



St Ivo School

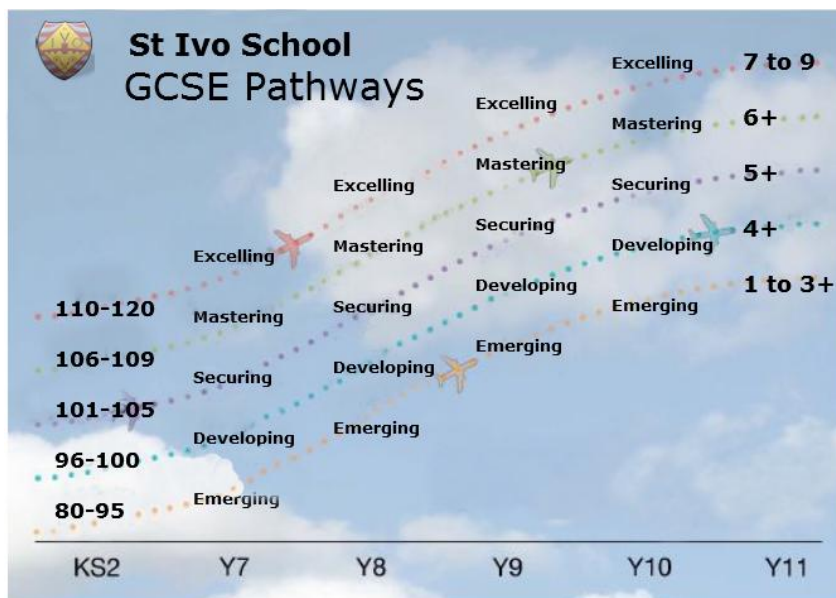
KS3 Progression Grids for assessments

November 2017

Year 9

Introduction

During the Academic year 2016-2017 we reviewed assessment in KS3 and designed a new assessment model based on the government document: **'Commission on Assessment Without Levels: final report'** (2015). The outcome of this review is a model that uses 'progression grids' for summative assessments of units in addition to the frequent, formative 'feedback assessments' in lessons and for homework tasks. For more information on formative assessments please see the Marking, Assessment and Feedback Policy on the school website. The KS3 Pathways can be visualised easily by the following diagram:



The starting point from Key Stage 2 Averaged Scaled Scores (for years 7 and 8) will vary slightly each year and should be treated simply as a starting point on the pathway journey to GCSE. Students can change pathways throughout the course of KS3 and will be on different pathways for different subjects depending on how they are progressing in each subject. Pathways for Year 9 are based on KS2 average National Curriculum Levels.

Unit assessments will be based on the five pathways and the associated Progression grids. This will allow students and parents to see what a student has understood for that assessment and what they need to do in order to improve. The first drafts of the Progression grids are listed below and will be developed throughout the year. For subjects starting GCSE in Year 9 the Pathways will be based on GCSE style papers and not necessarily use progression grids.

Three times a year students will be given an overall holistic 'current pathway' award by their teachers to allow progress towards GCSE to be tracked.

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St Ivo School – Key Objectives Progression Grid

Art and Design

	Emerging	Developing	Securing	Mastering	Excelling
GCSE style project – Self Identity					
The face					
Recording things seen Drawing from observation	<ul style="list-style-type: none"> • Basic ability to record shape and form. • Basic use of shading. 	<ul style="list-style-type: none"> • Competent ability to record shape and form. • Competent use of shading. 	<ul style="list-style-type: none"> • Confident ability to record shape and form. • Confident use of shading. 	<ul style="list-style-type: none"> • Fluent ability to record shape and form. • Fluent use of shading. 	<ul style="list-style-type: none"> • Exceptional ability to record shape and form. • Exceptional use of shading.
Command of materials and techniques – developing ideas from contextual sources	<ul style="list-style-type: none"> • Basic dexterity and control of materials and techniques. • A visual response made. • Basic ability to apply the formal elements. 	<ul style="list-style-type: none"> • Competent dexterity and control of materials and techniques. • A personal response made. • Competent ability to apply the formal elements. 	<ul style="list-style-type: none"> • Confident use of materials and techniques with care and consideration. • Thoughtful and considered response made. • Confident ability to apply the formal elements. 	<ul style="list-style-type: none"> • Fluent refined use of materials and techniques. • Exciting and creative response. • Fluent ability to apply the formal elements. 	<ul style="list-style-type: none"> • Exceptional use of materials and techniques. • Creative, exciting and accomplished response. • Exceptional ability to apply the formal elements.
Presentation and realisation	<ul style="list-style-type: none"> • Basic attention to presentation and realisation. 	<ul style="list-style-type: none"> • Competent attention to presentation and realisation. 	<ul style="list-style-type: none"> • Confident use of presentation and realisation. 	<ul style="list-style-type: none"> • Fluent use of presentation and realisation. 	<ul style="list-style-type: none"> • Exceptional use of presentation and realisation.

	Emerging	Developing	Securing	Mastering	Excelling
Artist Inspired response					
Recording things seen Drawing from observation	<ul style="list-style-type: none"> • Basic ability to record shape and form. • Basic use of shading. 	<ul style="list-style-type: none"> • Competent ability to record shape and form. • Competent use of shading. 	<ul style="list-style-type: none"> • Confident ability to record shape and form. • Confident use of shading. 	<ul style="list-style-type: none"> • Fluent ability to record shape and form. • Fluent use of shading. 	<ul style="list-style-type: none"> • Exceptional ability to record shape and form. • Exceptional use of shading.
Command of materials and techniques – developing ideas from contextual sources	<ul style="list-style-type: none"> • Basic dexterity and control of materials and techniques. • A visual response made. • Basic ability to apply the formal elements. 	<ul style="list-style-type: none"> • Competent dexterity and control of materials and techniques. • A personal response made. • Competent ability to apply the formal elements. 	<ul style="list-style-type: none"> • Confident use of materials and techniques with care and consideration. • Thoughtful and considered response made. • Confident ability to apply the formal elements. 	<ul style="list-style-type: none"> • Fluent refined use of materials and techniques. • Exciting and creative response. • Fluent ability to apply the formal elements. 	<ul style="list-style-type: none"> • Exceptional use of materials and techniques. • Creative, exciting and accomplished response. • Exceptional ability to apply the formal elements.
Presentation and realisation	<ul style="list-style-type: none"> • Basic attention to presentation and realisation. 	<ul style="list-style-type: none"> • Competent attention to presentation and realisation. 	<ul style="list-style-type: none"> • Confident use of presentation and realisation. 	<ul style="list-style-type: none"> • Fluent use of presentation and realisation. 	<ul style="list-style-type: none"> • Exceptional use of presentation and realisation.

	Emerging	Developing	Securing	Mastering	Excelling
Thematic response in print or 3D					
Recording things seen Drawing from observation	<ul style="list-style-type: none"> • Basic ability to record shape and form. • Basic use of shading. 	<ul style="list-style-type: none"> • Competent ability to record shape and form. • Competent use of shading. 	<ul style="list-style-type: none"> • Confident ability to record shape and form. • Confident use of shading. 	<ul style="list-style-type: none"> • Fluent ability to record shape and form. • Fluent use of shading. 	<ul style="list-style-type: none"> • Exceptional ability to record shape and form. • Exceptional use of shading.
Command of materials and techniques – developing ideas from contextual sources	<ul style="list-style-type: none"> • Basic use of contextual sources to develop ideas for their own work 	<ul style="list-style-type: none"> • Competent use of contextual sources to develop ideas for their own work. 	<ul style="list-style-type: none"> • Confident use of contextual sources to develop ideas for their own work. 	<ul style="list-style-type: none"> • Fluent use of contextual sources to own work. 	<ul style="list-style-type: none"> • Exceptional use of materials and techniques. • Creative, exciting and accomplished response. • Exceptional ability to apply the formal elements.
Presentation and realisation	<ul style="list-style-type: none"> • Basic attention to presentation and realisation. 	<ul style="list-style-type: none"> • Competent attention to presentation and realisation. 	<ul style="list-style-type: none"> • Confident use of presentation and realisation. 	<ul style="list-style-type: none"> • Fluent use of presentation and realisation. 	<ul style="list-style-type: none"> • Exceptional use of presentation and realisation.

Computing

Objective / Pathway	Emerging	Developing	Securing	Mastering	Excelling
Unit 1: Programming Using App Inventor					
Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.	You can attempt to create a basic game app using an online tutorial or a worksheet.	You can create a basic game app using an online tutorial or a worksheet.	You can create a simple game app using an online tutorial or a worksheet.	You can attempt to create a complex game app using an online tutorial or a worksheet.	You can create a complex game app using an online tutorial or a worksheet.
	You have made at least one alteration to a graphic within your game.	You have attempted to alter some of the original graphics from the game.	You have been able to alter all graphics within the game from the original version.	You have been able to introduce extra graphic elements within your game.	You have altered the look of the game so that it is to a professional standard.
	You have produced blocks of code as part of your game but some code may be missing or not work as intended.	You have been able to build basic blocks of code to produce your game.	You have been able to change simple elements within the game and rename components.	You have added blocks of code which add to the existing functionality of the game.	You have added blocks of code which add to the existing functionality of the game and go beyond the tutorials.
Objective / Pathway	Emerging	Developing	Securing	Mastering	Excelling
Unit 2: ICT in Business (Part 1: Databases)					
Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated	You can create a database table and add a record to the table.	You can create a database table and add at least 2 good records to the table.	You can create a database table with suitable fields and add at least 3 meaningful records to the table.	You can create a database table with suitable fieldnames and add at least 4 appropriate records to the table.	You can create a database table which stores data using appropriate data types and add at least 5 strong records to the table.
	You know what a query is but are unable to create one.	You are able to create at least one simple query using your database.	You are able to create a number of simple queries within your database.	You are able to create at least one complex query using the data in your database.	You are able to create a number of complex queries using the data within your database which are fully appropriate.

	You are able to create a basic report from a single query. You are able to create a basic input form from a single table.	You are able to create a number of basic reports from your database file. You can change some of the formatting to adjust the colours/fonts of your input form.	You can change some formatting to adjust the colours/fonts of your report. You are able to add functionality to your form with the use of a button.	All of your reports use a clear and consistent house style throughout. You have included several functional buttons across your input forms.	All your reports are easily readable and look professional. You have produced a Main Menu form which opens on entry to the database and can fully access all queries, reports and your data entry form.
Objective / Pathway	Emerging	Developing	Securing	Mastering	Excelling
Unit 2: ICT in Business (Part 2: Spreadsheets)					
Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems	You have used at least one formula on your spreadsheet. You have made at least one formatting change to your spreadsheet. You are aware of what validation is but have been unable to include any within your spreadsheet.	You have used at least one formula and one function on your spreadsheet. You have used at least three different formatting tools on your spreadsheet. You have been able to use validation in the form of a list box on your spreadsheet.	All of the cells requiring formulas/functions on the spreadsheet have been filled out. You have considered and used a wide range of formatting tools on your spreadsheet. Your list box shows the correct information inside the correct cells.	An IF +/-or COUNTIF function has been used correctly within the spreadsheet. You have used conditional formatting to improve the readability of your spreadsheet. You have been able to produce error messages for your spreadsheet.	All the formulas you have used are the most suitable for the tasks required. All your spreadsheets are easily readable and look professional, sticking to a clear house style. Your spreadsheet has full validation and all error messages clearly state what error has occurred in a professional manner.

