The Westgate School Winchester

Upper School

Year 8 Achievement Descriptors

In this booklet you will find the Year 8 achievement descriptors for each subject your son/daughter studies in Year 8. 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 8.

Art Achievement Descriptors for Key Stage 3: Year 8

ACHIEVEMENT	CREATIVE ARTS SPECIFIC DESCRIPTOR			
	Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.	**Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.**	**Record ideas, observations and insights relevant to own intentions in visual and/or other forms.**	**Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.**
	ANALYSING	INVESTIGATING	EXPLORING	EVALUATING
SKILFUL & ACCOMPLISHED	Can analyse, engage with and question critically aspects of own and others' work, identifying how beliefs, values and meanings are expressed and shared.	Can exploit the potential of materials and processes independently, making both intuitive and analytical judgements to develop and realise intentions.	Can develop, express and realise ideas in often original ways, confidently exploiting what has been learnt from taking creative risks and from understanding of creative processes.	Can confidently express reasoned judgements about own work and that of others, demonstrating analytical, critical and contextual understanding.
CONFIDENTLY	Can analyse and comment on own and other's work, appreciating how codes and conventions are used to express ideas in different genres, styles and traditions.	Can demonstrate confident understanding and use of materials, processes and the formal elements, combining these thoughtfully to realise own intentions.	Can learn from taking creative risks that help to form and develop ideas and to create purposeful, imaginative work with some originality.	Can explain how and why understanding of the work or others affects own ideas, values and practice.
MEETING	Can interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts.	Can apply technical knowledge and skills to realise own intentions, using the qualities of materials, processes and the formal elements effectively.	Can accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make own work.	Can provide a reasoned evaluation of the purpose and meaning of own work and that of others. Can use critical understanding to develop own views and practice.
DEVELOPING	Can consider and discuss the ideas methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose.	When designing and making, can develop and use own technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements effectively.	Can take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop own work.	Can evaluate own work and that of others, reflecting on own view of its purpose and meaning. Able to adapt and refine own ideas, processes and intentions.
BELOW	Can compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made.	Can investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit own intentions when designing and making.	Can use a variety of approaches to explore and experiment with ideas, information and resources in order to develop own intentions.	Can discuss own work and that of others and consider how to adapt and refine own ideas, skills and processes.

CPR Achievement Descriptors for Key Stage 3: Year 8

Achievement Pupils will identify themes common to different religions, they will analyse different points of view and develop a wide range of arguments.	**CPR 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. Pupils consider the diverse nature of our society and examine core British values when assessing the impact of liberty and freedom on individuals.				**KEY TARGETS** 
	Enquiry & Contextualise	Evaluate	Communicate	Apply	
Skilful & accomplished achievement against the expectations of the national curriculum	Analyses evidence. Evaluates evidence. Gives coherent detailed explanations. Critical evaluation is used. Detailed analysis is used. Questions are developed.	Evaluate concepts by giving clear and detailed reasons taking other views into consideration. Evaluates other views and reasons.	Coherent explanations and reasons are used and developed. Ideas are expressed coherently. Views are stated and well-reasoned.	Can apply responses by giving some evidence of how responses would affect own lives, those of others and wider society. Can apply ideas to different beliefs.	• Evaluation and comparisons of different religious views and perspectives. • Is familiar with 80% 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	Explains in detail. Puts concepts into context. Explains and makes links and connections. Links people, places and Society. Makes reasoned judgements.	Evaluate concepts by giving detailed explanations. Looks for further evidence to take into consideration.	Explanations are used and can use own response to concepts with a justification for the response.	Can give well-chosen examples of how responses would affect own lives, those of others and wider society. Can take other views into consideration.	• 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. • Can produce written work that clearly summarises key ideas.
Meeting the expectations of the national curriculum	Explains some connections between concepts. Gives explanations. Express a clear opinion. Uses other viewpoints.	Evaluate ideas and give some explanations. Use other ideas and develop explanations.	Can explain own responses to the concept. Justification is starting to be used and developed.	Can explain significant examples of how responses do, or would, affect own lives and the lives of others. Can use this to give clear reasons.	• 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.
Developing or emerging skills in relation to the expectations of the national curriculum	Describe their ideas. Give reasons. State an opinion. Looks at other views.	Starting to evaluate different ideas and responses. Puts forward views and evidence to use.	Can express a personal response to the concept. Can take other views into consideration.	Can explain examples of how responses to the concepts can be applied in own lives and the lives of others. Can explain and apply their ideas to exam questions.	• • 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.
Below expected national curriculum standards	Describe key ideas. Give basic reasons.	Evaluation is limited. Beliefs and reasons have been put forwards.	Can describe own response to the concepts. Can state other views and opinions.	Can describe examples of how responses are, or can be, applied in own lives and the lives of others. Can describe the effects on individuals and society.	• Seldom explains religions views and perspectives. • Is familiar with 40% of key terms. • Can use limited evidence to produce arguments. . • Produces limited written work.

Digital Studies Achievement Descriptors for Key Stage 3: Year 8

Achievement	Subject Specific Descriptor				
	Algorithms	**Programming and Development**	**Data & Data Representation**	**Hardware & Processing**	**Communication & Information Technology**
Skilful and accomplished achievement against the expectations of the curriculum	Knows that a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem. Understand that some algorithms have different performance characteristics for the same task, for example sorting algorithms. Understand that some problems can share the same characteristics and might use the same algorithm to solve both (generalisation).	Can use nested selection statements. Know the need for, and can write, custom functions including use of parameters. Can use and manipulate one dimensional data structures.	Understands how numbers, images, sounds and character sets use the same bit patterns and can perform simple binary addition. Knows the relationship between resolution and colour depth, including the effect on file size. Can distinguish between data used in a simple program (a variable) and the storage structure for that data.	Know the von Neumann architecture in relation to the fetch-execute cycle, including how data is stored in memory. Understand the basic function and operation of location addressable memory.	Know the hardware and the names of protocols associated with networking systems. Use technologies and online services securely, and know how to identify and report inappropriate conduct.
Confidently and **securely** meeting the expectations of the curriculum	Knows that iteration is the repetition of a process such as a loop and that different algorithms can exist for the same problem. Shows solutions using a structured notation identifying similarities and differences in situations and using these to solve problems.	Uses a number of high-level textual languages and knows that programming bridges the gap between algorithmic solutions and computers. Selects appropriate data types and uses a range of operators and expressions e.g. Boolean, and applies them in the correct context.	Knows that digital computers use binary to represent all data and how bit patterns represent numbers and images. Is able to explain that computers transfer data in binary and know the relationship between binary and file size (uncompressed).	Knows the function of the main internal parts of basic computer architecture. Understands the concepts behind the fetch-execute cycle and that there is a range of operating systems and application software for the same hardware.	Knows data moves between digital computers over networks and can evaluate the appropriateness of digital devices, internet services and application software to achieve given goals. Can construct static web pages using HTML and CSS and know how search engines rank their results. Recognise ethical issues surrounding the application of information technology beyond school.

