



Year 9 Subject Specific

Assessment Criteria

In this booklet you will find the Year 9 achievement descriptors for each subject your son/daughter studies in Year 9. Using this criteria, you will be able to see how your son/daughter is progressing in each subject and what steps are needed to move to the next achievement grade. If you have any specific queries about the criteria, please do not hesitate to contact the Subject Leader who will be happy to help.

It is important to note that because the demands of the curriculum increase each term, a pupil who is said to be “meeting expectations” across two or more terms is still making progress, even though their achievement grade may not have gone up. This assessment booklet can be read alongside our Curriculum Map for Year 9.

English

Grade	Interpreting Modern Texts	Narrative Writing
Skilful	<ul style="list-style-type: none"> • Developed response to the task and the whole text • Quotations/references are integrated into analysis • Examination of writer's methods with clear subject terminology • Beginning to consider ideas and context in the text 	<ul style="list-style-type: none"> • Communication of ideas is clear throughout • Tone and style are generally consistent and suit purpose and audience • Some sophisticated vocabulary and use of a range of devices • Paragraphs are coherent with use of discourse markers • Clear, connected ideas within and between paragraphs
Confident	<ul style="list-style-type: none"> • Clear, explained response to the task • Clear use of quotations to reinforce points • Clear explanation of writer's methods with some use of subject terminology • Beginning to show a clear understanding of ideas and context in the text 	<ul style="list-style-type: none"> • Communication is generally clear • Some sustained attempt to match tone and style to purpose and audience • Vocabulary chosen for effect and use of some devices • Clear use of paragraphs with some use of discourse markers • Variety of linked ideas in and between paragraphs
Meeting	<ul style="list-style-type: none"> • Some explained response to the task • Use of quotations to back up point • Explained comments on methods and some use of subject terminology • Some understanding of ideas and context 	<ul style="list-style-type: none"> • Communicates with some sustained success • Attempts to match tone and style with purpose and audience • Some deliberate use of vocabulary • Writes in paragraphs and may use discourse markers • Some variety of linked and relevant ideas
Developing	<ul style="list-style-type: none"> • Some relevant comments on the task • Comments on a reference • Identifies a writer's method and may use subject terminology • Some awareness of ideas/context 	<ul style="list-style-type: none"> • Communicates with some success • Awareness of matching tone and style to audience and purpose • Begins to vary vocabulary • Some use of paragraphs • Some linked and relevant ideas
Below	<ul style="list-style-type: none"> • Simple comments on task • Reference to details • Awareness of writer making choices • Simple comment on ideas / context 	<ul style="list-style-type: none"> • Simple communication of ideas • Occasionally matches tone and style to audience and purpose • Simple vocabulary • Random / no paragraph structures • 1-2 relevant ideas, simple links made

Maths

Achievement	Subject Specific Descriptor
<p>Skilful and accomplished achievement against the expectations of the curriculum</p>	<p>Number:</p> <ul style="list-style-type: none">• Use standard units of mass, length, time, money and other measures, including with decimal quantities• Use a calculator and other technologies to calculate results accurately and then interpret them appropriately• Estimate complex calculations• Apply surds to shape problems involving area and perimeter• Rationalise a denominator which is a complex surd, such as $2/(3 + \sqrt{5})$• Solve problems with HCF and LCM• Simplify a rational number raised to a negative fractional power, such as $(16/25)^{-3/2}$• Add and subtract numbers expressed in standard form• Solve problems involving standard form <p>Algebra:</p> <ul style="list-style-type: none">• Generate terms of a sequence from either a term-to-term or a position-to-term rule• Recognise arithmetic sequences and find the nth term• Recognise geometric sequences and appreciate other sequences that arise. <p>Ratio, proportion and rates of change:</p> <ul style="list-style-type: none">• Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics• Use compound units such as speed, unit pricing and density to solve problems. <p>Geometry and measures:</p> <ul style="list-style-type: none">• Understand and use the relationship between parallel lines and alternate and corresponding angles• Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons <p>Probability:</p> <ul style="list-style-type: none">• Conduct simple probability experiments• Understand randomness, fairness, equally and unequally likely outcomes• Enumerate sets and unions/intersections of sets using Venn Diagrams and two-way tables

Confidently and securely
meeting the expectations of
the curriculum

Number:

- Use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations
- Define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express one quantity as a percentage of another, compare two quantities using percentages, and work with percentages greater than 100%
- Simplify surds such as $(\sqrt{8} + \sqrt{18})$
- Rationalise a denominator which is a simple surd, such as $2/(\sqrt{5})$
- Use HCF and LCM
- Use rounding to estimate answers to 3-stage calculations
- Multiply and divide numbers expressed in standard form

Algebra:

- Understand and use standard mathematical formulae; rearrange formulae to change the subject
- Understand what a^{-n} means
- Understand what $a^{1/n}$ means

Geometry and measures:

- Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language
- Identify properties of, and describe the results of, translations, rotations and reflections applied to given figures
- Identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids

Ratio, proportion and rates of change:

- Divide a given quantity into two parts in a given (part : part or part : whole) ratio; express the division of a quantity into two parts as a ratio

Probability:

- Confidently use language associated with probability
- Calculate probabilities using fractions or decimals
- Use sample space diagrams to organise possible combinations

**Meeting the expectations of
the curriculum**

Number:

- Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative
- Use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals
- Can simplify surds, such as $\sqrt{12}$
- Can use rounding to 1 s.f. to estimate (e.g.) 232×43
- Can find HCF and LCM of 2 or more integers
- Can write a small decimal in standard form
- Can recognise if a number is written in standard form

Algebra:

- Work with coordinates in all four quadrants
- Knows $(\sqrt{a}) \times (\sqrt{a}) = a$ (from the area of a square)
- Understand index rules of a^0 and a^{-1}
- Understands $(a^x)^y$

Ratio, proportion and rates of change:

- Use scale factors, scale diagrams and maps
- Use ratio notation, including reduction to simplest form

Geometry and measures:

- Describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric
- Use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruence of triangles

Probability:

- Understand that the probabilities of all possible outcomes sum to 1
- Show probabilities on a probability scale
- Understand the probability of an outcome not occurring
- Use language associated with probability

<p>Developing or emerging skills in relation to the expectations of the curriculum</p>	<p>Number:</p> <ul style="list-style-type: none"> • Can round to 1 significant figure • Can write a large number in standard form • Can use the order of operations • Knows the prime numbers in order to find products of primes • Understands the difference between rational and irrational numbers • Developing skills for expressing one quantity as a fraction of another, where the fraction is less than 1 and greater than 1 and use ratio notation, including reduction to simplest form. <p>Algebra:</p> <ul style="list-style-type: none"> • Knows basic index rules $(a^m \times a^n) = a^{m+n}$ and $(a^m \div a^n) = a^{m-n}$ • Can use the order of operations <p>Geometry and measures:</p> <ul style="list-style-type: none"> • Developing skills in deriving and use of the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line • Describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric • Use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruence of triangles <p>Probability:</p> <ul style="list-style-type: none"> • Understand that the probabilities of all possible outcomes sum to 1 • Express a probability as a number between 0 and 1 • Calculate simple probabilities
<p>Below the skills in relation to the expectations of the curriculum</p>	<p>Number:</p> <ul style="list-style-type: none"> • Can round to 1 significant figure • Can write a large number in standard form • Can use the order of operations • Developing skills for expressing one quantity as a fraction of another, where the fraction is less than 1 and use ratio notation.