Objective / Pathway	Emerging	Developing	Securing	Mastering	Excelling
Unit 2: ICT in Business (Part 3: Websites)					
Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users	You have created a button to use as part of a menu on your website.	You have added rollover effects to your button.	You have created a Navigation Bar for your website made up of several buttons.	You have added your Navigation Bar to at least one page of your website.	Your Navigation Bar is on all pages of your website and all links work as intended. The Navigational Bar is professional in appearance.
	Your work has been successfully saved within your user area.	Two or more of your files have been given sensible names.	You have created some folders for your work, although files may not always be stored in the correct folders.	The majority of your files have been stored within a logical system.	All of your files and folders have been named sensibly and work has been stored in a logical folder system.
	Your form contains at least one type of data input.	Your form contains at least two different types of data input.	Your form contains at least two different types of data input as well as a Submit button.	All of your text accompanying data input entries aids the user in filling out the form.	Each of the types of input method which have been chosen is the most appropriate for their related question.
	Your website contains at least one interactive element.	Your website contains at least one fully interactive element which works as intended.	Your website contains at least two interactive elements.	Your website contains at least three interactive elements.	Your website contains at least three fully interactive elements which work as intended.
Objective / Pathway	Emerging	Developing	Securing	Mastering	Excelling
Unit 3: How Computers Work					
Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their	You can identify at least two elements of a computer system.	You can identify at least three elements of a computer system.	You can identify each element of a computer system and explain the purpose of two elements.	You can explain the purpose for at least three elements of a computer system using examples to	You can explain the purpose for each element within a computer system using examples to support.

<p>online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.</p>	<p>You can identify at least two examples of computer communication systems.</p> <p>You can identify at least one computer system failure.</p> <p>You can identify at least one type of computing standard.</p> <p>You can identify at least two ways that computers affect the environment.</p>	<p>You can identify at least two examples of computer control and monitoring systems.</p> <p>You can identify at least three computer system failures.</p> <p>You can identify at least one example of disaster recovery.</p> <p>You can describe why computing standards are needed.</p> <p>You can explain at least one way of reducing the impact computers have on society.</p>	<p>You can identify at least three examples of computer information systems.</p> <p>You can describe three types of computer system failures.</p> <p>You can identify at least two examples of disaster recovery.</p> <p>You can explain why computing standards may be required in hardware and/or software.</p> <p>You can explain some of the advantages and disadvantages of the government developing a computer system to monitor public emails.</p>	<p>support.</p> <p>You can explain the purpose for at least one example from each of the computer systems from:</p> <ul style="list-style-type: none"> • Information systems • Control and monitoring systems • Communications systems <p>You can explain how computer system failure can affect others within society.</p> <p>You can describe what is meant by disaster recovery.</p> <p>You can suggest at least one coding standard that should be followed in a computer program.</p> <p>You can justify whether it is ethical or otherwise for the government to develop a computer</p>	<p>You can explain the purpose for at least three examples from each of the computer systems from:</p> <ul style="list-style-type: none"> • Information systems • Control and monitoring systems • Communications systems <p>You can predict how many people are likely to be affected by computer system failure.</p> <p>You can explain what is meant by disaster recovery using examples to support.</p> <p>You can suggest at least three coding standards that should be followed in a computer program.</p> <p>You can justify using</p>
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				system to monitor public emails.	examples to support whether it is ethical or otherwise for the government to develop a computer system to monitor public emails.
Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.	<p>You can define CPU.</p> <p>You can define RAM and ROM.</p> <p>You can identify at least two input device</p> <p>You can identify at least two common storage technologies.</p>	<p>You can identify the CPU when amongst other computer hardware.</p> <p>You can explain the purpose of RAM.</p> <p>You can identify at least three output devices.</p> <p>You can describe the purpose for at least two common storage technologies.</p>	<p>You can identify which main components the CPU is connected to within a computer.</p> <p>You can explain the purpose of ROM.</p> <p>You can describe the purpose of both input and output devices.</p> <p>You can explain what is meant by secondary storage and why it is needed.</p>	<p>You can fully explain the purpose of the CPU using examples to support your response.</p> <p>You can describe the similarities and/or differences between RAM and ROM.</p> <p>You can explain what happens to inputted data before it is outputted.</p> <p>You can select suitable storage devices and storage media for a given application and justify your choice using at least two characteristics from:</p> <ul style="list-style-type: none"> • Capacity • Speed • Portability 	<p>You can fully explain what the purpose of the control unit is using examples to support your response.</p> <p>You can explain how the amount of RAM affects the performance of a computer system.</p> <p>You can suggest suitable input and output devices for a wide range of computer applications and/or users with specific needs.</p> <p>You can select suitable storage devices and storage media for a given application and justify your choice using at least four characteristics from:</p> <ul style="list-style-type: none"> • Capacity

	<p>You can identify both categories of computer software.</p> <p>You can identify at least one piece of hardware required to connect to the Internet.</p> <p>You can define the WWW.</p> <p>You can describe what is meant by protocol.</p>	<p>You can provide at least three examples for each category of software.</p> <p>You can identify at least two pieces of hardware required to connect to the internet.</p> <p>You can explain what the Internet is.</p> <p>You can describe the role of the Internet Protocol (IP).</p> <p>You can identify an IP address.</p>	<p>You can explain the purpose for at least two examples from each category of software.</p> <p>You can identify at least three pieces of hardware required to connect to the internet.</p> <p>You can explain the difference between the Internet and WWW.</p> <p>You can describe at least two roles of the Transmission Control Protocol (TCP).</p> <p>You can explain what an IP address is and why they are needed.</p> <p>You can explain why an IP address can change.</p>	<ul style="list-style-type: none"> • Durability • Reliability <p>You can explain the purpose for at least three examples from each category of software.</p> <p>You can explain the purpose for at least one piece of hardware required to connect to the internet.</p> <p>You can explain what an ISP is and why they are required to connect to the Internet.</p> <p>You can describe at least two roles of the Hypertext Transfer Protocol (HTTP).</p> <p>You can explain what a data packet is and why they are needed.</p>	<ul style="list-style-type: none"> • Speed • Portability • Durability • Reliability <p>You can suggest appropriate software for a range of given tasks/scenarios from each category of computer software. You can explain the purpose for at least two pieces of hardware required to connect to the internet.</p> <p>You can explain how to connect to the internet and identify the hardware required.</p> <p>You can explain the difference between the Hypertext Transfer Protocol and Hypertext Transfer Protocol Secure (HTTPS).</p> <p>You can explain what each packet of data contains, how they are sent across the Internet, and what happens to lost packets of data.</p>
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				<p>You can explain the difference between a public and private IP address.</p> <p>You can describe the purpose of DNS.</p>	<p>You can identify, define and explain the purpose of a MAC address.</p> <p>You can explain what a DNS server is and how they work to locate an IP address.</p>
<p>Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal].</p>	<p>You can define Bit.</p> <p>You can identify a binary number.</p>	<p>You can define Nibble.</p> <p>You can describe a binary number.</p>	<p>You can define Byte.</p> <p>You can convert positive denary whole numbers (0-255) into 8-bit binary numbers and vice versa.</p>	<p>You can define Kilobyte and Megabyte.</p> <p>You can add two 8-bit binary integers together and explain overflow errors which may occur.</p>	<p>You can define Gigabyte and Terabyte.</p> <p>You can explain why data needs to be converted into a binary format to be processed by a computer.</p>
<p>Understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.</p>	<p>You can define RGB.</p> <p>You can identify at least three image file types.</p> <p>You can define ASCII.</p>	<p>You can explain what RGB is.</p> <p>You can describe what a pixel is.</p> <p>You can explain what the ASCII character set is and why it is needed.</p>	<p>You can explain what image metadata is.</p> <p>You can explain what image resolution is.</p> <p>You can use an ASCII table to convert a character into a binary equivalent.</p>	<p>You can explain what image compression is.</p> <p>You can explain how an image is created using binary values.</p> <p>You can explain how many characters can be represented with the 7-bit ASCII character set.</p>	<p>You can explain the difference between Lossy and Lossless compression.</p> <p>You can explain how the number of colours and size of the image affects the file size.</p> <p>You can explain how many characters can be represented using other character code systems.</p>

Dance

	Emerging	Developing	Securing	Mastering	Excelling
Unit 1: My Name is Cocaine					
Choreography	<p>Students can create movements that show manipulation within a duet such as stopping and restricting.</p> <p>They can develop this by using repetition and re-order.</p>	<p>Students can create movements that clearly show manipulation within a duet and develop this by using repetition, re-order and use on contact with their partner.</p>	<p>Students can choreograph movements that demonstrate manipulation and develop this by using repetition, re-order, contact, dynamics, levels and pathways.</p>	<p>Students can choreograph original movements that clearly demonstrate manipulation in a duet and develop this with use of repetition, re-order, confident use of contact, and a variety of dynamics, levels, pathways and direction to communicate their story to an audience.</p>	<p>Students can choreograph original and interesting movements that demonstrate manipulation which capture the audience's attention.</p> <p>They can develop this with confident use of repetition, re-order, sophisticated use of contact, a variety of dynamics, levels, pathways, direction and facial expressions to communicate their story to an audience.</p>
Performance	<p>Students can perform their duet with use of balance, co-ordination and focus some of the time.</p>	<p>Students can perform their duet well with use of balance, co-ordination, focus and strength most of the time.</p>	<p>Students can perform their duet confidently with good use of balance, co-ordination, focus, strength in contact work and extension throughout their performance.</p>	<p>Students can perform their duet with confidence and ease demonstrating good use of balance, co-ordination, focus, strength in contact work, extension, emphasis and projection throughout their performance.</p>	<p>Students can perform their duet with confidence and ease demonstrating high levels of balance, co-ordination, focus, strength in contact work, extension, emphasis, projection, alignment, flexibility and clarity of shape throughout their performance.</p>
Appreciation	<p>Students can use the poem to create movements to signify key points relating to the theme.</p> <p>They can comment positively on their peers work as well as</p>	<p>Students can use the poem to create movements to signify key issues relating to the them.</p> <p>They can comment on the positives and areas for</p>	<p>Students can appreciate the themes raised in the poem and use this to create movements to signify key points made .</p> <p>They can comment on the positives and areas of their peers</p>	<p>Students can appreciate the themes raised by the poem and use this to create movement to communicate these ideas.</p> <p>They can identify how their peers have created movement to communicate the same theme</p>	<p>Students can appreciate the themes raised by the poem and use this to create movement to communicate these ideas in a sensitive and mature manner.</p> <p>They can identify how their peers have created movement to communicate the same theme</p>

	comment on areas for improvement.	improvement of their peers work. They can provide them with specific ways to improve their work.	work and give them targets to work towards. Students can use their own feedback to improve their work.	<p>differently.</p> <p>Students can comment on the positives and areas for improvement of their peers work as well as the technical and performance skills they have used.</p> <p>Students can use their own feedback to improve their work to a high standard.</p>	<p>differently.</p> <p>Students can comment on the positives and areas for improvement of their peers work as well as the technical and performance skills they have used.</p> <p>Students can use their own feedback to improve their work to a high standard. They will seek further feedback to continue improving.</p>
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Design Technology

