

## Exemplification of Excellence

Threshold	Threshold Knowledge	Threshold skills
Excellence	Students clearly explain the three landforms in a logical and structured sequence. There is a clear understanding of the location of the landforms in relation to the course of the river. Diagrams are clearly drawn and annotated accurately to support the explanation. Students use key terminology (such as hydraulic action) consistently to explain the the formation of the landforms. Students use examples where relevant (Niagara Falls).	Landforms or geographical processes are clearly described and explained in the correct sequence. Diagrams are well used and annotated. The impact of processes is partially described.

### Skills

- Landforms are clearly described and explained in the correct sequence.

### Knowledge

- Key terminology is used accurately and consistently.

**River Landforms Assessment**  
Explaining the formation of landforms along the course of a river.

<p>Waterfalls</p>	<p>Meander</p>	<p>Channel</p>
<p>Which part of the river would you find this landform in? <i>Results at the source of the river</i></p>	<p>Which part of the river would you find this landform in? <i>From the top of the river to the bottom (source to the mouth) but mainly in the middle</i></p>	<p>Which part of the river would you find this landform in? <i>At the end of the river, at the mouth</i></p>
<p>Explain the formation of this landform.</p> <p><i>First, the water flows on top of the resistant rock and falls over the waterfall, passing against the less resistant rock on the way down. It then falls into the plunge pool created from hydraulic action. Over time the water erodes the less resistant rock, creating an overhang with the resistant rock, while the less resistant rock is left undercutting the resistant rock. Soon gravity causes the overhanging resistant rock to break and fall into the plunge pool. The cycle is then repeated.</i></p>	<p>Explain the formation of this landform.</p> <p><i>A meander is a bend in a river. A meander occurs when a river meets resistant rock which it doesn't have the energy to erode through so it instead takes a path around it where there is less resistant rock that it can erode, creating the bend. The outer bank of a meander has a lot of energy and also the fastest velocity of water. This means that a lot of erosion takes place through hydraulic action, creating a steep river cliff along with an undercutting area behind it. The inner bank however doesn't have as much energy and therefore can't carry out any sediment, meaning that it gets dropped to the bed of the river, creating an area of deposition.</i></p>	<p>Explain the formation of this landform.</p> <p><i>A river delta is made when the sediment a river is carrying is deposited at the mouth where the river loses its energy to carry it. When so much sediment is dropped that the river can't wash it away, it begins to build up in layers to form a delta with some sediment being dropped sometimes in the path of the river, many channels that branch off from the main river are created. These are called distributaries and carry more sediment to the edges of the delta. Deltas can sometimes create so much new land that people can live on them. A famous delta is the Nile delta which is used in farming.</i></p>

### Skills

- Diagrams are clearly drawn and annotations are accurate.

### Knowledge

- Clear understanding of the location of the landforms along the course of the river.

## Exemplification of Secure

Threshold	Threshold Knowledge	Threshold skills
Secure	Students clearly explain the three landforms (waterfalls, ox-bow lakes and deltas); however this is in a partial sequence. The landforms are accurately located in relation to the course of a river. Diagrams are clearly drawn and annotations are used, but lack detail and clarity. Students use key terms such as 'erosion', but more advanced terms such as 'hydraulic action' are missing.	Landforms or geographical processes are clearly described and briefly explained in a partial sequence. Diagrams are used to support writing but lack detailed annotations.

### Knowledge

- Key terminology is present but not consistently used.

### Knowledge

- Explanations are clear but some of the sequence is missing.

**River Landforms Assessment**  
Explaining the formation of landforms along the course of a river.

The assessment consists of three columns, each representing a different river landform:

- Higher:** A diagram of a waterfall. The question asks "Which part of the river would you find this landform in?" The answer is "Higher". The explanation describes how the river flows over a hard rock layer, eroding the softer rock below.
- Middle:** A diagram of a meander. The question asks "Which part of the river would you find this landform in?" The answer is "Middle". The explanation describes how the river's flow is deflected, creating a meander.
- Lower:** A diagram of a delta. The question asks "Which part of the river would you find this landform in?" The answer is "Lower". The explanation describes how the river's flow is slowed down, causing it to deposit sediment and form a delta.

### Skills

- Diagrams are accurately drawn and annotated appropriately.

### Knowledge

- Landforms are generally located accurately in relation to the course of the river.