Algebra:

- Knows basic index rules $(a^m \times a^n) = a^{m+n}$ and $(a^m \div a^n) = a^{m-n}$
- Can use the order of operations

Geometry and measures:

- Developing skills in deriving and use of the standard ruler and compass constructions recognise and use the perpendicular distance from a point to a line as the shortest distance to the line
- Describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles.
- Use the standard conventions for labelling the sides and angles of triangle ABC
- **Probability:**
- Express a probability as a number between 0 and 1
- Calculate simple probabilities

Science

Achievement Grade	Planning and Evaluating	Practical Skills	Data Analysis	Explanations	Scientific Literacy	Scientific Numeracy
<p>Skilful and accomplished achievement against the expectations of the National Curriculum.</p>	<p>Independently and consistently, shows a critical understanding of validity, accuracy, precision, errors, resolution, and reliability in their investigations. Consistently suggests specific improvements to experiments and confidently explains the benefits of these and the impact on data. Independently and consistently, uses complex abstract ideas, theories and models to create testable hypotheses (statements that can be tested), incorporating more than one independent variable, as well as dependent and controlled variables (factors to be kept the same).</p>	<p>Uses an extensive range of challenging techniques, including using high resolution measuring equipment accurately. Beginning to judge a suitable resolution for a piece of measuring equipment. Independently assess all relevant risks and suggests how these can be controlled and monitored to work safely.</p>	<p>Consistently constructs accurate scales, including negative values and decimals, and correctly presents data on an appropriate graph/ chart. Interpedently and confidently identifies quantitative (using numbers) patterns when describing data, extrapolating (estimating beyond) and interpolating (estimating between) results accurately.</p> <p>Records complex results in clear tables to a consistent and appropriate resolution.</p>	<p>Consistently uses and links an expansive range of key ideas (forces, energy, particles, cells and interdependence) to explain why something has happened.</p> <p>Independently uses scientific models to explain concepts, evaluating the strengths and weaknesses of the models used.</p>	<p>Independently selects and uses a wide range of writing styles for different audiences. Correctly uses a wide range of complex scientific terminology. Can critically interpret a range of complex texts in detail. Takes a highly effective role in group discussions using an analytical and critical approach.</p>	<p>Expertly use and confidently rearrange formulae, including quadratic formulae. Independently converts scientific terminology. Independently calculates means, modes, medians and percentages, identifying outliers and excluding them. Confidently and accurately uses a calculator to solve mathematical problems. Independently and consistently rounds numbers o an appropriate number of significant figures.</p>
<p>Confidently and securely meeting the expectations of the National Curriculum.</p>	<p>Shows a critical and accurate understanding of validity, accuracy, precision, errors, resolution and reliability within their investigations. Suggests detailed improvements to experiments and confidently explains the benefits of these and the impact on data.</p> <p>Uses complex abstract ideas, theories and models to create testable hypotheses (statements that can be tested), incorporating more than one independent variable, as well as dependent and controlled variables (factors to be kept the same).</p>	<p>Uses a range of challenging techniques, including using high resolution measuring equipment accurately. Can identify the resolution of a piece of equipment.</p> <p>Assesses all risks and is able to independently suggest and monitor the control measures needed to safe work.</p>	<p>Constructs accurate scales, including negative values and decimals, and correctly plots data as line and bar charts and histograms.</p> <p>Confidently identifies quantitative (using numbers) patterns when describing data, extrapolating (estimating beyond) and interpolating (estimating between) results accurately.</p> <p>Records complex results in clear tables, with units.</p>	<p>Confidently uses and links a wide range of key ideas (forces, energy, particles, cells and interdependence) to explain why something has happened.</p> <p>Confidently uses scientific models to explain concepts, evaluating the strengths and weaknesses of the models used.</p>	<p>Uses a wide range of writing styles for different audiences effectively and independently.</p> <p>Correctly uses a range of complex scientific terminology.</p> <p>Is able to critically interpret a range of complex texts.</p> <p>Takes an active or leading role in group discussions, critically evaluating the comments of others.</p>	<p>Expertly use and confidently rearrange formulae, including compound formulae. Accurately converts between units. Confidently calculates means, modes and medians and percentages. Accurately uses a calculator to solve mathematical problems. Confidently rounds numbers to an appropriate number of significant figures.</p>
<p>Meeting the expectations of the National Curriculum.</p>	<p>Shows an accurate understanding of the validity, accuracy, precision reliability and errors of their investigations.</p> <p>Suggests improvements to experiments and explains the benefits of these and the impact on data.</p> <p>Uses abstract ideas and models to create testable hypotheses (statements that can be tested), incorporating independent, dependent and controlled</p>	<p>Uses a range of difficult practical techniques accurately, including reading scales on measuring equipment.</p> <p>Assesses risks and can suggest the control measures needed for safe work.</p>	<p>Constructs accurate scales and correctly plots data as line and bar graphs and histograms.</p> <p>Begins to identify quantitative (using numbers) patterns when describing data, and may be able to interpolate (estimate between) results.</p> <p>Records results in clear tables with all units.</p>	<p>Confidently uses and beginning to link the key ideas of forces, energy, particles, cells and interdependence to explain why something happened.</p> <p>Confidently explains concepts using scientific models, such as kinetic theory.</p>	<p>Uses a range of different writing styles for different audiences confidently.</p> <p>Correctly uses a range of scientific terminology.</p> <p>Is able to interpret a range of complex texts.</p> <p>Takes an active part in group discussions and can reflect on the opinions of others.</p>	<p>Expertly use and, with developing confidence, rearrange formulae, including compound formulae.</p> <p>Confidently calculates means, modes and medians.</p> <p>Accurately uses a calculator to solve mathematical problems.</p> <p>Confidently rounds numbers to an appropriate number of significant figures.</p>

	variables (factors to be kept the same).					
Developing or emerging skills in relation to the expectations of the National Curriculum.	<p>Shows some understanding of the validity, accuracy, precision, reliability and errors in their investigations.</p> <p>Suggests improvements to experiments and explains the benefits of these.</p> <p>Uses abstract ideas to create testable hypotheses (statements that can be tested), incorporating independent, dependent and controlled variables (factors to be kept the same).</p>	<p>Uses several difficult practical techniques with increasing confidence, including reading scales on measuring equipment.</p> <p>Assesses risks and follows safety guidance diligently.</p>	<p>Constructs scales and plots data as line and bar graphs and histograms, with reasonable accuracy.</p> <p>Begins to identify quantitative (using numbers) patterns when describing data.</p> <p>Records results in clear tables with all units.</p>	<p>Confidently uses the key ideas of forces, energy, particles, cells and interdependence to explain why something happened.</p> <p>Uses scientific models to explain concepts.</p>	<p>Uses a range of different writing styles for different audiences with developing confidence.</p> <p>Correctly uses a range of scientific terminology.</p> <p>Is able to interpret a range of texts.</p> <p>Takes part in group discussions and is able to share ideas with confidence and clarity, engaging with the ideas of others.</p>	<p>Confidently use formulae, including compound formulae.</p> <p>Accurately calculate means, modes and medians.</p> <p>Independently uses a calculator to solve mathematical problems.</p> <p>Rounds numbers to an appropriate number of significant figures.</p>
Below expected National Curriculum standards.	<p>Shows an understanding of fair-testing and errors and the importance of this in conducting reliable and valid investigations.</p> <p>Suggests improvements to experiments and begins to explain the benefits of these.</p> <p>Begin to use abstract ideas to create testable hypotheses (statements that can be tested), incorporating independent, dependent and controlled variables (factors to be kept the same).</p>	<p>Uses some practical techniques, including using measuring equipment with increasing accuracy.</p> <p>Is able to conduct practical work safely.</p>	<p>Constructs scales and plots data as line and bar graphs and histograms, with developing confidence.</p> <p>Confidently identifies qualitative patterns when describing data.</p> <p>Records results in tables confidently.</p>	<p>Uses the key ideas of forces, energy, particles, cells and interdependence to give a simple explanation as to why something happened.</p> <p>Explains concepts using knowledge and ideas, and some scientific models.</p>	<p>Uses a few different writing styles for different audiences.</p> <p>Uses a range of scientific terminology.</p> <p>Is able to interpret a few different texts.</p> <p>Takes part in group discussions and is beginning to contribute ideas clearly, listening to and responding to the ideas of others.</p>	<p>Uses formulae, including compound formulae.</p> <p>Calculate means, modes and medians.</p> <p>Uses a calculator to solve mathematical problems.</p> <p>Rounds numbers to an appropriate number of significant figures, with developing confidence.</p>