	Emerging	Developing	Securing	Mastering	Excelling
Unit 6: Graphic Modelling Project					
Students will understand and practise the principles of the design process	<p>Students generate ideas by collecting and using information.</p> <p>They respond to the design brief by considering aesthetic and technical views.</p> <p>They communicate ideas through words, labels, sketches and models, with thought to constraints.</p> <p>Materials are used with some accuracy and consideration is given to finish and function.</p> <p>They step by step plan their work and identify technical problems using a range of tools and equipment.</p> <p>Designs are reflected upon with thought to previous experiences.</p>	<p>They develop ideas using various sources with clarification through drawing, discussion and modelling.</p> <p>Aesthetics, economics, culture and society are considered and evidenced in own ideas.</p> <p>Material constraints are understood and work is completed with a range of tools, materials, equipment and processes.</p> <p>Work is checked as it develops, with modifications made in practical ways.</p> <p>Testing and evaluating the function of their outcome is completed.</p>	<p>Students use a range of sources to model their ideas.</p> <p>They display a creative response and develop proposals against the design brief that show knowledge and understanding.</p> <p>Modifications are completed in response to others needs and alternative possibilities for making suggested.</p> <p>Use of tools, equipment and processes show understanding of materials characteristics, with checks and modifications to solve problems that occur.</p> <p>Evaluation of the use and function, along with suggested improvements are identified.</p>	<p>Students design a wide range of ideas and use appropriate resources to develop and model their concepts.</p> <p>They respond creatively to the brief and explore conflicting demands for a product.</p> <p>Realistic products are developed in recognition of the needs, trends, design styles and range of target users</p> <p>Good time management skills are observed.</p> <p>Tools, equipment and processes are used with knowledge of characteristics .</p> <p>An ability to solve technical problems is displayed and evidence to back up modifications is made.</p> <p>A thorough evaluation with suggested modifications to improve performance are identified.</p>	<p>A range of strategies are used to design, develop and model ideas.</p> <p>They respond creatively to the brief and have identified constraints, suggesting how to overcome design issues.</p> <p>Decisions upon materials, tools, equipment and processes are made with an understanding of material characteristics and other design alternatives.</p> <p>Work is organised, accurate, consistent and shows precision.</p> <p>Accurate testing has been completed to inform judgements and solve problems, while critically evaluating and suggesting modifications.</p> <p>Environmental and cultural issues relate to these findings.</p>

	Emerging	Developing	Securing	Mastering	Excelling
Unit 7: Tea Light Project					
Students will understand and practise the principles of the design process	Students generate ideas by collecting and using information.	They have developed ideas using various sources.	Students use a range of sources and analysis products before developing and modelling ideas.	Students design a wide range of ideas and use appropriate resources to develop and model their concepts.	A range of strategies are used to design, develop and model ideas.
	They communicate through words, labels, sketches and models, with thought to constraints.	They communicate through drawings, discussion and modelling .	They display a creative response and develop proposals against the design brief that show knowledge and understanding.	They respond creatively to the brief and explore conflicting demands for a product.	They respond creatively to the brief and have identified constraints, suggesting how to overcome design issues.
	Materials are used with some accuracy.	Aesthetics, economics, culture and society are considered in similar products, as well as their own ideas .	Modifications are completed in response to others needs and alternative possibilities for making suggested.	Realistic products are developed in recognition of the needs, trends, design styles and range of target users.	Decisions upon materials, tools, equipment and processes are made with an understanding of material characteristics and other design alternatives.
	They consider the finish and function of their idea, whilst using tools and equipment safely.	They show and understanding of material constraints.	Use of tools, equipment and processes show understanding of materials characteristics, with checks and modifications to solve problems that occur.	Good time management skills are observed.	Work is organised, accurate, consistent and shows precision.
	They develop ideas following a structured evaluative method, with thought to previous experiences.	Students work from plans using a range of tools, materials, equipment and processes.	Evaluation of the use and function, along with suggested improvements are identified.	Tools, equipment and processes are used with knowledge of characteristics.	Accurate testing has been completed to inform judgements and solve problems, while critically evaluating and suggesting modifications.
		They check their work as it develops and make modifications.		An ability to solve technical problems is displayed and evidence to back up modifications is made.	Environmental and cultural issues relate to these findings.
	They test and evaluate the function of their outcome.		A thorough evaluation with suggested modifications to improve performance are identified.		

	Emerging	Developing	Securing	Mastering	Excelling
Unit 8: Storage Box Project					
Students will understand and practise the principles of the design process	Students generate ideas by collecting and using information.	Developed ideas are produced using various sources, with clarification through drawing, discussion and modelling.	Students use a range of sources and analyse familiar products before developing and modelling their ideas.	Students use a wide range of appropriate resources to develop and model ideas.	A range of strategies are used to develop information and ideas.
	They respond to briefs, consider aesthetics and technical views.	Aesthetics, economics, culture and society are considered in similar products, as well as their own ideas.	Knowledge and understanding has been used to respond creatively to the design brief.	They explore conflicting demands for a product and respond creatively to the design brief.	Creative responses to the design brief, with constraints and suggestions of how to overcome design issues are addressed.
	They communicate ideas through words, labels and sketches and show thought towards constraints.	Understanding constraints of materials and work from detailed planning with a range of tools, materials, equipment and processes is evidenced.	Modifications have been completed in response to others needs and alternative possibilities in planning for making have been suggested.	Realistic products are developed in recognition of the needs, trends and range of target users.	Decisions upon materials, tools, equipment and processes are made, with an understanding of material characteristics and other design alternatives evidenced.
	Materials are used with some accuracy and consideration to finish and function is given.	Work is checked as it develops, with modifications made in a practical way.	Use of tools, equipment and processes show understanding of materials characteristics .	Different design styles and good creative communication are in evidence, allowing a product to be planned with consideration to time management.	Work is logically organised and planned.
	They step by step plan their work, identifying technical problems using a range of tools and equipment.	They have tested and evaluated the function of their outcome.	Checks and modifications have been made to solve problems that occur.	Tools, equipment and processes are used with knowledge of material characteristics.	An accurate, consistent and precise outcome is achieved.
	Designs are reflected upon with thought to previous experiences.		Evaluation of the use and function of the practical, along with suggested improvements have been identified.	Technical problems are solved and evidence of changes are made.	Accurate testing to inform judgements and solve problems, while critically evaluating and suggesting modifications is in evidence.
			Suggested modifications to improve performance are identified in evaluation.	Environmental and cultural issues have been considered.	

	Emerging	Developing	Securing	Mastering	Excelling
Unit 9: Audio Amp Project					
Students will understand and practise the principles of the design process	Students generate ideas by using information written in their specification.	Developed ideas are produced with some consideration given to the electronics aspects of the product, with clarification through drawing, discussion and modelling.	Students consider the location of specific off board components in their design ideas and development.	Students develop and model their ideas.	A range of strategies are used to develop information and ideas.
	They respond to briefs, consider aesthetics and technical views.	Aesthetics, economics, culture and society are considered in similar products, as well as their own ideas.	Knowledge and understanding has been used to respond creatively to the design brief.	They consider a wide range of appropriate information, such as dimensions and how off board components will be fixed in a product.	Creative responses to the design brief, with constraints and suggestions of how to overcome design issues are addressed.
	They communicate ideas through words, labels and sketches and show thought towards constraints.	Understanding constraints of materials and working from detailed planning with a range of tools, materials, equipment and processes is evidenced.	Modifications have been completed in response to others needs and alternative possibilities in planning for making have been suggested.	They explore conflicting demands for a product and respond creatively to the design brief.	Decisions upon materials, tools, equipment and processes are made, with an understanding of material characteristics and other design alternatives evidenced.
	Materials are used with some accuracy and consideration to finish and function is given.	Work is checked as it develops, with modifications made in a practical way.	Use of tools, equipment and processes show understanding of materials characteristics.	Realistic products are developed in recognition of the needs, trends and range of target users.	Work is logically organised and planned.
	They step by step plan their work, identifying technical problems using a range of tools and equipment.	They have tested and evaluated the function of their outcome.	Checks and modifications have been made to solve problems that occur.	Different design styles and good creative communication are in evidence, allowing a product to be planned with consideration to time management.	An accurate, consistent and precise outcome is achieved.
	Designs are reflected upon with thought to previous experience.		Evaluation of the use and function of the practical, along with suggested improvements have been identified.	Tools, equipment and processes are used with knowledge of material characteristics.	Accurate testing to inform judgements and solve problems, while critically evaluating and suggesting modifications is in evidence.
			Technical problems are solved and evidence of changes are made.	Environmental and cultural issues have been considered.	
			Suggested modifications to improve performance are identified in evaluation.		

Drama

	Emerging	Developing	Securing	Mastering	Excelling
Unit 1: Chorus					
Use of drama techniques: building a character		You can create your own internal monologue and improvise a scene spontaneously.	You can create your own internal monologue and improvise a scene spontaneously and sustainedly.	You can create your own developed internal monologue and improvise a scene persuasively, spontaneously and sustainedly.	
Use of drama techniques: Mime		You understand the concept of larger physical characterisation with a rehearsed improvised performance.	You understand the concept of larger physical characterisation with a rehearsed improvised performance and have applied it advisedly in your work.	You can use non-verbal communication and excellent observation skills to make sure that your improvisations are precise and persuasive.	
Use of drama techniques: COMEDY		You show understanding of what comedy is in dramatic terms.	You can create comedy in your characterisation of specific roles and in a scene.	You can create comedy in your characterisation of specific roles and in a scene and fully explain your success or otherwise.	
Use of drama techniques: SET and ATMOSPHERE for a scene		You have understanding of how you can use sound and lighting to create a SET and ATMOSPHERE for a scene.	You can create a SET and ATMOSPHERE for a scene through intelligent use of props, lighting, set and costume.	You can create a convincing SET and ATMOSPHERE for a scene through highly intelligent use of props, lighting, set and costume.	
Be able to perform a short drama		You can learn your lines , cues and movements for a performance.	You can learn your lines , cues and movements for a performance and do so convincingly.	You can learn all required lines , cues and movements for a highly convincing performance.	
Ways of working		You sometimes contribute ideas in lessons. You can occasionally be relied upon to work hard You sometimes listen and cooperate with other people in the group. You sometimes ask for and act upon advice and make changes following the advice.	You usually contribute ideas in lessons. You can usually be relied upon to work hard. You usually listen and cooperate with other people in the group. You usually ask for and act upon advice and make changes following the advice.	You always contribute ideas in lessons. You can always be relied upon to work hard. You always listen and cooperate with other people in the group. You always ask for and act upon advice and make changes following the advice.	