Digital Studies Achievement Descriptors for Key Stage 3: Year 8

	Algorithms	Programming and Development	Data & Data Representation	Hardware & Processing	Communication & Information Technology
Meeting the expectations of the curriculum	Shows an awareness of tasks best completed by humans or computers and can design solutions by breaking down a problem in to sections (sub-programs).	Be able to use selection statements, variables and relational operators within a loop. Design, write and debug modular programs using procedures and know that a procedure can be used to hide the detail with sub-solutions (procedural abstraction).	Perform more complex searches for information e.g. using Boolean and relational operators and analyse and evaluate data knowing that poor quality data leads to unreliable results, and inaccurate conclusions.	Know why and when computers are used and the main functions of the operating system. Be able to compare physical, wireless and mobile networks.	Know how to effectively use search engines and internet services, knowing how search results are selected. Show responsible use of technologies and online services and know a range of ways to report concerns. Know the audience when designing and creating digital content using criteria to evaluate the quality of solutions and identify improvements, making some refinements to the solution, and future solutions.
Developing or emerging skills in relation to the expectations of the curriculum	Design solutions (algorithms) that use repetition and two-way selection. Use diagrams and logical reasoning to predict outputs, showing an awareness of inputs.	Create programs that implement algorithms to achieve given goals. Declare and assign variables, use post-tested loops e.g. 'until', and a sequence of selection statements.	Know the difference between data and information and why sorting data in a flat file can improve searching for information.	Know that computers collect data from various input devices, including sensors and application software, understanding the difference between hardware and application software and their roles within a computer system.	Know the difference between the internet and internet services showing an awareness of, and able to use a range of internet services. Know what is acceptable and unacceptable behaviour when using technologies and online services. Make appropriate improvements to solutions based on feedback received, commenting on the success of the solution.
Below expected national curriculum standards	Know that algorithms are implemented on digital devices as programs and design simple algorithms using loops and selection statements. Use logical reasoning to predict outcomes, find and correct errors i.e. debugging, in algorithms.	Use arithmetic operators, if statements, and loops, within programs. Find and correct simple semantic errors i.e. debugging, in programs.	Know that programs can work with different types of data and that this can be structured in tables to make it useful.	Know that a range of digital devices can be considered a computer and that there are many different input and output devices. Know how programs specify the function of a general purpose computer.	Navigate the web and can carry out simple web searches to collect digital content using computers safely and responsibly. Use technology with increasing independence to purposefully organise digital content showing awareness for the quality of digital content collected. Share experiences of technology in school and beyond the classroom.

DRAMA ACHIEVEMENT DESCRIPTORS FOR KEY STAGE 3

Relative Achievement	Participate in practical activities and collaborate with team members.	Respond creatively to texts, develop and refine dramatic ideas through rehearsal.	Use vocal and physical skills to create characters from a range of backgrounds and contexts.	Perform and communicate intentions to an audience applying dramatic conventions.	Establish and maintain characterisation during rehearsals and performances.	Identify and reflect upon strengths and improvements and share personal responses (SIR).
Year 8	**PARTICIPATING AND COLLABORATING**	**EXPLORING AND REHEARSING**	**APPLYING VOCAL AND PHYSICAL SKILLS**	**PERFORMING AND COMMUNICATING**	**ADOPTING AND SUSTAINING ROLES**	**REFLECTING AND EVALUATING**
Skilful and **accomplished** achievement against the expectations of the national curriculum	Can lead others with expertise and sophistication. Able to support the teacher in directing aspects of learning.	Can give a sophisticated response to a range of stimuli and will lead in the refining of work through rehearsal. Will often inspire others.	Can create sophisticated characters. Demonstrate fluent application of vocal and physical skills. Own choices show insight into character background and context.	Sophisticated at communicating a wide range of artistic intentions to an audience. Own performances may be atmospheric or moving and performed with subtlety.	Consistently sustains sophisticated roles in rehearsal and performances. Focus is evident in all rehearsals and performances.	Can evaluate own and others' Drama with sophistication and thorough analysis.
Confidently and **securely** meeting the expectations of the national curriculum	Can contribute a range of imaginative ideas and show maturity in negotiating a creative way forward.	Responds insightfully to a range of stimuli and consistent in approach to rehearsals. Can lead others.	Can create characters that demonstrate insightful application of vocal and physical skills. Own choices show knowledge and understanding of background and context.	Can effectively communicate intentions to an audience and own performances can be meaningful, atmospheric or expressive.	Consistently sustains an expressive range of roles with insight and depth. Own performances demonstrate a strong sense of dramatic focus.	Can evaluate own and others' Drama and use evidence to show insight.
Meeting the expectations of the national curriculum	Can contribute imaginative ideas and often lead others. Can collaborate with own team and often lead in developing idea.	Responds imaginatively to a range of stimuli and rehearse work effectively to develop ideas from the group.	Can create characters that demonstrate imaginative use vocal and physical skills. Own choices show understanding of background and context.	Can confidently communicate a range of intentions to an audience and own performances can be atmospheric or thought-provoking.	Confidently sustains roles and these show some imaginative choices and a good level of focus.	Can evaluate own and others' Drama with reasoning and well-chosen examples.
Developing or emerging skills in relation to the expectations of the national curriculum	Can contribute appropriate suggestions. Listens well and supports others in developing ideas.	Responds appropriately to a range of stimuli and contribute effectively to the rehearsal of work.	Can create characters that demonstrate appropriate control of vocal and physical skills. Own choices show an appropriate awareness of background and context	Can communicate appropriate intentions to an audience and own drama is usually established through an appropriate mood.	Can create and sustain a role throughout a short performance with an appropriate focus.	Can evaluate own and others' Drama with appropriate examples.
Below expected national curriculum standards	Participates in a variety of groups and will make some constructive contributions. Sometimes listens well and support others.	Is interested in exploring ideas and will rehearse work to a satisfactory level.	Can create characters that demonstrate some control of vocal and physical skills. Own choices show some sense of background and context.	Can communicate some intentions to an audience and can establish some aspects of dramatic mood.	Can sustain a simple role for a short period with a degree of focus.	Can evaluate own and others' Drama with some detail.