MFL

Achievement	Subject Specific Descriptor
<p>Skilful and accomplished achievement against the expectations of the curriculum</p>	<p>Pupils work as linguists in all four skills to:</p> <ul style="list-style-type: none"> • Use the first and third person singular and plural regular verbs confidently. • Use the first person and the third person singular and plural of common irregular verbs with increasing accuracy. • Use the first and third person singular of imperfect, preterite and future tenses confidently. • Use a variety of opinion verbs in the present and past tense. • Be able to formulate and ask simple questions in the target language and describe a photo confidently. • Use a wide variety of negative expressions • Use a variety of comparative and superlative forms including irregular comparatives. • Use possessive adjectives in the first, second and third person with increasing accuracy. • Use a wide range of connectives, quantifiers and time phrases and adverbs in the present, future and past tenses. • Use modal verbs in the present tense confidently. • Speak spontaneously with little hesitation and with clear pronunciation. • Write in full paragraphs where the intended meaning is clear, verb forms and tense formations are generally accurate. • Competent use of dictionary and other apps to support vocabulary learning • Be able to translate a longer text from English to the Target Language with increasing accuracy. • Accurate use of adjectives and adverbs.
<p>Confidently and securely meeting the expectations of the curriculum</p>	<p>Pupils work as linguists in all four skills to:</p> <ul style="list-style-type: none"> • Use the present tense of regular verbs with increasing accuracy • Use the first and third person singular with increasing accuracy. • Use the first person of common irregular verbs confidently. • Be able to formulate and ask simple questions in the target language. • Describe a photo with increasing accuracy • Express opinions in a variety of ways. • Use of wide range of connectives, quantifiers and time phrases. • Speak spontaneously and confidently with some hesitation and with clear pronunciation. • Write in full paragraphs where the intended meaning is clear, verb forms and tense formations are generally successful. • Competent use of dictionary and apps to support vocabulary learning. • Be able to translate a longer text with some accuracy. • Accurate use of adjectives and adverbs. • Use a variety of negative forms.
<p>Meeting the expectations of the curriculum</p>	<p>Pupils work as linguists in all four skills to:</p> <ul style="list-style-type: none"> • Use the present tense of regular verbs with a degree of accuracy. • Use the first person of common irregular verbs with a degree of accuracy. • Use the first and third person singular.

	<ul style="list-style-type: none"> • Be able to ask simple questions in the target language with some support. • Express opinions in a variety of ways in the first person. • Use the first person of a present and past tense with a degree of accuracy. • Use a range of connectives, quantifiers and time phrases. • Sustain a simple spontaneous conversation with some hesitation. Pronunciation may not always be clear. • Write a short paragraph where the intended meaning is clear, verb forms and tense formations are usually successful. • Developing use of dictionary skills. • Translate a short piece of text from the target language to English. • Show evidence of use of adjectives and adverbs with increasing accuracy. • Use one simple negative form.
<p>.Developing or emerging skills in relation to the expectations of the curriculum</p>	<p>Pupils work as linguists in all four skills to:</p> <ul style="list-style-type: none"> • Use the first person present tense of regular verbs with a degree of accuracy. • Show awareness of different tenses • Use the first person of some irregular verbs with some accuracy. • Use the first and third person singular. • Be able to ask simple questions in the target language. • Express a positive and a negative opinion. • Use some simple connectives and time phrases. • Respond to simple questions with some support. • Write 2-3 sentences on a familiar topic with support. • Developing use of dictionary skills. • Translate a short piece of text from the target language to English. • Show awareness of adjectival agreement. • Use one simple negative form.
<p>Below expected national curriculum standards</p>	<p>Pupils work as linguists in all four skills to:</p> <ul style="list-style-type: none"> • Use the first person present tense of regular verbs with some accuracy. • Use the first person of key irregular verbs with some accuracy. • Use the first person singular. • Be able to ask simple questions in the target language. • Express a positive and a negative opinion. • Use some simple connectives. • Respond to simple questions with some support. • Write 2 sentences on a familiar topic with support. • Developing use of dictionary skills. • Translate a short piece of text. • Use simple adjectives in the target language. • Use one simple negative form.

Latin

Achievement	Subject Specific Descriptor
Skilful and accomplished achievement against the expectations of the curriculum	<p>Pupils work in all skills to:</p> <ul style="list-style-type: none">• Understand the function of nouns in the nominative, accusative and dative cases.• Understand word order in a Latin sentence.• Translate simple sentences from the target language into English confidently.• Find an extensive range of English derivatives from Latin words.• Identify with increasing accuracy verbs in all conjugations.• Translate accurately the verb “to be” in the first and third person singular and plural.• Translate verbs in the present, perfect and imperfect tenses confidently.• Translate adjectives and identify gender accurately.• Be able to translate question forms.• Write extended and creative evaluations about Roman housing, daily life and slavery.• Be able to use different sources to discuss different aspects of Roman Civilisation.
Confidently and securely meeting the expectations of the curriculum	<p>Pupils work in all skills to:</p> <ul style="list-style-type: none">• Understand the function of nouns in the nominative, accusative and dative cases with increasing accuracy.• Understand word order in a Latin sentence.• Translate simple sentences from the target language into English with increasing accuracy.• Find a variety of English derivatives from Latin words.• Identify with some accuracy verbs in all conjugations.• Translate generally accurately the verb “to be” in the first and third person singular and plural.• Translate verbs in the present, perfect and imperfect tenses with some accuracy.• Translate adjectives and identify gender and case with some accuracy.• Write extended evaluations about Roman housing, daily life and slavery.• Be able to use different sources to discuss different aspects of Roman Civilisation.
Meeting the expectations of the curriculum	<p>Pupils work in all skills to:</p> <ul style="list-style-type: none">• Understand the function of simple nouns in the nominative and accusative cases.• Understand word order in a Latin sentence.• Translate simple sentences from the target language into English with support.• Find some English derivatives from Latin words.• Identify with some accuracy familiar verbs.• Translate generally accurately the verb “to be” in the third person singular.• Translate verbs in the present and imperfect tenses with some accuracy.• Translate adjectives and identify gender and case with some accuracy.