	Emerging	Developing	Securing	Mastering	Excelling
Unit 2: Silent Movies					
Use of drama techniques: EXAGGERATION		You can EXAGGERATE your vocal performance such as TONAL EXPRESSION to portray any given CHARACTER from a script.	You can EXAGGERATE your VOCAL performance such as TONAL EXPRESSION and inflection to portray your given CHARACTER .	You can EXAGGERATE your VOCAL performance such as TONAL EXPRESSION, INFLECTION and ACCENT to accurately portray your given CHARACTER.	
Use of drama techniques: sustained ROLE		You can develop a scripted ROLE for part of a performance.	You can develop a scripted ROLE for most of a performance.	You can develop and sustain a scripted ROLE for the whole performance.	
Know the main conventions of scripted drama		You can identify some conventions of scripted drama.	You can identify and apply most of the conventions of scripted drama.	You can identify and apply most conventions of scripted drama and justify why they have developed in this way.	
Knowledge and application		You can develop in a group a piece of non-naturalistic drama.	You can use multifunctional props such as cloth material and found objects to create a piece of non-naturalistic drama.	You can use multifunctional props such as cloth material and found objects to create a successful piece of non-naturalistic drama.	
Ways of working		You sometimes contribute ideas in lessons. You can occasionally be relied upon to work hard. You sometimes listen and cooperate with other people in the group. You sometimes ask for and act upon advice and make changes following the advice.	You usually contribute ideas in lessons. You can usually be relied upon to work hard. You usually listen and cooperate with other people in the group. You usually ask for and act upon advice and make changes following the advice.	You always contribute ideas in lessons. You can always be relied upon to work hard. You always listen and cooperate with other people in the group. You always ask for and act upon advice and make changes following the advice.	

	Emerging	Developing	Securing	Mastering	Excelling
Unit 3: Commedia Dell'Arte					
Use of drama techniques: DEVISING DRAMA		You can, with guidance, create a group devised piece of drama.	You can create a piece of devised drama, using a wide range of techniques, conventions and semiotic features such as lighting and sound.	You can create a fully developed piece of devised drama, using a wide range of techniques, conventions and semiotic features such as lighting and sound.	
Knowledge of the devising process		You can understand and explain the basic devising process terms.	You understand and can explain the purpose and use of a wide range of devising processes and techniques.	You understand and can explain the purpose and use of a comprehensive range of devising processes and techniques.	
Use of drama techniques: sustained PERFORMANCE		You can perform in a group piece of devised drama with credit.	You can perform well in a piece of devised drama, showing good understanding and application of conventions.	You can create and perform a number of roles in a devised piece of drama in a sustained way which captivates your audience's attention.	

	Emerging	Developing	Securing	Mastering	Excelling
Unit 1: C 19th Novel Study					
C 19th Novel Study	You can understand differences between characters; You can explain key steps in the plot of a novel. You can pick out quotations from the story and make comments on them to show why they are important and what they show. You can identify elements of historical context in the story.	You can develop ideas about characters and use quotations from the text to provide evidence. You can show understanding of how stories are shaped and structured. You can select quotations from a passage and comment on the writer’s use of language. You can comment on how the time the story was set is clear from elements in the story.	I understand characterisation – how the writer creates characters through description, actions, dialogue and comments about the character. You can show how a writer shapes and structures the writing to create effects. You can offer detailed comments on the effects of language and techniques in an extract from the novel. You can comment on the link between the historical context and the issues in the novel.	You can respond personally to characters with developed thoughts and ideas, compare them and show how the writer uses language to create them. You can discuss the impact of settings and descriptions in texts. You can comment in a developed way on how the writer uses structure to achieve effects. You can analyse extracts to show how the writer uses language to create effects. You can analyse how the historical context affects the issues in the novel.	You can develop interpretations of texts, supporting these with selected details from the text. You can understand the range of techniques a writer may use to engage a reader such as characterisation, plot structures, setting and description and writing techniques. You can apply analytical techniques to extracts showing in detail how language contributes to the effect of a piece of writing. You can analyse how the historical context affects the issues in the novel.
	Emerging	Developing	Securing	Mastering	Excelling
Unit 2: Novel Study					
Novel Study	You can understand differences between characters; You can explain key steps in the plot of a novel. You can pick out quotations from the story and make comments on them to show why they are important and what they show.	You can develop ideas about characters and use quotations from the text to provide evidence. You can show understanding of how stories are shaped and structured. You can select quotations from a passage and comment on the writer’s use of language.	You understand characterisation – how the writer creates characters through description, actions, dialogue and comments about the character. You can show how a writer shapes and structures the writing to create effects. You can offer detailed comments on the effects of language and techniques in an extract from the novel.	You can respond personally to characters with developed thoughts and ideas, compare them and show how the writer uses language to create them. You can discuss the impact of settings and descriptions in texts. You can comment in a developed way on how the writer uses structure to achieve effects. You can analyse extracts to show how the writer uses language to create effects.	You can develop interpretations of texts, supporting these with selected details from the text. You can understand the range of techniques a writer may use to engage a reader such as characterisation, plot structures, setting and description and writing techniques. You can apply analytical techniques to extracts showing in detail how language contributes to the effect of a piece of writing.

	Emerging	Developing	Securing	Mastering	Excelling
Unit 3: Poetry					
Poetry Analysis	You can understand the main subject of the poem. You can pick out quotations from the poem and make comments on them to show why they are important and what they show.	You can develop ideas about the poem and use quotations from the text to provide evidence. You can show understanding of how vocabulary choices and structure affect the meaning. You can select quotations from a passage and comment on the writer's use of language.	You understand symbolism – how the writer creates meaning through imagery. You can show how a writer shapes and structures the writing to create effects. You can offer detailed comments on the effects of language and techniques in an extract from the poem.	You can respond personally to poem texts with developed thoughts and ideas, compare them and show how the writer uses language to create them. You can discuss the impact of imagery and structure. You can comment in a developed way on how the writer uses structure to achieve effects.	You can develop interpretations of poems, supporting these with selected details from the text. You can understand the range of techniques a writer may use to engage a reader such as symbolism, alliteration, onomatopoeia and structure. You can apply analytical techniques, showing in detail how language contributes to the effect of the poem.
	Emerging	Developing	Securing	Mastering	Excelling
Unit 4: Shakespeare/Drama Study					
Shakespeare Study	You can understand differences between characters; You can explain key steps in the plot of a play. You can pick out quotations from the story and make comments on them to show why they are important and what they show.	You can develop ideas about characters and use quotations from the text to provide evidence. You can show understanding of how plays are shaped and structured. You can select quotations from a passage and comment on the writer's use of language.	You understand characterisation – how the playwright creates characters through description, actions, dialogue and comments about the character. You can comment on how the timing of events in the drama affects the impact on the story. You can offer detailed comments on the effects of language and techniques in an extract from the play.	You can respond personally to characters with developed thoughts and ideas, compare them and show how the playwright uses language to create them. You can discuss the impact of timing and dramatic structure in creating tension and interest. You can comment in a developed way on how the writer uses structure to achieve effects. You can analyse extracts to show how the writer uses language to create effects.	You can develop interpretations of characters and actions, supporting these with selected details from the text. You can understand the range of techniques a playwright may use to engage a reader such as characterisation, plot structures, setting and structure/timing of events. You can apply analytical techniques to extracts showing in detail how language contributes to the effect of a scene.

	Emerging	Developing	Securing	Mastering	Excelling
Unit 5: Creative Writing					
Developing writing Skills	You can plan and write a story with a clear beginning, middle and end.	You can introduce and develop characters, using description, action and dialogue. You can plan a story with a clear and deliberate structure. You can use language deliberately to create effects such as description, mood and atmosphere. The writing is clear.	You can create interesting characters which develop through the story. You can use dialogue effectively. You can create interesting structures such as a twist ending. You use settings and description to hook readers and increase tension. You can use a range of writers' techniques to engage the interest of the reader. The writing is fluent and mainly accurate.	You can write stories which engage the reader because they have a gripping opening, clear development and clever use of structure. The characters are believable and capable of changing and surprising the reader. Settings are detailed and add greatly to the impact of the story. There are a range of writers' techniques used to engage and interest a reader. The writing is skilful and fluent with few errors.	You can write very successful stories which are cleverly structured and consistently engaging. Descriptions are richly detailed and link to settings and atmosphere. Characters are interesting and have depth and the ability to surprise a reader. The writing is fluent and varied, with a sense of personal style.

Ethics

	Emerging	Developing	Securing	Mastering	Excelling
Unit 1: Religion and Social Change					
Subject Content	You correctly identify ideas of different religious leaders. You give a response to the key question but without giving the reasons needed to explain why Religious Leaders seek to change society.	You explain some of the ideas of different religious leaders. You give a response to the key question and attempt to explain the reasons why Religious Leaders seek to change society.	You explain the view of ideas of different religious leaders and their response the situations they found themselves in. You give a clear response to the key question and give reasons to explain why Religious Leaders seek to change society.	You are able to compare and analyse the ideas of different religious leaders. You give a detailed response to the key question and give a thorough explanation of the reasons why Religious Leaders seek to change society.	You analyse the differences between different religious leaders and their views. You give a clear and detailed explanation to the key question and give a detailed and creative explanation of the reasons why Religious Leaders seek to change society.
Key words and Terms	At least 1 key word is used.	Some terminology is used and is generally used correctly.	Terminology is accurately used throughout the assessment.	Terminology is accurately used throughout the assessment. A detailed understanding of the vocabulary used is clearly shown.	Sophisticated use of terminology throughout the assessment which is always accurate. There may be evidence of terminology not used in class.
Structure, Spelling, Punctuation and Grammar (SPAG)	The standard of SPAG is inconsistent – sometimes good but sometimes the meaning of what is written is unclear. The structure outlined in class needs to be followed as it will help order your work.	SPAG is generally good but there are some errors. An attempt to follow the structure has been made, although this could be improved.	SPAG is of a high standard, with only slight errors. The structure has been followed clearly and is logical.	SPAG has minimal errors and does not affect the understanding of the work. There is a logical structure which has been followed well.	The structure of this is followed well, and is of an excellent standard. SPAG is also excellent.