English Achievement Descriptors for Key Stage 3: Year 8

Achievement – **describes what a pupil will be able to do at this stage of the course**	**Subject Specific descriptor in English**		
	Reading	**Writing**	**Spoken Language**
Skilful and accomplished achievement, against the expectations of the curriculum	• Able to interpret the purpose of a text, synthesise important information from different places in a text and support this with carefully chosen quotations; • Able to infer layers of meaning in a text and consider a range of interpretations; • Able to analyse the effect of writers' language choices and grammatical features; • Able to analyse in some detail how the structural devices used by a writer contribute to the effects on a reader and reinforce the writer's purpose; • Able to comment on how the social/ historical context affects meaning and interpretation; • Able make assured comparisons between texts and explain links with a detailed understanding;	• Able to write imaginative texts using a wide range of forms and conventions and adapt formality and tone appropriately by creating a distinctive voice; • Able to produce texts that are highly suited to task, purpose and audience; • Able to use cohesive paragraphing and a range of structural devices effectively to sequence ideas and shape whole texts; • Able to use a full range of punctuation with consistent accuracy and to create effects; • Able to use a full range of complex sentences structures to create a variety of effects; • Able to use integrated language devices to create impact and effects; • Able to use ambitious vocabulary in a consistently effective and appropriate way; • Able to spell increasingly sophisticated vocabulary with a high level of accuracy throughout;	• Able to adapt the use of Standard English with increasing sophistication and expertise appropriately for a wide range of audiences and purpose; • Able to present a range of more complex ideas, information and feelings in a skilful and increasingly polished style by employing a range of strategies, verbal and non-verbal features;

English Achievement Descriptors for Key Stage 3: Year 8

	Reading	Writing	Spoken Language
Confidently and securely meeting the expectations of the curriculum	• able to explain the purpose of a text, summarise important information from different places in a text and support this with short, relevant quotations; • able to infer layers of meaning in a text; • able to explain language devices and grammatical features, considering effects created; • able to explain in some detail how the layout and structure of a text contributes to the effects on a reader and the writer's purpose; • able to comment on how the social/ historical context affects meaning and interpretation; able make comparisons between texts and explain links in some detail;	• able to write imaginative texts using a wide range of forms and conventions and vary formality appropriately with an emerging sense of a distinctive voice; able to produce texts that are suited to task, purpose and audience; • able to use cohesive paragraphing and devices effectively to sequence ideas; able to shape whole texts using discourse markers appropriately for effect; • able to use a full range of punctuation with consistent accuracy; • able to use a full range of complex sentences structures for emphasis and control; • able to use appropriate language devices to create effects; • able to use ambitious vocabulary in a consistently appropriate way; • able to spell ambitious vocabulary accurately throughout;	• able to adapt the use of Standard English with increasing sophistication to suit a wider range of audiences and purpose; • able to present information, ideas and feelings with an increasing assurance by employing varied strategies, verbal and non-verbal features;

English Achievement Descriptors for Key Stage 3: Year 8

	Reading	Writing	Spoken Language
Meeting the expectations of the curriculum	• able to identify the purpose and audience of the text, explain clearly the writer's point of view and its effect on the reader; able to summarise the main ideas in a text and interpret quotations; • able to talk about how the structure of texts might affect the reader; • able to identify language devices and say what the effect is; • able to identify and comment on the main features which show what time the text was written in; • able to comment clearly on the main similarities and differences between texts;	• able to write a range of imaginative texts following forms and conventions; • able to produce texts that are suited to task, purpose and audience and vary formality appropriately; • able to sequence ideas with topic sentences in clear paragraphs of varying length; able to structure a coherent whole text using discourse markers appropriately; • able to use a full range of punctuation accurately and with some consistency; • able to use a variety of sentences to add emphasis; • able to use a range of language devices to suit the style of the writing; • able to use ambitious vocabulary in a way that suits audience and purpose; • able to spell more difficult and uncommon vocabulary with accuracy;	• able to use Standard English vocabulary and grammar with confidence, to shape talk for different audiences and purposes; • able to present information, ideas and feelings with increased confidence, by employing some strategies, verbal and non-verbal features;

English Achievement Descriptors for Key Stage 3: Year 8

	Reading	Writing	Spoken Language
Developing or emerging skill in relation to the expectations of the curriculum	• able to select main ideas and give some quotations; • able to summarise events and characters' actions, as well as understand some effects; • able to talk about the structure of texts; • able to comment on the effects of some language devices and effective words; • able to say why a writer is writing and how their views might affect the reader; • able to make simple points of comparison;	• able to develop ideas and add detail in texts; • able to use the features of a range of writing styles to show attempt to match purpose and audience; • able to join together ideas with connectives in clear, structured paragraphs; able to produce a clear structure with logical paragraphs that are linked; • able to use a range of punctuation that is mostly accurate; • able to use a wide range of sentence structures and lengths; able to use some language devices to suit the style of the writing; • able to use a wide range of vocabulary to create effect; • able to spell some complex words correctly;	• able to use appropriate Standard English vocabulary and grammar with and adapt talk for different audiences and purposes; • able to present information, ideas and feelings with increasing clarity and interest, by beginning to use strategies, verbal and non-verbal features;