	<ul style="list-style-type: none"> • Write extended evaluations about Roman housing, daily life and slavery. • Be able to use different sources to discuss different aspects of Roman Civilisation.
<p>.Developing or emerging skills in relation to the expectations of the curriculum</p>	<p>Pupils work in all skills to:</p> <ul style="list-style-type: none"> • Understand the function of simple nouns in the nominative, accusative cases with support. • Understand basic word order in a Latin sentence with support. • Translate simple sentences from the target language into English with support. • Develop awareness of words derived from Latin • Identify some familiar verbs in a simple sentence. • Translate generally accurately the verb “to be” in the third person singular. • Translate verbs in the present and some imperfect tenses with support. • Translate adjectives with support. • Write extended evaluations about Roman housing, daily life and slavery with guidance. • Be able to use different sources to discuss different aspects of Roman Civilisation.
<p>Below expected national curriculum standards</p>	<p>Pupils work in all skills to:</p> <ul style="list-style-type: none"> • Understand the function of subject and object in an English sentence. • Understand basic word order with support. • Translate simple sentences from the target language into English with support. • Develop awareness English derivations. • Identify with some accuracy familiar verbs with guidance. • Translate generally accurately the verb “to be” in the third person singular. • Translate verbs in the present and some imperfect tenses with support. • Write short evaluations about Roman housing, daily life and slavery. • Be able to use different sources to discuss different aspects of Roman Civilisation.

Media

Skilful	<ul style="list-style-type: none">-Accurate and convincing knowledge of concepts using all of the relevant ideas;-Good level of detail;-Secure understanding of why audience use the set product;-Use of more than one theory with convincing reference to at least one;-Fluent use of terminology;
Confident	<ul style="list-style-type: none">-clear knowledge of concepts using most, if not all, of the relevant ideas;-understanding of why audiences use the set product;-Beginning to include more than just basic detail-Convincing reference to at least one theory;- generally accurate use of terminology;
Meeting	<ul style="list-style-type: none">-basic knowledge of concepts, using most of the relevant ideas;-basic understanding of why audiences use the set product;-generally accurate reference to at least one theory;-clear use of terminology;
Developing	<ul style="list-style-type: none">-Clearly describes several aspects of a text or concept;-begins to consider audience with more than minor knowledge;-basic reference to one theory;-Use of some basic terminology
Below	<ul style="list-style-type: none">-communicates some meaning related to conceptual ideas;--responds to the chosen text

Design and Technology

Grade	Investigating Design Possibilities	Generating and Developing Design Ideas	Making skills	Analysing, Testing and Evaluation	Communication and Presentation
Skilful	Good analysis of relevant research and context identifying a range of design opportunities	Imaginative ideas demonstrating a degree of creativity	Final solutions and outcomes show mostly very good level of making or finishing skills used	Mostly appropriate testing and evaluation related to some of the designing and making process	Focused design work, concise and relevant. Fairly well presented. All text and sketches legible, 3D models show some development. Some use of technical language
Confident	Basic understanding and analysis of the design context identifying a limited range of design opportunities	Imaginative ideas demonstrating a degree of creativity	Final outcomes show very good level of making or finishing skills. More than two skills used	Evidence of some testing and evaluation and reference to the production of the final outcome or solution	Mostly focused design work, concise and relevant. Fairly well presented. All text and sketches legible a 3D model has been made. Limited use of technical language
Meeting	Limited understanding and analysis of the design context a design opportunity has been identified	Ideas show some variation in approach or concept	Final outcomes are largely complete and represents a basic level of making or finishing skills. More than two skills used.	Minimal testing and evaluation throughout the designing and making process	Some irrelevant design work and content. Ideas and concepts are communicated at a fairly simplistic level with a limited grasp of the concepts involved. Very limited use of technical language
Developing	Very limited understanding and analysis of the design context, design opportunities have been restricted to copying and existing product	Ideas show limited deviation from what already exists, limited variation in approach or concept	Final outcomes are mostly complete and represent a basic level of making or finishing skills. Fairly limited techniques and skills used	Very little testing and evaluation throughout the designing and making process	Some irrelevant content in the design work. Ideas and decisions communicated at a simplistic level with very limited grasp of the concepts involved. No technical language used.
Below	Basic evidence of understanding or analysis of the context – Prompting is needed to identify appropriate design opportunities	Generic, similar ideas including exact copies of existing products – Little or no imagination or evidence of development	Incomplete or poorly finished outcome. Basic making skills and very limited range of techniques used.	Basic or incomplete or missing evaluation	Lots of irrelevant information. Ideas and decisions communicated very simplistically with a limited grasp of the concepts involved. No technical language used at all