	Emerging	Developing	Securing	Mastering	Excelling
Module 2: Religion and Ethics					
Subject Content	<p>You can describe an ethical theory and show how it relates to a real life situation.</p> <p>You give a response to the key question but without giving the reasons needed to explain Religious beliefs and actions.</p>	<p>You can explain an ethical theory and show how it relates to real life situations. You can explain how different points of view have different consequences.</p> <p>You give a response to the key question and attempt to explain the reasons for Religious beliefs and actions.</p>	<p>You can identify and explain the strengths and weaknesses of a philosophical/ethical argument.</p> <p>You give a clear response to the key question and give reasons to explain your ideas.</p>	<p>You can identify and explain the strengths and weaknesses of a philosophical/ethical argument. You can apply religious beliefs and/or ethical theories to social issues.</p> <p>You give a detailed response to the key question and give a thorough explanation.</p>	<p>You can identify and explain the strengths and weaknesses of a philosophical/ethical argument. You can evaluate, with reference to sources, religious responses to social/ethical issues.</p> <p>You give a clear and detailed explanation to the key question and give a detailed and creative explanation.</p>
Key words and Terms	At least 1 key word is used.	Some terminology is used and is generally used correctly.	Terminology is accurately used throughout the assessment.	Terminology is accurately used throughout the assessment. A detailed understanding of the vocabulary used is clearly shown.	Sophisticated use of terminology throughout the assessment which is always accurate. May be evidence of terminology not used in class.
Structure, Spelling, Punctuation and Grammar (SPAG)	The standard of SPAG is inconsistent – sometimes good but sometimes the meaning of what is written is unclear. The structure outlined in class needs to be followed as it will help order your work.	SPAG is generally good but there are some errors. An attempt to follow the structure has been made, although this could be improved.	SPAG is of a high standard, with only slight errors. The structure has been followed clearly and is logical.	SPAG has minimal errors and does not affect the understanding of the work. There is a logical structure which has been followed well.	The structure of this is followed well, and is of an excellent standard. SPAG is also excellent.

	Emerging	Developing	Securing	Mastering	Excelling
Unit 3: Buddhism					
Subject Content	<p>You correctly identify religious and other ideas.</p> <p>You give a response to the key question but without giving the reasons needed to explain Religious beliefs and actions.</p>	<p>You can explain some religious and other ideas.</p> <p>You give a response to the key question and attempted to explain the reasons for Religious beliefs and actions.</p>	<p>You explain the views of religious and other ideas.</p> <p>You give a clear response to the key question and give reasons to explain Religious beliefs and actions.</p>	<p>You are able to compare and analyse religious and other ideas.</p> <p>You give a detailed response to the key question and give a thorough explanation of the reasons for Religious beliefs and actions.</p>	<p>You analyse the differences between Religious and non-religious views.</p> <p>You give a clear and detailed explanation to the key question and give a detailed and creative explanation of the reasons for Religious beliefs and actions.</p>
Key words and Terms	At least 1 key word is used.	Some terminology is used and is generally used correctly.	Terminology is accurately used throughout the assessment.	Terminology is accurately used throughout the assessment. A detailed understanding of the vocabulary used is clearly shown.	Sophisticated use of terminology throughout the assessment which is always accurate. May be evidence of terminology not used in class.
Structure, Spelling, Punctuation and Grammar (SPAG)	The standard of SPAG is inconsistent – sometimes good but sometimes the meaning of what is written is unclear. The structure outlined in class needs to be followed as it will help order your work.	SPAG is generally good but there are some errors. An attempt to follow the structure has been made, although this could be improved.	SPAG is of a high standard, with only slight errors. The structure has been followed clearly and is logical.	SPAG has minimal errors and does not affect the understanding of the work. There is a logical structure which has been followed well.	The structure of this is followed well, and is of an excellent standard. SPAG is also excellent.

Food Technology

	Emerging	Developing	Securing	Mastering	Excelling
Making / Practical work					
Practical lesson objectives	<p>You make your product with help and guidance through each step.</p> <p>You work hygienically and use electrical equipment safely with help.</p> <p>You give two suggestion of how to improve your product with prompting.</p> <p>You complete your practical work with a fair degree of accuracy, thinking about presentation.</p>	<p>You make your product with a little help and guidance.</p> <p>You show a good standard of hygiene and knowledge of electrical equipment use with some help.</p> <p>You use senses (taste) to suggest 3 adaptations / improvements your recipe.</p> <p>You complete practical work with a good degree of accuracy, using some creativity when serving.</p>	<p>You make you product with limited help and guidance.</p> <p>You work hygienically and efficiently in a practical lesson selecting the correct equipment and process needed every time.</p> <p>You show knowledge of the characteristics and function of ingredients, explaining how an ingredient will work when used.</p> <p>You make suggestions using your senses on how to adapt your product & provide reasonable justifications.</p> <p>You complete work accurately with good finishing techniques.</p>	<p>You complete your product with no help.</p> <p>You work with wide range of equipment and processes with skill.</p> <p>You show understanding of the characteristics and function of ingredients, justifying choice and the importance they have in the recipe used.</p> <p>You complete work precisely and present with a high quality finish.</p>	<p>You confidently complete your product without any help.</p> <p>You work independently, hygienically and safely during practical lessons selecting equipment and process appropriate for the working characteristics.</p> <p>You show a high degree of accuracy when completing practical work, with an outstanding finish.</p> <p>You make 3 or more suggestions to improve your product with thorough justification.</p>

	Emerging	Developing	Securing	Mastering	Excelling
Written/research work					
Theoretical lesson objectives	<p>You include at least 2 examples of foods which could be used to modify a recipe.</p> <p>You complete simple research and record your findings.</p> <p>You draw and label sketches to support your findings.</p> <p>You show understanding of ways of improving your work.</p>	<p>You show that information collected is gathered from more than one source.</p> <p>You are able to suggest 3 alternative ideas and modify recipes where appropriate.</p> <p>You are able to test and write an objective evaluation of your practical work.</p>	<p>You evaluate or test your work objectively at the end of a task, suggesting ideas for improvements.</p> <p>You show that you have used a range of sources to gather information.</p> <p>You apply your knowledge of ingredients and healthy eating to make wise choices when suggesting a range of suitable modifications.</p>	<p>You use a wide range of information points when researching topics.</p> <p>You show a clear understanding of healthy eating and the need for a balanced diet.</p> <p>You show an understanding of the need for special diets.</p> <p>You evaluate your work with reference to how the product would perform, including comments from someone who has tried your product.</p>	<p>You use a wide range of information points when researching topics and reference the source of information.</p> <p>You need to show good knowledge of healthy eating and you can name the main groups of nutrients and their sources.</p>

Geography

	Emerging	Developing	Securing	Mastering	Excelling
Dante's Peak (volcano assessment)					
Geographical content	Identified some elements of fact and fiction from the film.	Clearly identifies and describes several pieces of fact and fiction from the film.	Clearly identifies and explains in detail the elements of the volcanic eruption shown in the film which are fact and fiction.	Sophisticated understanding of elements of the film which are both fact and fiction. These are all explained in detail and appropriate suggestions made on how the film could be made more accurate.	Evaluates the truthfulness of many aspects of the film and is able to support points with own independent research. There is clearly a very high level of understanding and ideas are fully explained and analysed in places.
Use of key terms	At least one geographical term is used.	Some geographical terminology is used which is generally applied accurately.	Geographical terminology is accurately used throughout the piece of writing.	Geographical terminology is accurately used throughout this piece of writing and embedded into the text. It is clear the student has a detailed understanding of the vocabulary used.	Sophisticated uses of geographical terminology throughout the piece of writing which are always accurate. May be evidence of specialist terminology not taught in class.
Structure and SPAG (Spelling, Punctuation and Grammar)	The standard of SPAG varies and at times this does impair the clarity of the work. There is no/little evidence of a structure for the piece of writing.	The standard of SPAG is good however there are some errors. It is clear that the student has considered the structure although at times this could be improved.	The standard of SPAG is high throughout with some minor errors. There is a clear structure to the work which is logical.	The standard of SPAG is very good with minimal errors (none of which prevent understanding). Paragraphs are well used and there is a logical structure, with an introduction and conclusion.	The standard of SPAG is excellent and there is a clear, logical structure to the work which included paragraph. A detailed introduction and conclusion is provided.

	Emerging	Developing	Securing	Mastering	Excelling
Deforestation leaflet (rainforest assessment)					
Geographical content	<p>General descriptive information about the importance of rainforests and what can be done to help protect rainforests which may lack detail.</p> <p>One relevant image is include (could be a map, diagram, photograph, graph etc).</p>	<p>Basic but clear descriptions about the importance of rainforests and why they need protecting. Should also have some information /strategies about how people can help to protect the rainforest.</p> <p>Images included are relevant and are referred to in the text.</p>	<p>Accurate information on different elements of the topic including why rainforests are important, why rainforests are currently under threat and how they can be protected. The majority of points should be explained and supported by facts and figures/ evidence.</p> <p>Several different images are referred to and are clearly used to enhance/support what the student has written.</p>	<p>Detailed information which explains the different elements of this unit (as defined in securing) which have clearly been researched outside of the classroom and reflect the student's interest/s in the topic. Shows a sophisticated understanding of the complex nature of rainforest management.</p> <p>Images are used throughout which support what the student has written/points made. Some may be produced by the student.</p>	<p>A very mature and sophisticated understanding shown of all elements of this topic, from the distribution of rainforests to what individuals can do to protect them. The project shows individuality and the student evaluated the complex nature of rainforest management. There is clear 'flair' and evidence of work outside of lessons.</p> <p>A range of images are used which directly enhance the quality of students work. At least one of the images should be produced by the student.</p>
Use of key terms	At least one geographical term is used.	Some geographical terminology is used which is generally applied accurately.	Geographical terminology is accurately used throughout the piece of writing.	Geographical terminology is accurately used throughout this piece of writing and embedded into the text. It is clear the student has a detailed understanding of the vocabulary used.	Sophisticated uses of geographical terminology throughout the piece of writing which are always accurate. May be evidence of specialist terminology not taught in class.
Structure and SPAG	The standard of SPAG varies and at times this does impair the clarity of the work. There is no/little evidence of a structure for the piece of writing.	The standard of SPAG is good however there are some errors. It is clear that the student has considered the structure although at times this could be improved.	The standard of SPAG is high throughout with some minor errors. There is a clear structure to the work which is logical.	The standard of SPAG is very good with minimal errors (none of which prevent understanding). Paragraphs are well used and there is a logical structure, with an introduction and conclusion.	The standard of SPAG is excellent and there is a clear, logical structure to the work which included paragraph. A detailed introduction and conclusion is provided.