English Achievement Descriptors for Key Stage 3: Year 8

	Reading	Writing	Spoken Language
Below National Curriculum Standards	• able to read with increased fluency and with some expression; • able to pick out main points in a text and refer to information in a text; • able to identify key points in a text; • able to say what the main point of a paragraph is; • able to pick out some effective word choices; • able to say why a writer is writing. • able to recognise when and where a book is set; • able to pick out basic comparisons between texts;	• able to add detail to ideas in a text and establish a straightforward viewpoint; • able to make the purpose of writing clear, although awareness of audience is not always consistently maintained; • able to join together ideas in paragraphs, sometimes with clear links; able to link sentences together with some connecting words; • able to use basic punctuation that is accurate e.g. question marks; some limited or incorrect use of punctuation e.g. commas; • able to use a range of sentences with some accuracy and some use of connectives; • able to use simple language devices to show awareness of audience and purpose; • able to use some interesting words ; • able to spell some words correctly e.g. “ly” endings and plurals;	• able to use appropriate Standard English vocabulary and grammar with reasonable accuracy with some adaptation for different audiences and purposes; • able to present information, ideas and feelings with some clarity and cohesion;

Geography Achievement Descriptors for Key Stage 3: Year 8

Achievement **Pupils will identify geographic questions, collect and analyse written and statistical evidence and use a range of skills of interpretation.**	**Geography Descriptor** **Pupils investigate the patterns and processes of contemporary political, economic and environmental issues that affect people, places and environments at different scales around the world.**				**Exemplar Work and Learning**
	Enquiry and Skills	**Places**	**Patterns and Processes**	**Environments and Sustainable Development**	
Skilful and accomplished achievement against the expectations of the national curriculum	Suggests an appropriate sequence of investigation. Draws and justifies conclusions. Extended vocabulary. Draw maps at a variety of scales or variety of purposes. Selects and uses graphical techniques. Critical evaluation of effectiveness of learning.	Explains, analyses and evaluates cause and effect in places. Explains, compares, analyses and evaluates changes. Understands and explains interdependence. Faultless locational knowledge of the world.	Explains, compares and analyses patterns and processes. Explains, compares, analyses and contrasts the impact of change.	Analyses and evaluates a variety of management strategies of environmental change. Analyses and evaluates a variety of management strategies of sustainability.	• Knowledge test results above 8/10. • Detailed annotated sketch maps and diagrams. • Creative and sophisticated mind maps. • Original and creative geographic reports. • Set and test hypotheses using valid judgements and detailed explanations. • Logically sequences cause and effect often asks "so what?"
Confidently and securely meeting the expectations of the national curriculum	Asks specific geographic questions. Analyses and evaluates primary and secondary evidence. Uses fieldwork techniques. No errors using OS maps. Detailed evaluation of effectiveness of learning.	Explains and give reasons for physical, human, economic and environmental features. Gives reasons for change. Accurately locate places in the world.	Explains and analyse the effects patterns and processes. Explains and analyse the consequences of change.	Explains and analyse the management of environmental change. Explains and compare a variety of management strategies of sustainability.	• Knowledge test results usually around 7/10. • Annotated sketch maps and diagrams. • Sophisticated mind maps. • Impressive production of clearly structured geographic reports. • Sets and tests hypotheses using valid reasoning and detailed explanations. • Logically sequences cause and effect occasionally asks and answers "so what?"
Meeting the expectations of the national curriculum	Collects, records and presents primary and secondary evidence. Finds and describes most evidence using OS maps. Uses secondary sources. Evaluates of effectiveness of learning.	Explains national, international and global contexts of places. Describes physical, human, economic and environmental features. Locational knowledge of parts of the world.	Explains patterns and processes. Explains the impact of change.	Explains some aspects of the management of environmental change. Explains a variety of management strategies of sustainability.	• Knowledge test results usually around 6/10. • Clearly labelled sketch maps. • Logical mind maps. • Accurately copied maps and diagrams. • Clearly structured geographic reports. • Answers set questions and sometimes tests hypotheses using reasoning and explanations. • Suggests cause and effect.
Developing or emerging skills in relation to the expectations of the national curriculum	Collects, records, presents and describes primary and secondary evidence. Finds most evidence from OS maps. Uses secondary sources as facts. Comments on effectiveness of learning.	Describes physical, human, economic or environmental features. Locational knowledge of the world and places they know.	Describes and gives some reasons for patterns and processes. Identifies, describes and explains the impact of change.	Describes and explains environmental change. Describes some factors of sustainability.	• Knowledge test results usually around 5/10. • Labelled sketch maps and graphs. • Neatly copied maps and diagrams. • Limited structure in geographic reports. • Answers questions = facts = some reasoning. • Sometimes identifies causes or effects.
Below expected national curriculum standards	Observes, collects and records primary and/or secondary evidence. Find some evidence on maps, diagrams and tables of data.	Describes physical or human features. Limited locational knowledge of some places they know.	Briefly identifies and describes some patterns or processes. Briefly identifies some impacts of change.	Briefly describes some aspects of environments. Identifies (lists) some factors of sustainability. • Usually adopted evidence.	• Knowledge test results usually below 4/10. • Inaccurate sketch maps and copied diagrams. • Little structure in a geographic report. • Answers simple set questions using some facts. • Seldom identifies causes or effects.