Year 9 Food

Achievement Grade	Food Preparation and cooking	Food science	Food safety	Food choice and provenance	Nutrition and Health
Skilful and accomplished achievement against the expectations of the National Curriculum.	Select, adapt and use a range of ingredients to suit different dietary needs and likes and dislikes. Be able to make sound, independent decisions with choice of ingredients. Be able to combine, shape and form ingredients independently. Excellent presentation of dishes with examples of garnishes. Show a range of complex and medium skills for example completes a two-part recipe with ease (shortbread and caramelised oranges). Shows independence when following a recipe and evidence of strong time management. Selects and uses a range of equipment competently. Often trials dish at home or prepares ingredients before practical. Shows strong leadership in group practical activities.	Understands the reasons food is cooked and can give examples. Can select appropriate cooking methods and say how this might affect the sensory quality and appeal of a product. Explains using technical terms the changes when cooking food. Understands what caramelisation means and can apply this to their own cooking. Understands what shortening means and can apply this to their own cooking. Understand which ingredients makes food rise. Understand the functions of ingredients used in some dishes. Able to set up and complete a sensory analysis (incl star diagram) and be able to draw conclusions from investigational work.	Excellent understanding of the 4 Cs (cross contamination, cleaning, cooking and chilling) and applies this to their own practical work independently. Use equipment correctly and safely and can help others. Knows how to control and prevent bacterial contamination. Shows correct storage of food and knows how food can become contaminated with bacteria. Work correctly with high risk foods and has a good understanding of temperature control in food storage.	Be able to adapt recipes to select and use fruit/vegetables in season. Have an understanding of food miles and the environmental issues associated with foods. Have an awareness of other cultures, ethical and moral beliefs and medical conditions and how this affects food choice. Shows very good practice in terms of food waste. Excellent understanding of the factors that influence the food we eat. Shows a secure understanding of how to interpret nutritional information on food labels and can produce own food label using nutrients. Knows the features and characteristics of cuisines from Britain and other countries.	Excellent knowledge of the Eatwell Guide and Dietary Guidelines and how it affects health. Be able to change ingredients independently to increase the nutritional value of a dish. Can make recommendations and plan how to choose an interesting and varied diet or improve diet. Apply knowledge of diet and health to create a range of healthy dishes. Understand the functions, main sources, effects of a deficiency or an excess and amount needed of different nutrients in foods. How to provide the right diet for different people at different life stages and special dietary groups.
Confidently and securely meeting the expectations of the National Curriculum.	Select, adapt and use a range of ingredients to suit likes and dislikes. Be able to make own decisions with choice of ingredients. Be able to combine, shape and form ingredients. Successful presentation of dishes, sometimes with garnishes. Shows a range of mainly medium with some complex skills, needs a time plan to complete a two-part dish. Shows independence when following a recipe and good evidence of time management. Selects and uses a range of equipment. Leadership sometimes shown in group practicals.	Understands the reasons food is cooked and can give some examples. Can select from a range of cooking methods and say how this might affect the appeal of a product. Some understanding of caramelisation and shortening. Understand which ingredients makes food rise. Explains using some technical terms the changes when cooking food. Understand the functions of some ingredients used in some dishes. Able to carry out a sensory analysis (incl star diagram) and be able to draw conclusions from investigational work.	Understand the 4 Cs in detail and applies this generally to their own practical work. Use equipment correctly. Has some understanding of how to control and prevent bacterial contamination. Show correct storage of food and has some understanding of how food can become contaminated with bacteria. Work correctly with high risk foods and has some understanding of temperature control in food storage.	Be able to select and use fruit/vegetables in season. Have an understanding of food miles and some environmental issues associated with foods. Select foods to reflect family needs and healthy choices. Have an awareness of other cultures and their food. Understands most of the factors that influence the food we eat. Can interpret some nutritional data and can produce a nutritional label using nutrients. Understands the need to reduce food wastage and why.	Thorough knowledge of the Eatwell Guide and how it affects health. Be able to change ingredients to increase the nutritional value of a dish. Can make recommendations on how to improve my diet. Apply knowledge of diet and health to create a range of healthy dishes. Understand the properties and main sources of different nutrients in foods. How to provide the right diet for different people at different life stages.
Meeting the expectations of the National Curriculum.	Selects, occasionally adapts, and uses a range of ingredients. Be able to make some decisions with choice of ingredients. Be able to combine, shape and form ingredients with some guidance. Shows medium skills. Overall, a good standard presentation of dishes but sometimes inconsistent. Shows independence when following a simple recipe, may need guidance with a more complex recipe. Sometimes needs support with time management. Works well in a team, prefers to be led.	Can give some reasons for why food is cooked. Understands simple cooking methods and is able to state an advantage/disadvantage for each. Can state what happens visibly during caramelisation. Can use sensory terms to describe the result of shortening (ie light, soft, crumbly) Explains using limited technical terms the changes when cooking food. Able to carry out a sensory analysis with given words and can draw a conclusion.	Some understanding of the 4 Cs. Shows some evidence in own practical work of understanding bacteria contamination. Use equipment correctly most of the time. Show correct storage of food most of the time. Knows the high-risk foods.	Can name and use some fruits that are in season. Select foods to reflect family needs. Understand the origins of foods from countries such as Italy and Spain. Have an understanding of Food miles. Can interpret simple nutritional data with support and produce a nutritional label with support.	Know the different sections of the Eatwell Plate and which nutrients they provide. Be able to change ingredients with support to increase the nutritional value of a dish. Can make recommendations on how to improve my diet. Can give the main macronutrients and their function. Apply knowledge of diet and health to create simple healthy dishes.
Developing or emerging skills in relation to the expectations of the National Curriculum.	Use a limited range of ingredients. Be able to make some decisions with choice of ingredients. Can combine, shape and form ingredients with some guidance. Shows basic skills, occasional medium. Mostly good presentation of dishes. Needs support when following a recipe. Needs reminding about time management – benefits from a time plan with some practicals.	Can give a few reasons why food is cooked. Understands simple cooking methods. Explains using non-technical words, the changes when cooking food. Knows there is a colour change during caramelisation. Able to carry out a simple sensory analysis, using faces or numbers.	Can name some of the 4 C's. Use simple equipment correctly. Knows how to store food in a fridge. Understand poorly stored or handled food can result in food poisoning. Knows a few high-risk foods.	Can name a fruit or vegetable which is in season at that time. Select foods with support to reflect family needs. Can name the staple foods of Italy and China. Have an understanding of Food miles. Can name some ways to reduce food waste.	Can name some of the sections of the Eatwell Guide and give a few foods from each. Can sometimes change ingredients to increase the nutritional value of a dish. Can make some recommendations on how to improve my diet. Apply knowledge of diet and health to create a few healthy dishes. Can name the main macronutrients.
Below expected National Curriculum standards.	Use a very limited range of ingredients. Able to use bridge and claw method. Can weigh food with support and can use the hob, grill and oven. Shows basic skills. Explains the different simple cooking methods used (boiling, baking etc). Demonstrate that thought has been shown with presentation. Needs support with time management – benefits from a time plan for every practical.	Knows one or two reasons why food is cooked. Can give a few reasons to explain what happens when food is cooked. Needs support to carry out a simple sensory analysis.	Can name one of the 4 C's. Use simple equipment with guidance. Needs reminding of which foods need storing in a fridge. Can name one high-risk food.	Will need support in naming seasonal fruit and vegetables. Select foods with support to reflect family needs. Have an understanding of Food miles. Can name a few ways to reduce food waste.	Recognises the Eatwell Guide and can say its purpose. Can give a small selection of foods that fit into each section of the Eatwell Guide. Can make recommendations on how to improve my diet. Can name with guidance, the main macronutrients.

Geography

Achievement	Geography Descriptor				Exemplar Work & Learning
	Geographical Skills and fieldwork	Place Knowledge	Human and Physical processes	Human and Physical environmental interaction	
Pupils will identify geographic questions, collect & analyse written and statistical evidence & use a range of skills of interpretation.	Pupils investigate the patterns & processes of contemporary political, economic & environmental issues that affect people, places & environments at different scales around the world.				
Skilful & accomplished achievement against the expectations of the national curriculum	<ul style="list-style-type: none"> -Draws & justifies conclusions. -Uses a range of specific geographical vocabulary. -Is able to confidently select & use a wide range of graphical techniques. -Critical evaluation of ideas. -Able to confidently use and interpret OS maps. -Can confidently interpret data, supporting explanations with specific data. 	<ul style="list-style-type: none"> -Explains, compares, analyses & evaluates how places change over time. -Is able to explain and evaluate interdependence between different parts of the world. -Confident locational knowledge of the world. 	<ul style="list-style-type: none"> -Is able to confidently explain, compare & analyse key human processes and the impacts that they have. -Is able to confidently explain, compare & analyses key physical processes and the impacts that they have. -Evaluates the social, economic and environmental impacts of human/ physical processes. 	<ul style="list-style-type: none"> -Analyses & evaluates the way that human activity affects natural systems. -Strong understanding of social, economic and environmental sustainability. -Analyses & evaluates a variety of sustainable management strategies. 	<ul style="list-style-type: none"> • Clear structure of work. • Detailed annotated sketch maps & diagrams. • Evaluation of social, economic and environmental impacts. • Extended pieces of writing with good use of key terms and evaluation of ideas. • Is critical of ideas and considers different stakeholders.
Confidently & securely meeting the expectations of the national curriculum	<ul style="list-style-type: none"> -Is able to confidently explain conclusions. -Uses specific geographical vocabulary. -Selects & uses graphical techniques. -Evaluation of ideas. -Able to use and interpret OS maps. 	<ul style="list-style-type: none"> -Detailed explanation and descriptions of how places change over time. -Is able to confidently explain interdependence between different parts of the world. 	<ul style="list-style-type: none"> -Is able to confidently explain key human processes and the impacts that they have. -Is able to confidently explain key physical processes and the impacts that they have. -Detailed explanation of the social, economic and 	<ul style="list-style-type: none"> -Confident explanation of the way that human activity affects natural systems. -Detailed explanation of the concept of sustainability. -Is able to explain a variety of sustainable 	<ul style="list-style-type: none"> • Clear structure of work. • Annotated sketch maps & diagrams. • Detailed explanation of social, economic and environmental impacts. • Extended pieces of writing with good use of key terms and detailed explanation of key ideas.