	Emerging	Developing	Securing	Mastering	Excelling
Desert questions (desert assessment)					
Geographical content	Brief comments on the climate in desert areas are made and some suggestions as to how plants and animals can adapt is made.	The climate of desert areas are described, especially the changes between day and night. Some descriptive points made about how animals/plants can adapt to desert areas.	The climates of desert areas are accurately described with reference to temperature and rainfall. There is a clear understanding of the differences between day and night. Descriptive points made about how plants/animals can adapt to desert areas with some explanation.	The climate of desert areas are accurately described (reference to day/night and rainfall/temperature). The reasons for this are explained. The adaptations made by both plants and animals are explained fully with some justification which links to the climate.	The climate or desert areas are accurately described (reference to day/night and rainfall/temperature). The reasons for this are fully explained and may include specific examples/data. The adaptations made by both plants and animals are fully explained and justified with clear links back to the climate and landscape.
Geographical skills	Some attempt at plotting the information on to the map and describing the pattern shown.	The information is plotted accurately onto the map and there is a brief description of the distribution shown.	The information is plotted very accurately and there is a detailed description of the distribution shown.	All of the information is plotted accurately and there is a detailed description of the distribution shown with evidence/data used. There is some attempt to explain the trend shown.	All of the information if plotted accurately and there is a detailed description and explanation of the pattern shown. Evidence and data is used throughout which shows a very sophisticated and detailed understanding.
Use of key terms	At least one geographical term is used.	Some geographical terminology is used which is generally applied accurately.	Geographical terminology is accurately used throughout the piece of writing.	Geographical terminology is accurately used throughout this piece of writing and embedded into the text. It is clear the student has a detailed understanding of the vocabulary used.	Sophisticated uses of geographical terminology throughout the piece of writing which are always accurate. May be evidence of specialist terminology not taught in class.
Structure and SPAG	The standard of SPAG varies and at times impairs the clarity of the work. There is no/little evidence of a structure.	The standard of SPAG is good but with some errors. The structure has been considered but could be improved.	The standard of SPAG is high throughout with some minor errors. There is a clear structure to the work which is logical.	The standard of SPAG is very good with minimal errors (none of which prevent understanding). Paragraphs are well used and there is a logical structure, with an introduction and conclusion.	The standard of SPAG is excellent and there is a clear, logical structure to the work which included paragraph. A detailed introduction and conclusion is provided.

History

	Emerging	Developing	Securing	Mastering	Excelling
Unit 1: The First World War; Topic 1: What were the causes of the First World War? - Causation					
Causation	A simple description of some causes of WWI. Limited knowledge and understanding shown.	An explanation of causation for at least two topics is given but not clearly linked to the question. Relevant information shows some knowledge of the causes of World War I.	An explanation of causation is given with a clear focus on the question. Some passages may lack organisation. Accurate, relevant knowledge is shown. There may be an overall judgement but reasoning is unclear.	An explanation of causation is given with a clear focus on the question. A good range of accurate knowledge is shown. An overall judgment of causation is given with some reasoning but may lack comparison.	An explanation of causation is given which is clearly focused on the question. A wide range of accurate knowledge is shown. There is an overall judgment which may compare and prioritise causation with valid reasoning.
	Emerging	Developing	Securing	Mastering	Excelling
Unit 2: The Trenches of the First World War – Using Evidence					
Using Evidence	A basic inference is made from the evidence. A basic comment is made on the reliability of evidence. There is limited own knowledge used to analyse the evidence.	Accurate inferences are made from the evidence and are backed up with detail from the sources. There is explanation of reliability of evidence. Relevant own knowledge is used to analyse the evidence but quality of it will vary.	Good, supported inferences are made. There is explanation of reliability and usefulness of the sources referring to aspects of the provenance of the source. There is some understanding of how to conduct a historical enquiry using evidence. There is strong own knowledge.	Excellent, well supported inferences are made. There is good explanation of reliability and usefulness referring to the provenance and historical context of the source. There is strong understanding of how to conduct a historical enquiry using evidence. Precise own knowledge is used.	Superb, well supported inferences are made. There is detailed explanation of reliability and usefulness referring to the provenance and historical context of the source. There is excellent understanding of how to conduct a historical enquiry using evidence. Precise own knowledge is used consistently.
Unit 3: To what extent was 1920s America the best of times or the worst of times? - Judgement					
	Emerging	Developing	Securing	Mastering	Excelling
Judgement	Some knowledge of American History is shown. There may be a judgement but it	Reasonable knowledge about life in 1920s America is shown. There is a judgement backed up with some	Good knowledge and understanding of the positive and negative aspects of life in 1920s America is shown. Work is	Very good knowledge of the positive and negative aspects of life in 1920s America is shown. Work is clearly organised into topic	Excellent knowledge of the positive and negative aspects of life in 1920s America is shown. Work is clearly organised into paragraphs with each paragraph

	is asserted and not backed up with clear examples. Work may lack coherence and organisation.	relevant examples. Some passages may lack coherence and organisation.	mostly structured and organised. An overall judgement is made backed up with some limited examples.	paragraphs. An overall judgement is made and is backed up with accurate and relevant examples.	judging (for that topic) whether life was good or bad. An overall judgement is made which is consistent with the judgements made throughout the essay. It is backed up with very relevant examples.
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Unit 4: How did Communism transform Russia? - Consequence

	Emerging	Developing	Securing	Mastering	Excelling
Consequence	A simple description of some features of Russian History. Limited knowledge and understanding shown.	An explanation of change/consequence for at least two topics is given but not clearly linked to the question. Relevant information shows some knowledge of Russian History.	An explanation of change/consequence is given with a clear focus on the question. Some passages may lack organisation. Accurate, relevant knowledge is shown. There may be an overall judgement but reasoning is unclear.	An explanation of change/consequence is given with a clear focus on the question. A good range of accurate knowledge is shown. An overall judgment of consequence is given with some reasoning but may lack comparison.	An explanation of change/consequence is given which is clearly focused on the question. A wide range of accurate knowledge is shown. There is an overall judgment which may compare and prioritise consequences with valid reasoning.

Unit 5: Why do interpretations of the Blitz differ? - Interpretations

	Emerging	Developing	Securing	Mastering	Excelling
Interpretations	A simple description of different interpretations of the Blitz. Limited knowledge and understanding shown.	An explanation of different interpretations and a simple reason given for the difference. Relevant information is linked to the interpretations and shows some knowledge of the Blitz. Comments either agree or disagree with the chosen interpretation.	A clear explanation of different interpretations is given with a good reason given for the difference. Accurate, relevant knowledge is shown about the Blitz and it is used to support the interpretations. Information is selected from the material to agree or disagree with the interpretation. There may be relevant contextual knowledge linked to the interpretation.	A strong explanation of different interpretations is given with a strong reason given for the difference. A good range of accurate knowledge is shown about the Blitz and it is used appropriately to support or refute the interpretations. Precise information is selected from the material to agree or disagree with the interpretation. There is relevant contextual knowledge used to support the interpretation.	An excellent explanation of different interpretations is given with an excellent reason for the difference. A wide range of accurate knowledge is shown about the Blitz which supports or refutes the interpretations. Precise information is selected from the material to agree or disagree with the interpretation. There is relevant contextual knowledge used to support the interpretation and an overall judgement is supported.

Mathematics

Students start the full GCSE course in Year 9 and consequently use GCSE style questions in summative assessments that are then converted to Pathways.

The content of the maths GCSE can be found on the Subjects Page on the main school website and clicking on the scheme of work link:

<http://stivoschool.org/curriculum/subjects>

	Emerging	Developing	Securing	Mastering	Excelling
End of Year Descriptions					
Understanding Language	<p>You can understand the main points and some details from short spoken passages containing familiar language in simple sentences with repetition.</p> <p>You can understand some details in short written passages about familiar topics.</p> <p>You can use context to work out the meaning of unfamiliar words.</p>	<p>You can pick out the main points of shorter extracts and understand familiar language in familiar contexts.</p> <p>You may need extracts to be repeated several times before you understand.</p> <p>You can understand the main points of passages which contain language in familiar contexts and you are able to cope with simple opinions and grammar.</p>	<p>You understand a lot of what you hear and work out the gist of short extracts.</p> <p>You understand well familiar topics and pick out some details.</p> <p>You can identify 2 different tenses when listening.</p> <p>You understand a lot of what you read and can extract meanings and some details.</p> <p>You can understand references to 2 different tenses in short paragraphs and extended sentences, and identify opinions with reasons.</p>	<p>You can understand the main points and details of spoken passages containing familiar language in unfamiliar contexts.</p> <p>You can identify 3 different tenses and understand opinions and reasons.</p> <p>You can understand the main points and details of written passages containing familiar language in unfamiliar contexts.</p> <p>You can apply your knowledge of grammar to deduce the meaning of words.</p> <p>You can recognise 3 different tenses.</p>	<p>You can listen and understand longer passages spoken quickly which contain at least 3 tenses and a range of structures and vocabulary.</p> <p>You can understand information and pick out the main details from most topics.</p> <p>You can apply skills that enable you to cope with unfamiliar language.</p> <p>You understand a lot of the information you read including longer texts that are factual and non – factual.</p> <p>You can understand details and different points of view from most topic areas.</p> <p>You can identify and understand at least 3 different tenses.</p>