## Exemplification of Developing

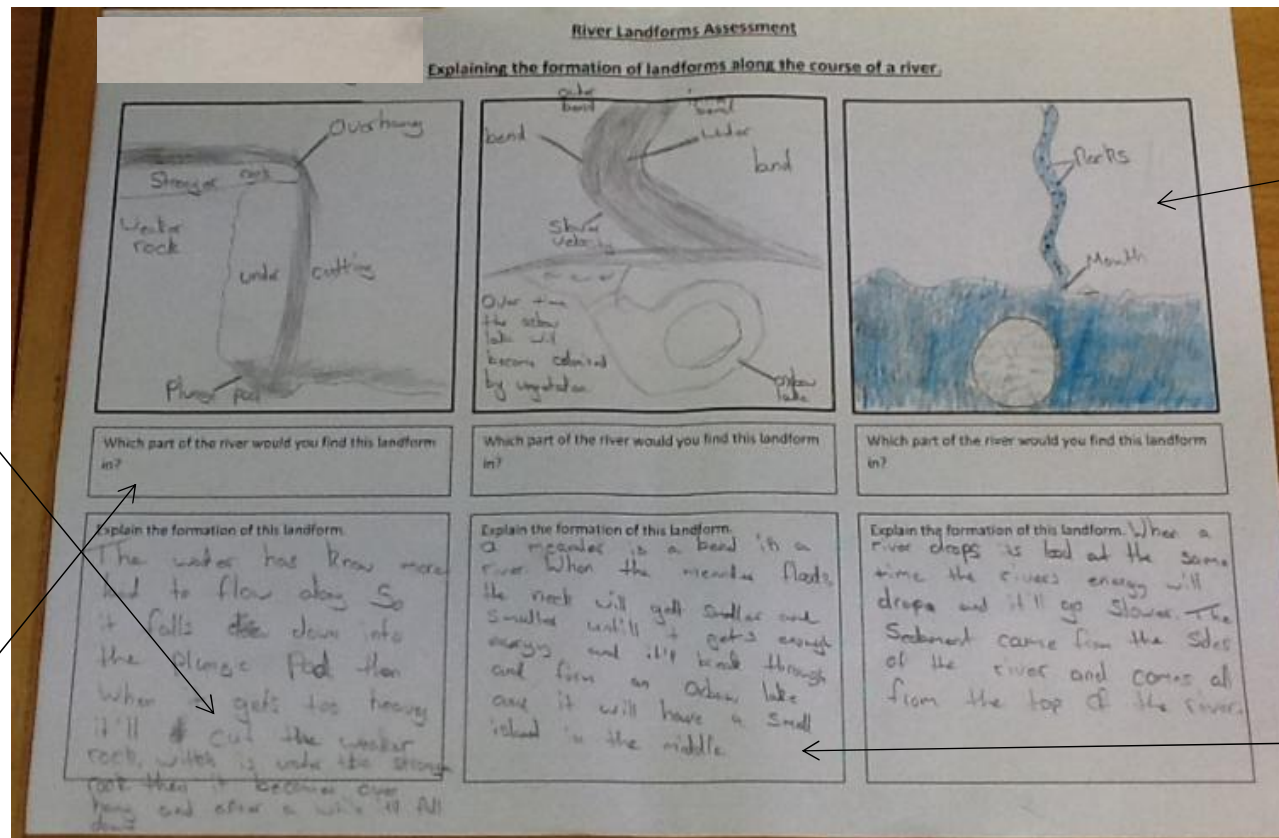
Threshold	Threshold Knowledge	Threshold skills
Developing	Students describe and briefly explain all three landforms (waterfalls, ox-bow lakes and deltas). However this explanation is in a partial sequence with stages missing. Diagrams are present but often unclear and are not annotated with clear statements. Students use more basic terminology such as 'the rocks wear away' rather than key terms such as 'erosion'.	Landforms or geographical processes are described and briefly explained in a partial sequence. Diagrams are unclear and do not add to information.

### Knowledge

- Terminology is more basic and not always used accurately.

### Knowledge

- Landforms are not always clearly located along the rivers' course.



### Skills

- Diagrams are present but not always clear and do not add to the information.

### Knowledge

- Explanations are generally accurate, but in a partial sequence.

## Exemplification of Foundation

Threshold	Threshold Knowledge	Threshold skills
Foundation	Students clearly describe the landforms and produce diagrams which resemble the appropriate landform. However there is no attempt to explain (or the explanation is incorrect) the formation of the landform. The language which is used is basic such as 'rocks break', rather than using key terminology such as 'erosion'.	Landforms are clearly described or defined, but no attempt is made to explain their formation. Sequence may be incorrect or missing.

**River Landforms Assessment**  
Explaining the formation of landforms along the course of a river.

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**Waterfall:** The diagram shows a river flowing over a hard rock ledge into a soft rock area below. The explanation states: "The first stage is a waterfall forming up when a river flows over hard and soft rock. Then after this it starts eroding which creates hydraulic action which after this it creates a plunge pool and then the waterfall starts to move back works therefore the hard rock on the top collapses because it has nothing to support it."

**Meander:** The diagram shows a river with an outer bank (cut bank) and an inner bank (point bar). The explanation states: "The faster flow is found by the outside and the slower flow is found by the inside. Erosion is on the outside of the bend and deposition is where the flow is slower therefore it is on the inside."

**Delta:** The diagram shows a river branching into distributaries at a shoreline. The explanation states: "Delta form at the mouth of the river. They are caused by..."

### Skills

- The sequence of explanation is missing and incomplete.

### Knowledge

- Use of language is basic and terms are not always accurately used.

### Knowledge

- Explanations are incomplete and in some cases inaccurate.