	-Is able to confidently describe and explain data.	-Good locational knowledge of the world.	environmental impacts of human/ physical processes.	management strategies.	
Meeting the expectations of the national curriculum	-Is able to explain conclusions. -Uses geographical vocabulary, but not always consistently. -Is able to use some graphical techniques. -Able to use and interpret OS maps with support. -Is able to describe and explain data.	-Describes and explains how places change over time. -Is able to describe and explain interdependence between different parts of the world. -Beginning to develop good locational knowledge of the world.	-Is able to explain key human processes and the impacts that they have. -Is able to explain key physical processes and the impacts that they have. -Is able to explain the social, economic and environmental impacts of human/ physical processes.	-Describes and explains the way that human activity links to natural systems. -Is able to explain what is meant by sustainability. -Is able to explain different sustainable management strategies.	<ul style="list-style-type: none"> • Work is generally well structured, but not always consistently. • Labelled sketch maps & diagrams. • Description of social, economic and environmental impacts. • Extended pieces of writing with good use of key terms and some explanation of key ideas.
Developing or emerging skills in relation to the expectations of the national curriculum	-Is able to write a conclusion which summarises key ideas. -Uses some geographical vocabulary. -Able to use and interpret OS maps with support. -Is able to describe patterns in data.	-Describes how places change over time. -Can describe links between some parts of the world. -Has some locational knowledge of the world.	-Is able to describe key human processes and the impacts that they have. -Is able to describe key physical processes and the impacts that they have.	-Describes the way that human activity links to natural systems. -Is able to describe what is meant by sustainability. -Is able to describe some sustainable management strategies.	<ul style="list-style-type: none"> • .Work can often lack structure. • Is able to complete diagrams, but not always accurately. • Writing is mainly descriptive, containing only some use of key terms.
Below expected national curriculum standards	-Is able to write a basic summary of ideas. -Limited use of geographical vocabulary. -Is able to identify some patterns in data.	-Can identify physical or human features. -Limited locational knowledge of some places they know.	-Briefly identifies & describes some human and physical processes.	-Is able to identify the way that human activity links to natural systems. -Has limited understanding of what is meant by sustainability.	<ul style="list-style-type: none"> • Work often lacks structure. • Writing is very brief and contains limited use of key terms.

RE

RE

Achievement Pupils will identify themes common to different religions, they will analyse different points of view and develop a wide range of arguments.	RE Descriptor Pupils investigate the different beliefs and practices of a wide range of religions and think about their own views and opinions on a wide range of issues. Pupils have the opportunity to ask questions and to extend their thinking about the world we live in today. They discuss a variety of beliefs and ideas and consider different ethical issues.				Exemplar Work & Learning 
	Communicate and Apply	Enquire	Contextualise	Evaluate	
Skilful & accomplished achievement against the expectations of the national curriculum	They can give a clear and justified explanation of their own response to the concepts studied. They can explain how their responses to the concept could affect their life, the life of others and wider society using evidence. They can use a range of sources to support their arguments.	They can clearly explain in detail wide range of concepts studied in relation to human experience and religion. They can explain in detail how different concepts link together and how concepts differ.	They can accurately contextualise the concept studied using beliefs, practices and or ways of life in different traditions. They can recognise that there are different ways of living within traditions and the concept studied can be applied differently for different people. They can link concepts across religions and analyse similarities and differences across religions.	They can evaluate the concept studied by clearly explaining in detail the importance of the concepts to religious people by using examples. They can identify and explain a complex range of issues relating to the concept for everyone. They can discuss the importance of the concepts and reach a conclusion.	<ul style="list-style-type: none"> • If evaluation and comparisons of different religious views and perspectives. • Is familiar with 90% of key terms. • Can use evidence to present and produce highly effective arguments. • Can produce written work that effectively summarises different views.
Confidently & securely meeting the expectations of the national curriculum	They can give well-chosen examples of how their responses would affect their own lives, those of others and wider society. They can take other views into consideration.	Explains in detail. Puts concepts into context. Explains and makes links and connections. Links people, places and Society. Makes reasoned judgements	Explanations are used and they can use their own response to concepts with a justification for their response.	Evaluate concepts by giving detailed explanations. Looks for further evidence to take into consideration.	<ul style="list-style-type: none"> • Evaluation and comparisons of different religious views and perspectives. • Is familiar with 70% of key terms. • Can use some evidence to present and produce highly effective arguments.

					<ul style="list-style-type: none"> • Can produce written work that clearly summarises key ideas.
<p>Meeting the expectations of the national curriculum</p>	<p>They can explain significant examples of how their responses do, or would, affect their own lives and the lives of others. They can use this to give clear reasons.</p>	<p>Explains some connections between concepts.</p> <p>Gives explanations</p> <p>Express a clear opinion.</p> <p>Uses other view points</p>	<p>They can explain their own responses to the concept.</p> <p>Put ideas into context.</p>	<p>Evaluate ideas and give some explanations.</p> <p>Use other ideas and develop explanations.</p>	<ul style="list-style-type: none"> • Can look at comparisons of different religions views and perspectives. • Is familiar with 60% of key terms. • Can use some evidence to present and produce arguments. • Can produce written work that summarises different views.
<p>Developing or emerging skills in relation to the expectations of the national curriculum</p>	<p>Looks at other views. They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</p>	<p>Describe their ideas.</p> <p>Give reasons.</p> <p>State an opinion.</p>	<p>They can express a personal response to the concept.</p> <p>They can take other views into consideration.</p>	<p>Puts forward views and evidence to use.</p>	<ul style="list-style-type: none"> • Can compare some religious views and perspectives. • Is familiar with 50% of key terms. • Can use limited evidence to present and produce arguments. • Can produce written work that looks at different views.
<p>Below expected national curriculum standards</p>	<p>Describe key ideas.</p> <p>Give basic reasons.</p>	<p>They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p>	<p>They can describe own their own response to the concepts.</p> <p>They can state views.</p>	<p>Evaluation is limited.</p> <p>Beliefs and reasons have been put forwards.</p>	<ul style="list-style-type: none"> • Seldom explains religions views and perspectives. • Is familiar with 40% of key terms. • Can use limited evidence to produce arguments. . • Produces limited written work.