<p>Producing Language</p>	<p>You can ask and answer simple questions in a range of familiar topics.</p> <p>Your answers are quite short but give more than a basic response.</p> <p>You can write short paragraphs on familiar topics, mostly from memory and you can look up new vocabulary to personalise your work.</p>	<p>You can respond to some questions in a range of familiar topics.</p> <p>Your answers are quite short but may be developed occasionally.</p> <p>You can use simple connectives and apply simple grammar rules.</p> <p>You can write quite long sentences and use familiar vocabulary.</p> <p>You can use simple connectives to develop your answers and apply simple grammar rules from memory.</p>	<p>You can hold a short conversation with simple opinions and justifications .</p> <p>You can use at least 2 different tenses talking about yourself.</p> <p>Your pronunciation is recognisable and your accent is quite good. You can be understood by a sympathetic native speaker.</p> <p>You can write generally accurately using 2 tenses, opinions and reasons. You can write extended sentences and short paragraphs. You can apply simple grammar rules accurately.</p>	<p>You can hold a short conversation using opinions and developed answers. You can use at least 3 tenses generally accurately and talk about yourself and other people.</p> <p>Your accent is understandable and you pronounce words reasonably accurately.</p> <p>You can write using 3 tenses generally accurately and include opinions and developed answers. You can adapt verbs according to who is doing the action and write longer passages. Your grammar and spelling are clear and understandable.</p>	<p>You can speak quite a lot about things you know and frequently develop answers including opinions and reasons. You use 3 tenses accurately and your grammar is good. You pronounce words quite well and the information you say is easily understood.</p> <p>Your writing is generally accurate and you use 3 tenses accurately, including common irregular verbs. You can write extended passages including opinions and reasons. You can describe factual and non factual information clearly. Your work is well structured and engaging.</p>
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	Emerging	Developing	Securing	Mastering	Excelling
End of Year Descriptions					
Understanding Language	You can understand the main points and some details from short passages containing familiar language in simple sentences with repetition.	You can pick out the main points of shorter extracts and understand familiar language in familiar contexts. You may need extracts to be repeated several times before You understand. You are able to cope with simple opinions and grammar.	You understand a lot of what you hear and work out the gist of extended sentences, and identify opinions with reasons. You understand familiar topics well and pick out most key details.	You can understand the main points and details of passages containing familiar language even when in unfamiliar contexts. You can apply your knowledge of grammar to deduce the meaning of words. You can recognise different tenses.	You can listen and understand longer passages spoken quickly which contain different tenses and a range of structures and vocabulary. You can understand information and pick out the main details from most topics. You can apply skills that enable you to cope with unfamiliar language. You understand a lot of the information you read including longer texts that are factual and non – factual. You can understand details and different points of view from different sub- topic areas.
Producing Language	You can ask and answer simple questions on familiar topics. Your answers are quite short and give just a basic response.	You can respond to some questions in a range of familiar topics. Your answers are quite short but may be developed occasionally. You can use simple connectives and apply simple grammar rules but may make mistakes.	You can write generally accurately adding opinions and reasons. You can write extended sentences and short paragraphs. You can apply simple grammar rules accurately.	You can write and speak in German using the present tense mostly accurately with a range of common regular, irregular & modal verbs. You use different pronouns and your verb endings are mostly accurate. You use possessive pronouns – mein/ meine / seine / seine etc.... You can form questions in German, as well as answers which are increasingly detailed and will include connectives and frequency words. You justify most opinions with reasons.	You can write and speak in German using the present tense very accurately with a range of common regular, irregular & modal verbs. You use different pronouns and your verbs endings are always correct. You are confident in your use of possessive pronouns – mein/ meine / seine / seine etc.... You can form questions in German, as well as answers which are quite detailed and will include complex connectives (such as weil / obwohl) and frequency words. You justify all opinions with reasons.

Music

	Emerging	Developing	Securing	Mastering	Excelling
20th Century Music (Journey of Music)					
Justify and explain your responses to the music you hear	Your approach to this 'different' music is more closed minded and you are only able to offer simple opinions lacking musical justification.	You are able to offer opinions with some musical back up but struggle to extend or develop your ideas.	You can write musically to back up your responses to the music you hear and you make occasional edits to add depth to your work.	You can write and talk clearly about the music, offering some musical justification for your opinions and developing some ideas.	You are able musically to articulate and justify your responses to these new genres, and can extend your written work.
Show a mature and exciting approach to composition	You can work with others to produce a group piece but all elements of it are quite basic and you are not able to suggest new ideas	You are able to suggest a few ideas that are quite 'standard' and similar to the music you usually listen to.	You are able to suggest some interesting ideas to the composition process that move away from what you might normally listen to musically.	You suggest a range of interesting ideas in composition work and are able to manipulate them in a few ways.	Your ideas in composition are exciting and unusual, and you lead your group in manipulating and extending them.
Use real focus in practical work	You struggle to focus at all in the performance tasks as it is out of your comfort zone.	You are able to focus at times , and when you do the practical results are improved.	Broadly you focus in the practical tasks to ensure a good quality result overall.	You focus well in performance tasks in order to get a good quality result.	You are unafraid to focus entirely on the performance tasks to achieve good results.
	Emerging	Developing	Securing	Mastering	Excelling
African Drumming (World Music)					
Adapt your playing to match others	You can play some rhythms in time but struggle unless you are being clearly led by others.	You can play most rhythms in time but struggle to respond if your timing does go out at all.	You are able to play rhythms reliably in time whilst following others and can follow a change in timing if it gets out.	You are able to play all rhythms reliably in time with others, and make adjustments to your playing when the timing is obviously out.	You can make subtle adjustments to your playing in order to maintain good timing, and lead strongly to a beat in your group.
Play your part accurately and fluently	You are able to play a small amount of your part if you follow others, using basic djembe technique.	You are able to play the majority of your part independently, and attempt the three sounds of the djembe in your playing.	You can play your part broadly accurately and fluently with someone to follow and there is a clear difference in the sounds from your technique.	You are able to play your part mostly accurately and fluently with just the odd slip, and your technique is clear.	You use excellent technique to play your part totally accurately and fluently.
Compose a varied group	You play a small role in composing, and your	You are able to contribute a few ideas within the	You contribute ideas to the group process that	You contribute numerous varied ideas to the group	You play a central role in composing a piece

piece	ideas are quite simple and similar.	composition process and your piece has two or more sections with similarities.	have some variety, and your piece has two or more differing sections.	process, and your piece has three or more differing sections.	with a varied structure, and variety and interest in rhythms.
	Emerging	Developing	Securing	Mastering	Excelling
Themes and Structures (Expressing Music)					
Create a structured composition to a brief	You create a basic response to your brief with limited success in structure and texture.	You work quite well with your group to produce a piece with a simple structure.	You suggest ideas to help produce a broadly successful complete piece in response to your brief.	You make suggestions and use some leadership skills when necessary to produce a successful piece in response to your brief.	You utilise a purposeful rehearsal technique to produce an imaginative and creative response to your brief.
Use musical devices to enhance your piece	You struggle to use specific musical devices within composition.	You show some understanding of musical devices and attempt to use at least one.	You successfully use at least one musical device in your composition.	You successfully use more than one musical device within your piece.	You have numerous specific musical devices within your composition.
Show understanding in musical analysis	You are able to suggest basic answers to analysis questions and struggle to approach the score-reading exercises positively.	You write quite basic answers to analysis questions and make some positive attempts to understand a musical score.	You write some musical answers to analysis questions and approach score reading positively, gleaning basic information well.	You write quite in-depth answers to analysis questions and develop new skills to glean information from a score.	You write detailed answers to analysis questions, justifying your answers, and use a musical score accurately.
	Emerging	Developing	Securing	Mastering	Excelling
Pop Song (Popular Music)					
Perform confidently	You perform in a pair after significant encouragement and in a passive or introverted way.	You can perform your song with a fairly low level of energy which affects the accuracy of the tuning and timing.	You make an active attempt to overcome nerves and perform your song with some energy, helping your accuracy.	You are prepared to practice and put nerves aside for the song performance, putting a good level of energy in.	Your song performance is confident and you show flair, putting in the maximum effort you can.
Form major and minor chords	You are able to form major and minor chords only when it is talked through by the teacher.	You are able to form major and minor chords on most notes with reminders of how to do it.	You can form major and minor chords on most notes independently.	You can remember how to form all major and minor chords, doing so accurately with just the odd error.	You can reliably remember how to form and play major and minor chords on any note.
Show good timing	You show little awareness of your partner when putting your parts together.	You can play broadly in time with your partner with some practise.	You are able to play in time with your partner quite naturally but struggle to make adjustments to get it perfect.	You are able to play in time with your partner and make small adjustments where necessary.	You show sensitivity in working with and responding to your partner, adapting whenever necessary.

	Emerging	Developing	Securing	Mastering	Excelling
Unit 1 - Physical Education – Team games and Individual Activities					
Range of Skills	Demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations. Few, if any of the advanced skills for the activity are attempted.	Demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.	Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.	Demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.	Demonstrates all core skills and nearly all advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.
Quality of Skills	Core skills are performed inconsistently and with limited accuracy, control and fluency. Any advanced skills attempted are performed with little success.	Core skills are performed with limited consistency and some accuracy, control and fluency. The advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency.	Core skills are performed consistently with a good standard of accuracy, control and fluency. The advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency.	Core skills are performed consistently with a very good standard of accuracy, control and fluency. The advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency.	Core skills are performed consistently with an excellent standard of accuracy, control and fluency. The advanced skills demonstrated are performed consistently with an excellent standard of accuracy, control and fluency.
Physical Attributes	Demonstrates limited physical fitness and psychological control during performance.	Demonstrates sufficient physical fitness and psychological control to perform with some effectiveness.	Demonstrates appropriate levels of physical fitness and psychological control to perform effectively.	Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively.	Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively.

<p>Decision making</p>	<p>Selects and uses appropriate skills on few occasions. Rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity. Demonstrates little awareness of the rules/regulations of the activity during performance. Demonstrates little regard for the safety of themselves and others. Demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only). Rarely communicates with other player(s)/performer(s) (team activities only).</p>	<p>Selects and uses appropriate skills on some occasions. Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity. Demonstrates limited awareness of the rules/regulations of the activity during performance. Demonstrates limited regard for the safety of themselves and others. Demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only). Communication with other player(s)/performer(s) is limited (team activities only).</p>	<p>Successfully selects and uses appropriate skills on some occasions. Applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity. Demonstrates good awareness of the rules/regulations of the activity during performance. Demonstrates good regard for the safety of themselves and others. Demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only). Communication with other player(s)/performer(s) is good (team activities only).</p>	<p>Successfully selects and uses appropriate skills on many occasions. Applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity. Demonstrates very good awareness of the rules/regulations of the activity during performance. Demonstrates very good regard for the safety of themselves and others. Demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only). Communication with other player(s)/performer(s) is very good (team activities only).</p>	<p>Successfully selects and uses appropriate skills on nearly all occasions. Applies appropriate team strategies/tactics/compositional ideas demonstrating an excellent understanding of the activity. Demonstrates excellent awareness of the rules/regulations of the activity during performance. Demonstrates excellent regard for the safety of themselves and others. Demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only). Communication with other player(s)/performer(s) is excellent (team activities only).</p>
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Science