History Achievement Descriptors for Key Stage 3: Year 8

Achievement Perceptive questioning, critical thinking, weigh evidence, sift arguments, develop perspective and make judgement.	**History Descriptor** A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and 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 and relationships between different groups, as well as their own identity and the challenges of their time.							
	Good historians ***think*** about:						Good historians ***do:***	Good historians ***understand:***
	Cause and consequence	**Change and Continuity**	**Social diversity**	**Significance**	**Interpretation**	**Sources**	**Enquiry**	**Chronology**
Skilful and **accomplished** achievement against the expectations of the national curriculum	Analyses cause and consequence across different periods and at different levels of local, national and international history.	Analyses change and continuity across different periods and at different levels of local, national and international history.	Analyses social diversity across different periods and at different levels of local, national and international history.	Gives substantial explanations of how the significance of events, people and changes has varied, according to different perspectives.	Convincingly interprets, argues, evaluates and reinforces arguments showing understanding of events/people in their historical context.	Considers the contextual issues which can influence the nature, origin and purpose of sources. Critically evaluate a range of sources.	Suggests historical lines of enquiry for problems and issues. Refines methods of investigation. Produces precise and coherent work. Consistently follows an independent line of enquiry.	Can give explanations of the reasons for and results of events and changes, in a wider historical context.
Confidently and **securely** meeting the expectations of the national curriculum	Analyses cause and consequence across different periods.	Analyses change and continuity across different periods.	Analyses social diversity across different periods.	Explains how the significance of an event can create different points of view. Evaluates in a comparison that is detailed, using appropriate criteria.	Explains different historical interpretations produced and changed over time. Considers what is / was happening in the world around.	When establishing the evidence for a particular enquiry, issues surrounding the nature, origin and purpose of sources are considered critically. Finding alternative sources and coming to an independent conclusion.	Asks and refines questions, and begins to reflect on the process of historical enquiry. Uses sources curiously and carefully to find answers to their questions. Can produce well- structured work. Can follow an independent line of enquiry.	Makes links between features within and across different periods. Able to explore the historical context of views and events.
Meeting the expectations of the national curriculum	Analyses causes and consequences; e.g. long / short term / trigger, most / least important.	Analyses change and continuity over time; e.g. long / short term / trigger, most / least important	Analyses cause and consequence of social diversity; e.g. long / short term / trigger, most / least important.	Begins to learn how to make judgments about the historical significance of things, based on predesigned criteria.	Begins to explain how and why there are different interpretations of the past. Uses 'Nature', 'Origin', and 'Purpose' within an explanation.	When discussing the usefulness of source or relevant evidence for enquiries, uses 'Nature', 'Origin', and 'Purpose' 'Reliability' and 'Limitation' as an evaluative checklist.	Thinks about and supports arguments with evidence. Able to give several reasons in an explanation. Consider the view of others to challenge their thinking (Add, Build, Contest)	Describes features of past societies and periods begins to make links between them. Beginning to explore historical context of events.
Developing or emerging skills in relation to the expectations of the national curriculum	Gives several reasons why event things happen and begins to group and link them. Describes the effects.	Gives several reasons for change and/ or continuity, beginning to group and link the reasons.	Gives several reasons why there is social diversity and begins to group and link them.	Recognises why some things might be judged more significant than others.	Suggests some reasons why there are different interpretations of the past. Uses 'Nature', 'Origin', and 'Purpose' as a checklist to help explanation.	Beginning to evaluate the sources using 'Nature', 'Origin', and 'Purpose' to establish evidence for particular enquiries.	Makes up their own questions in an enquiry. Selects, organises, uses relevant information and historical terms to support and structure work. Gives several reasons in an explanation.	Uses dates and terms appropriately.
Below expected national curriculum standards	Gives some reasons in an explanation about why things happen and the effects.	Gives some reasons for change and/ or continuity	Gives some reasons why there is social diversity.	Recognises that some things are more important than others.	Shows that people have different opinions about what has happened in the past. Gives some examples to show the different opinions…'On the one hand….on the other….'	Compares two or more sources. Uses information as evidence to test hypotheses.	Describes some of the main events, people and changes which took place. Answers historical questions. Can give two or more reasons in an explanation.	Knows where events fit on a timeline.

Maths Achievement Descriptors for Key Stage 3: Year 8

Achievement	Subject Specific Descriptor					
	Number	**Algebra**	**Ratio, Proportion and Rates of Change**	**Geometry and Measures**	**Probability**	**Statistics**
Skilful and accomplished achievement against the expectations of the curriculum	Interpret fractions and percentages as operators. Use standard units of mass, length, time, money and other measures, including with decimal quantities. Round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]. Use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation $a<x\leq b$. Use a calculator and other technologies to calculate results accurately and then interpret them appropriately. Appreciate the infinite nature of the sets of integers, real and rational numbers.	Use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations. Find approximate solutions to contextual problems from given graphs of a variety of functions, including piece-wise linear, exponential and reciprocal graphs. 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.	Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics. Solve problems involving direct and inverse proportion, including graphical and algebraic representations. Use compound units such as speed, unit pricing and density to solve problems. Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction. Relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions.	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. Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides, including Pythagoras' Theorem, and use known results to obtain simple proofs. Use Pythagoras' Theorem and trigonometric ratios in similar triangles to solve problems involving right-angled triangles. uUe the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D. Interpret mathematical relationships both algebraically and geometrically.	Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities.	Describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs.

Maths Achievement Descriptors for Key Stage 3: Year 8

	Number	Algebra	Ratio, Proportion and Rates of Change	Geometry and Measures	Probability	Statistics
Confidently and **securely** meeting the expectations of the curriculum	Recognise and use relationships between operations including inverse operations. 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. Interpret and compare numbers in standard form. $A \times 10^n$ $1 \leq A < 10$, where n is a positive or negative integer or zero. Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and or 0.375 and). 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%.	Understand and use standard mathematical formulae; rearrange formulae to change the subject. Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs. Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in *x* and *y* and the Cartesian plane. Interpret mathematical relationships both algebraically and graphically.	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. Interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning.	Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams. Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies. 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. Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles. Understand and use the relationship between parallel lines and alternate and corresponding angles.	Record, describe and analyse the frequency of outcomes of simple probability experiments. Involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale. Understand that the probabilities of all possible outcomes sum to 1. Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams.	Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

Maths Achievement Descriptors for Key Stage 3: Year 8

	Number	Algebra	Ratio, Proportion and Rates of Change	Geometry and Measures	Probability	Statistics
Meeting the expectations of the curriculum	Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property. 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.	Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement). Work with coordinates in all four quadrants. Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in *x* and *y* and the Cartesian plane. Interpret mathematical relationships both algebraically and graphically.	Use scale factors, scale diagrams and maps. Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1. Use ratio notation, including reduction to simplest form.	Draw and measure line segments and angles in geometric figures, including interpreting scale drawings. Derive and use 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.	Understand that the probabilities of all possible outcomes sum to 1.	Describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers).