History

Achievement Pupils ask perceptive questions, think critically, weigh evidence, sift arguments, & develop perspective & judgement.	History Descriptor A high-quality history education will help pupils gain a coherent knowledge & understanding of Britain's past & that of the wider world. It should inspire pupils' curiosity to know more about the past. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies & relationships between different groups, as well as their own identity & the challenges of their time.						
	Knowledge & Understanding	Interpretations	Sources/Evidential Thinking	Cause and Consequence	Significance	Change and Continuity	Similarity and Difference
Skilful & accomplished achievement against the expectations of the national curriculum	Know and understand all of the events, dates and people in chronological order from the enquiry.	Explains why different interpretations have changed over time and explains how when it was made influences it.	Makes balanced judgements about the past using specific evidence from sources. They begin to use contextual knowledge to evaluate its usefulness and where the source utility is limited.	Explains complex causes/consequences for an event and their relative impact (long-term and short-term). Uses evaluative language to select most important causes/consequences.	Uses multiple criteria and specific evidence to explain why events, people or things are significant.	Evaluates change and continuity to explain the relative impact of events, people or things on contemp. Societies. Backs up with contextual knowledge.	Evaluates the similarities and differences across societies, nations. Uses contextual knowledge to help back up arguments.
Confidently & securely meeting the expectations of the national curriculum	Know and understand the majority of events, dates and people in chronological order.	Explains why different interpretations have changed over time.	Makes balanced judgements about the past using specific evidence from sources. They begin to use contextual knowledge to evaluate its usefulness.	Explains multiple causes/consequences for an event and their relative impact (long-term and short-term). Uses evaluative language to select most important causes/consequences.	Uses criteria to explain why events, people or things are significant.	Evaluates change and continuity to explain the relative impact of events, people or things on contemporary societies.	Evaluates the similarities and differences across societies, nations.
Meeting the expectations of the national curriculum	Know and understand a variety of events, dates and people in chronological order.	Explains how different interpretations have changed over time.	Makes judgements about the past using specific evidence from sources to answer the questions they help us to answer.	Explains multiple causes/consequences for an event. Beginning to use evaluative language to select most important causes/consequences.	Uses some criteria to explain how events, people or things are significant.	Explains why things change or stay the same and how this effects contemporary societies.	Explains how there are similarities and differences across societies, nations and time periods.
Developing or emerging skills in relation to the expectations of the national curriculum	Know and understand the main events, dates and people in chronological order.	Describes different interpretations over time.	Makes judgements about the past using sources and what questions they help us to answer.	Explains multiple causes/consequences for an event.	Describes why an event, person or thing might be significant.	Describes the changes and continuities that contemporary societies experienced.	Describes the similarities and differences across societies, nations and time periods.
Below expected national curriculum standards	Know and understand a few events, dates and people in chronological order.	Can describe what one interpretation of the past is.	Can infer things about the past using sources.	Can explain one cause/consequence.	Identifies important events, people, and things.	Describes basic changes that contemporary societies experienced.	Describes basic similarities across societies, nations and time periods.

Music

	Listening to both live and recorded music and sharing personal insights and responses	Compose musical motifs and phrases, develop and refine musical ideas through rehearsal	Perform and communicate musical intentions to an audience applying musical conventions. Use vocal and instrumental skills to create music in a range of genres and contexts	Identify and reflect upon musical strengths and areas for improvement and share personal responses (SIR)
Achievement	LISTENING	COMPOSING	PERFORMING	EVALUATING
Skilful and accomplished	<i>Can analyse and interpret a wide range of music with expertise and sophistication. Able to move discussion forward using appropriate musical language and their own viewpoints. Confidently linking genres and historical influences and vocalising the impact on musical features associated with each genres</i>	<i>Can give a creative and stylish response to a range of stimuli. Demonstrating development of musical ideas within a clear and appropriate structure. Able to refine own work using genre knowledge and often inspires others</i>	<i>Sophisticated and stylish when communicating artistic intentions to an audience. Own performances are expressive, accurate and generally fluent. Through composition, performance and analysis demonstrates a secure understanding of genre and context. Work often demonstrates articulation, dynamics and shape where appropriate.</i>	<i>Can evaluate own and others' music with sophistication. Identifying clear areas for improvement and actions to take.</i>
Confidently and securely meeting the challenges of the curriculum	<i>Can analyse and interpret a wide range of music with expertise and sophistication. Able to use musical language confidently to express their own options and make relevant links between musical genres.</i>	<i>Can give a sophisticated response to a range of stimuli by extending and refining work beyond the conventions of a style. Shows effective rehearsal skills and often inspires others.</i>	<i>Sophisticated at communicating a wide range of artistic intentions to an audience. Own performances are often atmospheric or moving and can perform with subtlety. Through composition, performance and analysis demonstrates a secure understanding of genre and context and can demonstrate this through sophisticated vocal and instrumental skills.</i>	<i>Can evaluate own and others' music with sophistication and thorough analysis.</i>
Meeting the expectations of the curriculum	<i>Can listen to and identify a wide range of musical elements, devices and instruments and discuss with sophistication.</i>	<i>Responds imaginatively to a range of stimuli and is consistent in the approach to the rehearsals of music. Can lead others.</i>	<i>Effectively communicates musical intentions to an audience and performances can be expressive. Demonstrates effective application of vocal and instrumental skills. Choices show knowledge and understanding of genre and context.</i>	<i>Evaluates own and others' music using key musical language and use evidence with depth and insight</i>
Developing or emerging skills in relation to the expectations of the curriculum	<i>Can identify a range of musical elements, devices and instrumentation and discuss this with some confidence.</i>	<i>Responds effectively to a range of stimuli and contributes effectively to develop ideas from the group.</i>	<i>Can perform confidently in group or solo contexts demonstrating some accuracy and fluency. Can show an awareness of other performers. Demonstrates a range of vocal and instrumental skills. Choices show some understanding of genre and context.</i>	<i>Evaluates own and others' music with reasoning and examples. Uses specialist terms appropriately.</i>
Below expected national curriculum standards	<i>Can identify some musical elements, devices and instrumentation and discuss this using musical vocabulary.</i>	<i>Responds to a range of stimuli and contribute to the rehearsal of music.</i>	<i>Can perform to an audience using a selection of musical features and shows understanding of the genre or context of the task set. Demonstrates some control of vocal and instrumental skills. Choices show an appropriate awareness of genre and context.</i>	<i>Can form opinions and evaluate own and others' work. Will apply specialist terms using prompts or displays.</i>

Visual Arts

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
	Develop ideas through investigations, demonstrating critical understanding of sources. RESEARCH-IMAGES & ARTISTS	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes EXPERIMENTS WITH MEDIA	Record ideas, observations and insights relevant to intentions as work progresses. IDEAS, OBSERVATIONAL DRAWINGS & EXPLANATIONS	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language FINAL IDEA, FINAL PIECE, LINKS - ARTISTS
S	A skillful ability to effectively develop ideas through creative and purposeful investigations. A skillful ability to engage with and demonstrate critical understanding of sources.	A skillful ability to thoughtfully refine ideas with discrimination. A skillful ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A skillful ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A skillful ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A skillful ability to demonstrate understanding of visual language.
C	A confident ability to effectively develop ideas through creative and purposeful investigations. A confident ability to demonstrate critical understanding of sources.	A confident ability thoughtfully refine ideas. A confident ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A confident developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A confident developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A confident developed ability to demonstrate understanding of visual language
M	Meeting a consistent ability to effectively develop ideas through purposeful investigations. Meeting a consistent ability to demonstrate critical understanding of sources.	Meeting a consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes	Meeting a consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Meeting a consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
D	Developing a moderate ability to effectively develop ideas through purposeful investigations. Developing a moderate ability to demonstrate critical understanding of sources.	Developing a moderate ability to thoughtfully refine ideas. Developing a moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Developing a moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Developing a moderate ability to competently present a personal and meaningful response and realise intentions. Developing a moderate ability to demonstrate understanding of visual language.
B	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.

