could be solved if the countries were to pull together before it was too late and use their sparsely populated land to grow crops and raise livestock to accommodate for the extra food needed, if the countries could work together...

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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 7b

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

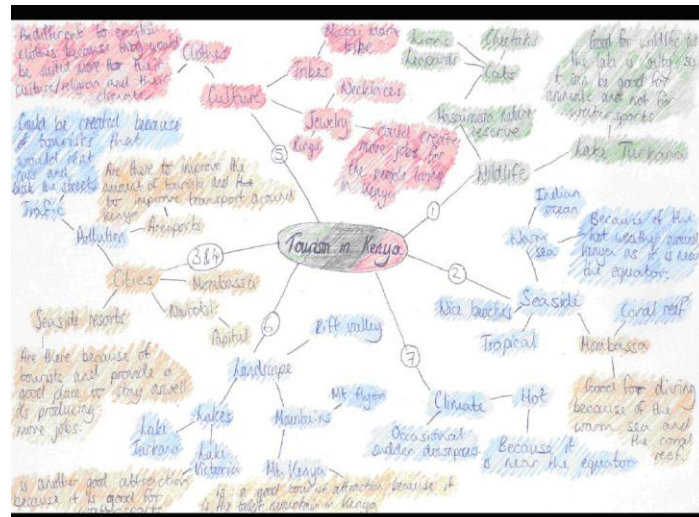
c. Context

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



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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

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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

GESCCL-SUM09-02A[AK]

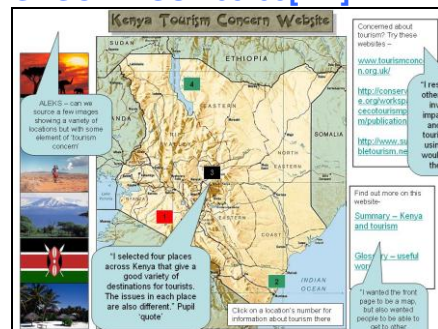
Kenya Tourism Concern Website Research						
Website	How easy the site is to use	How reliable the information is	How useful the site is to investigate tourism	The degree of bias	For or against tourism in Kenya?	Information collected on positive and negative aspects of tourism in Kenya <i>Images, quotes and writing to provide evidence</i>
Kenyan Tourist Board www.majafal/kenya.com	7	8	7	10	For	This website contains lots of information regarding different aspects of tourism in Kenya. For example, it states that the Maasai/Mara tribe are strong, independent people who follow traditions and rituals which are involved in their everyday lives. As an official web site the information is reliable but the aim of the site is to give tourism a good image.
Kenyan Government www.tourism.go.ke/	6	9	5	8	For	This website describes what Kenya has to offer to tourists - ranging from beautiful coastlines to diverse wildlife. "We are the home of Africa's famous "Big Five" (lion, elephant, rhino, leopard and buffalo) and it is true that this is the best place in the entire continent to see these five magnificent species in their natural environment." This quote from the website shows that it is really trying to encourage tourists to visit the country.
Tourism Concern www.tourismconcern.org/ke/	7	8	9	9	Against	This website contained negative points to do with tourism and the impact it has on the local communities and how they campaign against exploitation in tourism. This website also is trying to persuade you to get involved with their trust and explaining how you can help. This website only gave one side of the story so it wasn't giving you a chance to form your own opinion.
Thomas Cook www.thomastour.com/	8	8	5	3	For	On this website I discovered information about holiday packages to Kenya and different types of locations, activities and hotels available. For example, one of the types of hotels was "Built in a traditional African Makuti style. This relaxed, laid back and friendly hotel offers a wide range of facilities to suit both older families and couples." So this site is useful for people who want to go to Kenya on holiday, but not to investigate tourism.
Other: www.jambok.kenya.com	7	8	9	4	For	I found this website had a wide variety of information including the geography of Kenya and the popular tourist attractions. "Kenya lies on the equator and is bordered on the north by Sudan..." a quote beginning to explain the location of Kenya. I chose this website because it had a lot of information not just about the tourism of Kenya but other topics too.

<https://projects.qca.org.uk/iris/llisapi.dll?func=ll&objId=27539378&objAction=viewheader>
 [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.]

GESCCL - SUM09-02B.wma (audio file narration)

<https://projects.qca.org.uk/iris/llisapi.dll?func=ll&objId=25122607&objAction=viewheader>
 [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...]

GESCMP-SUM09-03[AK]



<https://projects.qca.org.uk/iris/llisapi.dll?func=ll&objId=27539768&objAction=viewheader>
 [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.]

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

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

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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

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<https://projects.qca.org.uk/iris/lisapi.dll?func=ll&objId=27540052&objAction=viewheader>
<https://projects.qca.org.uk/iris/lisapi.dll?func=ll&objId=27540053&objAction=viewheader>
<https://projects.qca.org.uk/iris/lisapi.dll?func=ll&objId=27542697&objAction=viewheader>
<https://projects.qca.org.uk/iris/lisapi.dll?func=ll&objId=27539813&objAction=viewheader>
<https://projects.qca.org.uk/iris/lisapi.dll?func=ll&objId=27540054&objAction=viewheader>
<https://projects.qca.org.uk/iris/lisapi.dll?func=ll&objId=27541516&objAction=viewheader>
<https://projects.qca.org.uk/iris/lisapi.dll?func=ll&objId=27543102&objAction=viewheader>
<https://projects.qca.org.uk/iris/lisapi.dll?func=ll&objId=27540056&objAction=viewheader>
<https://projects.qca.org.uk/iris/lisapi.dll?func=ll&objId=27542700&objAction=viewheader>
<https://projects.qca.org.uk/iris/lisapi.dll?func=ll&objId=27541517&objAction=viewheader>

[Aleks – these pages have been highlighted with sections of particular interest, as with the level 6 essay. We would want to see that is is an extended piece of writing, but draw attention to the sections that give best indication of level 7 performance.]

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,

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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).

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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.

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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. EASTER 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