Maths Achievement Descriptors for Key Stage 3: Year 8

	Number	Algebra	Ratio, Proportion and Rates of Change	Geometry and Measures	Probability	Statistics
Developing or emerging skills in relation to the expectations of the curriculum	Developing use of the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property.	Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors. Simplify and manipulate algebraic expressions to maintain equivalence by: collecting like terms multiplying a single term over a bracket taking out common factors expanding products of two or more binomials.	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.	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.	Develop the understanding that the probabilities of all possible outcomes sum to 1.	Construct and interpret appropriate tables, charts, and diagrams, including frequency tables,bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data. Appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range).

Maths Achievement Descriptors for Key Stage 3: Year 8

	Number	Algebra	Ratio, Proportion and Rates of Change	Geometry and Measures	Probability	Statistics
Below expected national curriculum standards	Understand and use place value for decimals, measures and integers of any size order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ≠, <, >, ≤, ≥.	Use and interpret algebraic notation, including: ab in place of $a \times b$ $3y$ in place of $y + y + y$ and $3 \times y$ a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$; a^2b in place of $a \times a \times b$ in place of $a \div b$ ba. Coefficients written as fractions rather than as decimals. Brackets. Substitute numerical values into formulae and expressions, including scientific formulae.	Change freely between related standard units [for example time, length, area, volume/capacity, mass].	Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders). Calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes. Draw and measure line segments and angles in geometric figures, including interpreting scale drawings.	Record, describe and analyse the frequency of outcomes of simple probability experiments. Involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale.	Construct and interpret appropriate tables, charts, and diagrams, including frequency tables,bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data. aApropriate measures of central tendency (mean, mode, median) and spread (range).

MFL Achievement Descriptors for Key Stage 3: Year 8

Achievement	Subject Specific Descriptor
Skilful and accomplished achievement against the expectations of the curriculum	Pupils work as linguists in all four skills to: • Use the present tense of regular verbs confidently. Use the first person and the third person singular of common irregular verbs confidently. • Use more than the first person of opinion verbs (I/you/ he/ she/ we/ they). • Be able to formulate and ask simple questions in the target language. • Express opinions in a variety of ways. • Use more than one tense with a degree of accuracy. • Use a variety of comparative forms. • Use possessive adjectives with a degree of accuracy. • Use a wide range of connectives, quantifiers and time phrases and adverbs • Use modal verbs in the present tense. • 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 successful. • Competent use of dictionary. • Be able to translate a longer text. • Accurate use of adjectives and adverbs. • Use two simple negative forms.
Confidently and **securely** meeting the expectations of the curriculum	Pupils work as linguists in all four skills to: • Use the present tense of regular verbs confidently Use the first person of common irregular verbs confidently. • Use more than the first person (I/you/ he/ she/ we/ they). • Be able to formulate and ask simple questions in the target language. • Express opinions in a variety of ways. • Use the first person of a future and conditional tense accurately. • Use of wide range of connectives, quantifiers and time phrases. • 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 successful. • Competent use of dictionary. • Be able to translate a longer text. • Accurate use of adjectives and adverbs. • Use two simple negative forms.

MFL Achievement Descriptors for Key Stage 3: Year 8

Meeting the expectations of the curriculum	Pupils work as linguists in all four skills to: • 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. • Be able to ask simple questions in the target language. • Express opinions in a variety of ways. • Use the first person of a future or conditional tense with a degree of accuracy. • Use a range of connectives, quantifiers and time phrases. • Sustain a simple spontaneous conversation with little hesitation. • 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. • Show evidence of use of adjectives and adverbs with increasing accuracy. • Use one simple negative form.
.**Developing** or emerging skills in relation to the expectations of the curriculum	Pupils work as linguists in all four skills to: • Use the first person present tense of regular verbs with some accuracy. • Use the first person of some 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 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. • Show awareness of adjectival agreement. • Use one simple negative form.

MFL Achievement Descriptors for Key Stage 3: Year 8

Below expected national curriculum standards	Pupils work as linguists in all four skills to: • 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.

Music Achievement Descriptors for Key Stage 3: Year 8

	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.**	**Use vocal and instrumental skills to create music in a range of genres and contexts.**	**Perform and communicate musical intentions to an audience applying musical conventions.**	**Identify and reflect upon musical strengths and areas for improvement and share personal responses (SIR).**
Year 8	**LISTENING AND RESPONDING**	**COMPOSING, EXPLORING AND REHEARSING**	**APPLYING MUSICAL UNDERSTANDING**	**PERFORMING**	**REFLECTING AND EVALUATING**
SKILFUL and ACCOMPLISHED	Can lead others with expertise and sophistication. Able to support the teacher in directing aspects of learning.	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.	Through composition, performance and analysis demonstrates a secure understanding of genre and context and can demonstrate this through sophisticated vocal and instrumental skills.	Sophisticated at communicating a wide range of artistic intentions to an audience. Own performances are often atmospheric or moving and can perform with subtlety.	Can evaluate own and others' music with sophistication and thorough analysis.
CONFIDENT	Able to use knowledge of musical genre and context to identify typical features of the style and discuss this with sophistication. Contributes a range of imaginative ideas and negotiate a creative way forward.	Responds creatively to a range of stimuli using the conventions of a style and effective in own approach to rehearsals. Can lead others.	Through composition, performance and analysis demonstrates an understanding of genre and context and can demonstrate this through imaginative vocal and instrumental skills.	Can effectively communicate musical intentions to an audience and own performances can be meaningful, atmospheric or expressive.	Can evaluate own and others' music and using musical language appropriate to the style and use evidence to show insight.
MEETING	Listens and identifies a wide range of musical elements, devices and instruments and discuss this with sophistication.	Responds imaginatively to a range of stimuli and is consistent in approach to the rehearsals of music. Can lead others.	Can demonstrate effective application of vocal and instrumental skills. Own choices show knowledge and understanding of genre and context.	Can effectively communicate musical intentions to an audience and own performances can be expressive.	Can evaluate own and others' music using key musical language and use evidence to show insight
DEVELOPING	Able to identify a range of musical elements, devices and instrumentation and discuss this with confidence.	Responds effectively to a range of stimuli and contribute effectively to develop ideas from the group.	Can demonstrate a range of vocal and instrumental skills. Own choices show understanding of genre and context.	Can perform confidently in group or solo contexts demonstrating some accuracy and fluency. Can show an awareness of other performers.	Can evaluate own and others' Music with reasoning and well-chosen examples.
BELOW	Can identify some musical elements, devices and instrumentation and discuss this using musical vocabulary.	Responds to a range of stimuli and contribute to the rehearsal of music	Can demonstrate appropriate control of vocal and instrumental skills. Own choices show an appropriate awareness of genre and context.	Can perform to an audience using a selection of musical features and my music shows understanding of the genre or context of the task set.	Can form opinions and evaluate own and others' work.