Drama

YEAR 9	MAKING DRAMA		PERFORMING DRAMA		RESPONDING TO DRAMA	
Achievement – describes what a pupil will be able to do at this stage of the course	RESPONDING AND CREATING	DEVELOPING AND REFINING	USE OF THEATRICAL SKILLS	CONTRIBUTION AND INVENTIVENESS	DRAMA KNOWLEDGE AND UNDERSTANDING	DRAMA ANALYSIS AND EVALUATION
Skilful and accomplished achievement, against the expectations of the curriculum	Excellent skills in responding to stimuli Excellent ability to lead others. Excellent skills in creating ideas to communicate meaning.	Excellent skills developing work in rehearsal. Excellent skills refining work in response to feedback. Excellent skills working independently.	Excellent skills in sustaining roles. Excellent vocal skills Excellent physical skills Excellent use of space and interaction Excellent communication with audience.	Outstanding contribution to overall success of performance. Individual work is highly inventive. Excellent skills in realising artistic intentions.	Excellent knowledge and understanding of drama techniques and skills. Excellent knowledge and understanding of drama genres.	Excellent analysis and evaluation of own work Excellent analysis and evaluation of the work of others. Excellent use of a specialist terms and vocabulary.
Confidently and securely meeting the expectations of the curriculum	Confident skills in responding to stimuli. Confident ability to lead others. Confident skills in creating ideas to communicate meaning.	Confident skills developing work in rehearsal. Confident skills refining work in response to feedback. Confident skills working independently.	Confident skills in sustaining roles. Confident vocal skills Confident physical skills Confident use of space and interaction Confident communication with audience.	Substantial contribution to overall success of performance. Individual work is inventive. Confident skills in realising artistic intentions.	Confident, secure knowledge and understanding of drama techniques and skills. Confident, secure understanding of drama genres.	Confident analysis and evaluation of own work Confident analysis and evaluation of the work of others. Confident use of a specialist terms and vocabulary.

<p>Meeting the expectations of the national curriculum</p>	<p>Good skills in responding to stimuli Good ability to lead others. Good skills in creating ideas to communicate meaning.</p>	<p>Good skills developing work in rehearsal. Good skills refining work in response to feedback. Good skills working independently.</p>	<p>Good skills in sustaining roles. Good vocal skills Good physical skills Good use of space and interaction Good communication with audience.</p>	<p>Good contribution to overall success of performance. Individual work is mostly inventive. Good skills in realising artistic intentions.</p>	<p>Good knowledge and understanding of drama techniques and skills. Good understanding of drama genres.</p>	<p>Good analysis and evaluation of own work Good analysis and evaluation of the work of others. Good use of a specialist terms and vocabulary.</p>
<p>Developing or emerging skills in relation to the expectations of the curriculum</p>	<p>Reasonable skills in responding to stimuli Reasonable ability to work with others. Reasonable skills in creating ideas to communicate meaning.</p>	<p>Reasonable skills developing and refining work in rehearsal. Reasonable skills refining work in response to feedback. Reasonable skills working independently.</p>	<p>Reasonable skills in sustaining roles. Reasonable vocal skills Reasonable physical skills Reasonable use of space and interaction Reasonable communication with audience.</p>	<p>Reasonable contribution to overall success of performance. Individual work is reasonably inventive. Reasonable skills in realising artistic intentions.</p>	<p>Reasonable knowledge and understanding of drama techniques and skills. Reasonable understanding of drama genres.</p>	<p>Reasonable analysis and evaluation of own work Reasonable analysis and evaluation of the work of others. Reasonable use of a specialist terms and vocabulary.</p>
<p>Below expected national curriculum standards</p>	<p>Limited skills in responding to stimuli. Limited ability to work with others. Limited skills in creating ideas to communicate meaning.</p>	<p>Limited skills in developing work in rehearsal. Limited skills refining work in response to feedback. Limited skills working independently.</p>	<p>Limited skills in sustaining roles. Limited vocal skills Limited physical skills Limited use of space and interaction Limited communication with audience.</p>	<p>Limited contribution to overall success of performance. Individual work shows limited inventiveness. Limited skills in realising artistic intentions.</p>	<p>Limited knowledge and understanding of drama techniques and skills. Limited understanding of drama genres.</p>	<p>Limited analysis and evaluation of own work Limited analysis and evaluation of the work of others. Limited use of a specialist terms and vocabulary.</p>

Computing

Grade	Achievement Descriptor
Skilful	Consistently demonstrates the ability to solve problems using different programming constructs.
Confident	Usually finds ways to solve problems using code with minimal teacher support
Meeting	Has managed to demonstrate solutions with different programming constructs but working on applying more consistently in problem solving.
Developing	Has managed to demonstrate some working solutions for programming construct examples.
Under	Has struggled to demonstrate working solutions for programming construct examples

PE

Progress	Subject Specific Descriptor
<p>S – Skilfully meeting expectations <i>in the development of knowledge and skills for this stage in the course.</i></p>	<ul style="list-style-type: none">• Able to apply consistently knowledge to multiple sporting situations.• Understand the bodies response to exercise and be able to explain in detail• Understand how we train to improve performance and give examples for specific sports• Is able to show advanced techniques and tactical knowledge in competition consistently in a number of activities• Identify current affairs in sport and evaluate its relevance• Understand how to structure a long answer question effectively & achieve a high grade• Able to explain how different factors affect participation in sport
<p>C – Confidently and securely meeting expectations <i>in the development of knowledge and skills for this stage in the course.</i></p>	<ul style="list-style-type: none">• Able to apply knowledge to multiple sporting situations.• Understand why and how the body responds to exercise• Understand how we train to improve performance• Is able to show advanced techniques and tactical knowledge in competition in a number of activities• Able to draw upon current affairs in sport and relate it to the syllabus• Understand how to structure a long answer question effectively• Able to describe how different factors affect participation in sport
<p>M – Meeting expectations <i>in the development of knowledge and skills for this stage in the course.</i></p>	<ul style="list-style-type: none">• Able to identify theoretical knowledge to one sport.• Understand the bodies response to exercise using subject specific terminology• Able to identify some training methods• Is able to show a range of techniques and tactical knowledge in competition in a number of activities• Able to contribute to discussion around current affairs in sport and relate it to the syllabus• Is able understand the different requirements of the assessment criteria• Able to identify different factors that affect participation in sport
<p>D - Developing (or Emerging) <i>in the development of knowledge and skills for this stage in the course.</i></p>	<ul style="list-style-type: none">• Are aware of some theoretical knowledge and how it relates to one sport.• Is able to identify the bodies response to exercise using simple vocabulary• Able to identify some training methods• Is able to show a range of basic techniques and tactical knowledge in competition in a number of activities

	<ul style="list-style-type: none"> • Able to identify some current affairs in sport • Is able understand the different requirements of the assessment criteria but is unable to access AO3 • Able to list different factors that affect participation in sport
<p>B - Below <i>in the development of knowledge and skills for this stage in the course.</i></p>	<ul style="list-style-type: none"> • Are aware of some theoretical knowledge and how it relates to one sport. • Is able to identify the bodies response to exercise using simple vocabulary • Able to identify some training methods • Is able to show a range of basic techniques in competition in one or two of activities • Is unable to identify any current affairs in sport • Is able understand the different requirements of the assessment criteria • Is able to list different factors that affect participation in sport