	Emerging	Developing	Securing	Mastering	Excelling
Practical Unit					
Planning	States something to investigate. States a control. States what you will change. States a risk. States main pieces of equipment required. States what will be measured.	A clear hypothesis that says what will be tested and what being measured. Range of controls listed Relevant risks identified. Equipment is listed with sizes (describes well).	Hypothesis as before but an attempt to explain it. All relevant equipment is explained. Risks are relevant and a comment is made about how to manage them or what to do in the event of a problem. A range of controls and some descriptions about how to control them.	Hypothesis as before but a scientific explanation. Equipment is comprehensive justified. A range of controls with descriptions and explanations. Risks are relevant, comprehensive, and details of how to manage risks are included or what to do if something does go wrong.	As mastering but also: A comprehensive range of controls with detailed explanations about why it's important to control this. Risks are relevant and comprehensive. Details of how to manage risks are included and what to do if something does go wrong as well as how likely it is to occur in this experiment.
Carrying out the practical, results and processing	Very simple plan. Some results are recorded.	A simple plan that includes how measuring will occur. An attempt to record results in a table that has some of the features of a table. A simple graph is drawn though there are some errors.	A results table with most of: title, headings, units, repeats and a column for mean average. A simple plan that includes the range of measurements and states that repeats will be needed. A graph is attempted that has most of: labelled axis, units, accurate plotting, correct scales. Anomalies are identified.	The plan is logical and useable. There are specifics given, ranges, repeats, details about how to record results and no there is no ambiguity. A results table with a title, headings, units, repeats and a column for mean average. A graph is drawn that has: labelled axis, units, accurate plotting, correct scales.	The plan has an explanation at the bottom of why the chosen range is suitable, and compares it with other possible ranges that could have been chosen.
Conclusions and evaluations	Some results are recorded. An attempt to conclude. An attempt to	A simple conclusion is drawn that attempts to use the data. A weakness or strength identified.	A conclusions is drawn that uses the data and an attempt at a scientific explanation is given. An attempt to evaluate the	A conclusions is drawn that uses the data, it also comments on the graph and offers a reasonable scientific reason for the trend in results.	As mastering but also: Conclusion demonstrates an excellent application of scientific principles to explain the findings. The evaluation shows a real

	evaluate i.e a weakness or strength identified.		strengths and weaknesses of the method and an improvement or an evaluation of the reliability of the conclusion suggest some sort of improvement to the practical.	An evaluation of the strengths and weaknesses of the method and improvements are discussed and linked to any anomalies. An evaluation of the reliability of the conclusion and further work that could be done to gather more evidence for the conclusion.	understanding of the limitations and strengths of the experiment. Comments about the conclusion reliability are justified and suggested improvements about further evidence needed are insightful. Suggestions about reasons for anomalies and suggestions about how to improve the method and WHY this would lead to better quality results.
	Emerging	Developing	Securing	Mastering	Excelling
GCSE specification content to be covered in Year 9					
Generic Science	Demonstrates some relevant scientific knowledge and understanding using limited scientific terminology. Performs basic calculations. Draws simple conclusions from qualitative or quantitative data. Makes basic comments relating to experimental methods.	Demonstrates mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology. Uses appropriate mathematical skills to perform multi-step calculations. Analyses qualitative and quantitative data to draw plausible conclusions supported by some evidence. Evaluates methodologies to suggest improvements to experimental methods, and comments on scientific conclusions.			Demonstrates relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology. Uses a range of mathematical skills to perform complex scientific calculations. Critically analyses qualitative and quantitative data to draw logical, well-evidenced conclusions. Critically evaluates and refines methodologies, and judges the validity of scientific conclusions.

States of Matter, Mixtures and Separation techniques	<p>Names the states of matter and the changes between them. Is able to describe the particle arrangement, properties and energy of each state of matter. Describes the differences between a pure substance and a mixture. Draws diagrams to show how to carry out filtration, chromatography and distillation.</p>	<p>Is able to use information to predict the state of matter of a substance. Describes what happens to atoms at a pure substances melting point and relates this to a heating curve. Describes how to carry out chromatography, distillation and filtration. Names the stages in the purification of water. Interprets chromatograms.</p>	<p>Explains why temperature does not change when a pure substance melts. Calculates R_f values and uses them to identify substances. Explains how substances are separated in chromatography, filtration and distillation. Describes the purification of water.</p>	<p>Explains how the products of fractional distillation are linked to the boiling points of the components.</p>	<p>Describes the fractional distillation of air.</p>
Atomic Structure and The Periodic Table	<p>Recalls the positions of metals and non-metals in the periodic table. Describes an atom in terms of sub atomic particles. States where most of the mass of an atom is found. States what is meant by an isotope.</p>	<p>Shows electronic configurations in the form 2.8.1 and as diagrams. Explains the meaning of the terms 'atomic number' and "mass number". Identifies isotopes from information about the structure of atoms.</p>	<p>Describes how Mendeleev arranged the elements and predicted the existence and properties of some elements yet to be discovered. Explains the links between an element's position in the periodic table and its electronic configuration. Calculates the numbers of protons, neutrons and electrons using atomic and mass numbers.</p>	<p>Describes the evidence that supported Mendeleevs version of the periodic table and the problems encountered. Explains why the relative atomic mass of many elements is not a whole number. Predicts the electronic configurations of the elements hydrogen to calcium.</p>	<p>Calculates the relative atomic mass of an element from the relative masses and abundances of its isotopes.</p>
Key Biological Principles	<p>Identifies the parts of plant and animal cells. Describes the adaptations of cells. Recalls what an electron microscope is.</p>	<p>Explains why some cell structures can be seen with an electron microscope but not with a light microscope. Interprets the SI prefixes milli-, micro-, nano- and pico-.</p>	<p>Calculates sizes and magnifications Estimates sizes using microscope fields of view and scale bars. Changes numbers to and from standard form. Describes why bacteria are</p>	<p>Compares eukaryotic and prokaryotic cells. Explains the effect of osmosis on tissues. Explains why temperature, substrate</p>	<p>Uses the lock-and-key model to develop explanations for enzyme activity. Calculates the rate</p>

	<p>Makes drawings of plant and animal cells using a light microscope and identifies their parts.</p> <p>States that enzymes are proteins.</p>	<p>Describes the functions of the sub-cellular structures commonly found in eukaryotic cells (nucleus, cell membrane, cell wall, chloroplasts, mitochondria and ribosomes).</p> <p>States that substances are transported by diffusion, osmosis and active transport.</p> <p>States what enzyme specificity means.</p> <p>Describes what enzymes do (catalyse the synthesis and breakdown of substances, such as carbohydrates, proteins and lipids, by speeding up the rate of reaction).</p>	<p>classified as being prokaryotic.</p> <p>Describes how substances are transported by diffusion, osmosis and active transport.</p> <p>Calculates percentage gain and loss of mass in osmosis.</p> <p>Describes the effect of temperature, substrate concentration and pH on enzyme activity.</p> <p>Recalls the subunits from which carbohydrates, proteins and lipids are formed (sugars, amino acids, fatty acids and glycerol).</p>	<p>concentration and pH affect enzyme activity.</p> <p>Explains how enzymes become denatured.</p>	<p>of enzyme activity from experimental data</p>
Health	<p>Defines the terms “health” “disease” and “malnutrition”.</p> <p>Describes some diseases caused by viruses, bacteria, protists and Fungi.</p> <p>States the ways in which pathogens can be spread.</p> <p>States that the immune system protects the body by attacking pathogens.</p> <p>Defines the term antibiotic (as medicines that inhibit cell</p>	<p>Describes how communicable and non-communicable diseases differ using examples.</p> <p>Describes the link between alcohol and liver disease.</p> <p>Describes how obesity is measured (BMI and waist : hip calculations).</p> <p>Gives examples of pathogens that are spread in different ways (e.g. cholera bacteria by water, tuberculosis bacteria and chalaria dieback fungi by air, malaria protist by vector, <i>Helicobacter</i> by mouth, Ebola by body fluids).</p> <p>Gives examples of chemical and</p>	<p>Outlines the role of the immune system in protecting against disease.</p> <p>Explains why exercise and diet affect obesity.</p> <p>Describes the correlation between lifestyle choices and diseases.</p> <p>Explains how signs of a disease can be used to identify the pathogen.</p> <p>Explains how the spread of the STIs Chlamydia and HIV can be reduced or prevented.</p> <p>Describes chemical and physical barriers.</p> <p>Describes how antigens trigger the release of antibodies and the production of memory</p>	<p>Explains how disease can affect the immune system.</p> <p>Explains the effect of alcohol consumption on liver disease at local, national and global levels.</p> <p>Compares how cardiovascular diseases are treated.</p> <p>Explains how immunisation protects against infection by a pathogen.</p> <p>Explains why each stage of the development of a</p>	

	processes in bacteria).	physical barriers. Describes the role of antibodies in the immune response. Explains why antibiotics are useful for treating bacterial infections (because they do not damage human cell processes).	lymphocytes. Explains why antibiotics cannot be used to treat infections by pathogens other than bacteria.	new medicine is needed.	
Conservation of Energy	States the types of energy with examples. Describes the ways in which energy can be transferred by heating. Lists the non-renewable energy resources in use today. Describes the advantages and disadvantages of non-renewable energy resources.	Gives examples of energy being moved between different stores and represents this using diagrams. Defines efficiency. Describes what is meant by electrical resistance. Describes how the National Grid transmits electricity around the country. Compares the advantages and disadvantages of non-renewable energy resources.	Describes what happens to wasted energy in energy transfers. Explains how energy can be wasted in electrical appliances. Explains why step-up and step-down transformers are used in the National Grid. Explains how different ways of reducing energy transfer by heating work. Describes the effects of the thickness and thermal conductivity of the walls of a building on its rate of cooling. Explains why we cannot use only renewable energy resources.	Explains some ways in which energy is transferred wastefully by mechanical processes. Explains how wasteful energy transfers can be reduced in electrical appliances.	Explains how efficiency can be increased. Recalls and uses the formula for calculating energy efficiency.
Waves	Recalls that waves transfer energy and information but do not transfer matter. Describes waves using the terms frequency, wavelength, amplitude, period and velocity. Gives examples of transverse and	Describes the differences between longitudinal and transverse waves. Recalls the equation relating wave speed, frequency and wavelength. Describes what refraction is. Describes the common features of electromagnetic waves. Describes how the potential	Describes how to measure the velocity of sound in air and the velocity of waves on the surface of water. Explains some effects of the refraction of light. Describes the uses of electromagnetic waves. Describes how radio waves are produced and detected by	Uses the equation relating wave speed, frequency and wavelength. Explains how a change in wave speed can cause a change in direction. Describes an effect caused by the different	

	<p>longitudinal waves. Recalls examples of electromagnetic waves.</p>	<p>danger of electromagnetic radiation depends on its frequency. Recalls that absorption of radiation can cause changes in atoms and their nuclei.</p>	<p>electrical circuits. Explains the effects caused by electromagnetic waves travelling at different velocities in different substances.</p>	<p>velocities of electromagnetic waves in different substances. Describes some differences in the ways that different parts of the electromagnetic spectrum are absorbed and transmitted. Describes some differences in the ways that different parts of the electromagnetic spectrum are refracted and reflected.</p>	
Working Scientifically	<p>Safely follows a method to carry out a range of Practicals.</p>	<p>Explains ways of reducing risks in Practicals.</p>	<p>Is able to form conclusions on Practicals and evaluate the methodology.</p>	<p>Is able to evaluate conclusions and evidence.</p>	