PE Achievement Descriptors for Key Stage 3: Year 8

Progress	Subject Specific Descriptor
Skilful and Accomplished in the development of knowledge and skills for this stage in the course.	• Shows more advanced skills & techniques and is able to link them in controlled situations • Is able to act as a coach to others and develop their skills • Is able to select the correct skills for the situation and use them to outwit opponents or perform fluently • Can show different ways of training and apply them to specific sports • Shows leadership in game situation and helps others within the team • Able to select tactics to influence a game situation • Able to lead a full warm up for a small group & understand the benefits of exercise • Takes a full part in the extra curricular program and represents the school.
Confidently and securely meeting expectations *in the development of knowledge and skills for this stage in the course.*	• A good range of skills/techniques are performed in controlled situations • Is able to identify weaknesses in their own and others skills & techniques and improve on them • Is able to perform skills under pressure in a game situation/routine but may not attempt more complex skills in games. • Is able to identify different training methods • Understand the reasons for healthy living and is able to carry out a warm up • Regularly takes part in extra curricular activities.
M – Meeting expectations *in the development of knowledge and skills for this stage in the course.*	• A good range of skills/techniques are performed in controlled situations • Is able to identify some basic weaknesses in their own and others skills & techniques and improve on them • Is able to perform skills under pressure in a game situation/routine but may not attempt more complex skills in games. • Knows why they warm up and shows a basic heart raising activity • Takes some part in extra curricular activities.
Developing (or Emerging) *in the development of knowledge and skills for this stage in the course.*	• A small range of techniques/skills are performed with some precision in a controlled environment • Demonstrates moderate success in refining skills & techniques to improve some aspects of their performance • Is able to identify basic errors in others performance but is not able to provide corrective coaching to able them to improve

	• A basic understanding of actions within a performance/game situation but requires clarification • Performance can break down under pressure in game situations • Would benefit from taking part in extracurricular activities.
Underachieving *in the development of knowledge and skills for this stage in the course.*	• Very static when practising skills in drills • Unable to react to stimulus when receiving it • Is unable to identify success criteria for performing a skill/movement • In game situations is unable to keep up with play and is unable to affect the outcome of the game • Does not participate in extra curricular sporting activities

Science Achievement Descriptors for Key Stage 3: Year 8

Achievement Grade	Planning and Evaluating	Practical Skills	Data Analysis	Explanations	Scientific Literacy
Skilful and accomplished achievement against the expectations of the National Curriculum.	Shows a critical and accurate understanding of validity, accuracy, precision, errors, resolution and reliability within their investigations. Uses complex abstract ideas, theories and models to create testable hypotheses (statements that can be tested), incorporating independent, dependent and controlled variables (factors to be kept the same).	Uses a range of challenging techniques, including using high resolution measuring equipment accurately, to test two variables (factors). Assesses all risks and is able to independently suggest and monitor the control measures needed to safe work.	Constructs accurate scales, including negative values and decimals, and correctly plots data as line and bar charts. Confidently identifies quantitative (using numbers) patterns when describing data, extrapolating (estimating beyond) and interpolating (estimating between) results accurately. Records complex results in clear tables, with appropriate calculations, means and units.	Confidently uses and links a wide range of key ideas (forces, energy, particles, cells and interdependence) to explain why something has happened. Confidently uses scientific models to explain concepts, evaluating the strengths and weaknesses of the models used.	Uses a wide range of writing genres (styles) effectively and independently. Correctly uses a range of complex scientific terminology. Is able to critically interpret a range of complex texts. Takes an active or leading role in group discussions, critically evaluating the comments of others.
Confidently and securely meeting the expectations of the National Curriculum.	Shows an accurate understanding of the validity, accuracy, precision and reliability of their investigations. Uses abstract ideas and models to create testable hypotheses (statements that can be tested), incorporating independent, dependent and controlled variables (factors to be kept the same).	Uses a range of difficult practical techniques accurately, including reading scales on measuring equipment, to test two variables (factors). Assesses risks and can suggest the control measures needed for safe work.	Constructs accurate scales and correctly plots data as line and bar graphs. Begins to identify quantitative (using numbers) patterns when describing data, and may be able to interpolate (estimate between) results. Records results in clear tables with all units and means/calculations.	Confidently uses and links the key ideas of forces, energy, particles, cells and interdependence to explain why something happened. Confidently explains concepts using scientific models, such as kinetic theory.	Uses a range of different writing genres (styles) confidently. Correctly uses a range of scientific terminology. Is able to interpret a range of complex texts. Takes an active part in group discussions and can reflect on the opinions of others.
Meeting the expectations of the National Curriculum.	Shows some understanding of the validity, accuracy, precision and reliability of their investigations. Uses abstract ideas to create testable hypotheses (statements that can be tested), incorporating independent, dependent and controlled variables (factors to be kept the same).	Uses several difficult practical techniques with increasing confidence, including reading scales on measuring equipment, to test one variable (factor). Assesses risks and follows safety guidance diligently.	Constructs scales and plots data as line and bar graphs, with reasonable accuracy. Begins to identify quantitative (using numbers) patterns when describing data. Records results in clear tables with all units and some means.	Confidently uses the key ideas of forces, energy, particles, cells and interdependence to explain why something happened. Uses scientific models to explain concepts.	Uses a range of different writing genres (styles), with developing confidence. Correctly uses a range of scientific terminology. Is able to interpret a range of texts. Takes part in group discussions and is able to share ideas with confidence and clarity, engaging with the ideas of others.

Developing or emerging skills in relation to the expectations of the National Curriculum.	Shows an understanding of fair-testing and the importance of this in conducting reliable and valid investigations. 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).	Uses some practical techniques, including using measuring equipment with increasing accuracy, to test one variable (factor). Is able to conduct practical work safely.	Constructs scales and plots data as line and bar graphs, with developing confidence. Confidently identifies qualitative patterns when describing data. Records results in tables confidently.	Uses the key ideas of forces, energy, particles, cells and interdependence to give a simple explanation as to why something happened. Explains concepts using knowledge and ideas, and some scientific models.	Uses a few different writing genres (styles). Uses a range of scientific terminology. Is able to interpret a few different texts. Takes part in group discussions and is beginning to contribute ideas clearly, listening to and responding to the ideas of others.
Below expected National Curriculum standards.	Shows a basic understanding of fair-testing but may not be able to explain its importance; is able to comment on how well several aspects of an experiment worked. Uses knowledge, experiences and non-abstract ideas to develop hypotheses (statements that can be tested).	Uses some practical techniques, including using basic measuring equipment with confidence, to test one variable (factor). Is able to conduct practical work safely, with the occasional reminder.	Constructs simple scales and is able to confidently draw a bar graph, needing support to draw a line graph. Beginning to identify qualitative patterns when describing data. Records key results in a table, with developing confidence and accuracy.	Uses scientific ideas and phrases to describe what has happened and partially explain how or why, occasionally using a key idea. Uses scientific knowledge and real-life experiences to explain concepts, with developing accuracy.	Uses at least one writing genre (style) correctly. Uses some scientific terminology. Is able to understand and interpret simple text. Occasionally contributes to group discussions and is able to listen to the ideas of others.

Technology Achievement Descriptors for Key Stage 3: Year 8

Achievement	Task Investigation	Design Skills	Making Skills	Evaluating Skills
Skilful and accomplished	Independently takes into consideration needs consumers and manufacturer. Appropriate aims for research, relevant information using different methods. Conclusions feed forward to inform designing. Use research findings to identify a wide range of design criteria.	Carries out further research in order to develop design proposals. Uses evidence from research to justify and annotate designs. Variety of techniques used to communicate different aspects of the product. Able to use 2D Design independently and where appropriate to operate a variety of different plotters, cutters, embroidery machine, laser cutter etc. Designs coloured and rendered accurately.	Predict where problems might arise and plan solutions. Producing plans which predict time and resources needed for making, including materials, tools and processes. Adapting plans for manufacture if necessary and justifying those decisions. Using a range of formal drawing techniques and other appropriate forms of communication including IT. Making complex and high quality products that fulfil all the design criteria.	Devises their own methods to test product performance, record results. Uses meaningful conclusions to develop products further. Compares products with the design criteria and suggests further improvements.
Confidently and securely meeting the challenges of the curriculum	Independently investigates specific needs of target audience. Independently seeks relevant sources of information. Relevant conclusions used to inform and explore a wide range of different ideas.	Adapts ideas to suit design criteria. Explains choice of materials, joining methods and processes. Communicates ideas using pictorial drawings (Coloured and rendered) accurately.	Independently Uses CAD. Creative problem solving. Quickly acquires new skills. Independent making skills. Can support and teach other pupils. Makes plans based on their design decisions, adapting and responding to changing constraints. Makes complex products that are well finished.	Devises their own methods to test product performance, record results. Uses meaningful conclusions to develop products further. Compares products with the design criteria and suggests further improvements.

Technology Achievement Descriptors for Key Stage 3: Year 8

Achievement	Task Investigation	Design Skills	Making Skills	Evaluating Skills
Meeting the expectations of the curriculum	Independently investigates specific needs of target audience. Independently seeks relevant sources of information. Relevant conclusions used to inform and explore a wide range of different ideas.	Adapts ideas to suit design criteria. Explains choice of materials, joining methods and processes. Communicates ideas using pictorial drawings (Coloured and rendered) accurately.	Independently Uses CAD. Creative problem solving. Quickly acquires new skills. Independent making skills. Can support and teach other pupils. Makes plans based on their design decisions, adapting and responding to changing constraints. Makes complex products that are well finished.	Devises their own methods to test product performance, record results. Uses meaningful conclusions to develop products further. Compares products with the design criteria and suggests further improvements.
Developing or emerging skills in relation to the expectations of the curriculum	Investigates general needs of a specific target group. Uses guided (teacher led) research with some relevant conclusions.	Responds to design activities by varying and modifying other people's and designers' ideas. Explains the choice of materials. Produces detailed sketches with appropriate annotation to explain ideas. Can accurately follow instructions to use CAD software effectively.	Selects materials and processes from a range provided by the teacher. Uses a range of tools, materials and processes safely, with good precision. Works from own plans. Lists the processes used to make the product to record how their items are made. Makes well made products that are reasonably challenging and reasonably well finished.	User's needs considered and evidence of simple testing is used when evaluating products. Quality checks - Uses measuring and checking procedures as their own work develops and makes modifications when they are needed.

Technology Achievement Descriptors for Key Stage 3: Year 8

Achievement	Task Investigation	Design Skills	Making Skills	Evaluating Skills
Below expected national curriculum standards	Considers their own needs or family members when researching user requirements. Uses resources provided for them to investigate user needs. Can work within criteria provided for them.	Works within a framework provided by the teacher. Decision making is supported by teachers or peers. Simple sketching methods with some labels naming parts of the product ideas are used when drawing ideas. Able to create 3D models with guidance, help and support. Is able to explain ideas verbally and provide more detail when prompted.	Uses materials selected by the teacher. Tasks are carried out when prompted. Following given instructions, cuts, shapes and assembles materials with some precision to make simple products, choice of skills guided or selected by the teacher. Produces simple step by step plans to identify the main stages in making products.	Can identify what is working well and where improvements are needed.