

WOODBIDGE HIGH SCHOOL

Key Stage 3 Assessment Framework 2017-18



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This booklet provides you with details of the frameworks which teachers will use to assess the progress of students in Key Stage 3. Each term, teachers will make an assessment of each student's progress against this framework. They will report this to students and parents using the following scale:

	Abbreviation	Explanation
Cause for Concern	C	The student's progress is a cause for concern. He / she is not making progress expected for his / her year group and will not reach the expected level of knowledge and skills at the end of the year. Department or wider intervention is in place.
Exploring	E	The student is beginning to grasp the knowledge and skills which will be needed to reach the expected level at the end of the year. Progress is being made, but the student is not yet at and might not reach the expected level of knowledge and skills at the end of the year. Teacher-level intervention is in place.
Developing	D	The student is making progress and developing his / her knowledge and skills. He / she has or will master some of the knowledge and skills set out in this document and is or will be at the minimum expected standard at the end of the year.
Mastering	M	The student is making rapid progress and has already mastered the expected knowledge and skills or will do so at the end of the year. The student is beginning to work beyond the minimum expected standard.
Exceeding	EX	The student is making very rapid progress and working beyond the minimum expected standard. Additional extension opportunities will be in place.

Teachers will set students an end of year target using the same scale each year. Each student will have a tracker sheet in their exercise book to enable them to track their progress in PC (Progress Check) 1, 2 and 3, as follows:

My Progress



C Cause for Concern
E Exploring: *Taking off!*
D Developing: *Gaining height!*
M Mastering: *Reaching the skies!*
EX Exceeding: *Flying high!*



My Progress in:



Target	E	D	M	EX
PC1	C	E	D	M
PC2	C	E	D	M
PC3	C	E	D	M

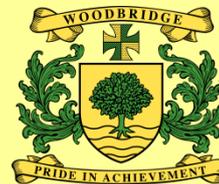
If you have further queries about Key Stage 3 assessment, contact your son / daughter's subject teacher, or:

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Woodbridge High School Key Stage 3 Assessment English

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Reading I consistently understand a range of texts and can select the essential points from them.</p> <p>I am able to deduce and infer information and meaning from a range of texts consistently and independently.</p> <p>I can independently select sentences, phrases and relevant information to support my views.</p> <p>I understand that texts fit into historical and literary traditions.</p> <p>Writing My writing is both varied and interesting. I vary my writing so that it suits purpose and audience.</p> <p>I can use a more formal style where appropriate. I can use a range of imaginative vocabulary accurately.</p> <p>My sentences are varied and I show a knowledge of how and when to use paragraphs correctly.</p> <p>I am generally able to spell words with complicated spelling patterns correctly and use a range of punctuation including commas, question marks and colons.</p> <p>Speaking and Listening I listen carefully in many different situations, including some formal situations. I ask a number of questions to develop ideas.</p> <p>I demonstrate a range of vocabulary and I think carefully about whom I am speaking to in order to make sure what I am saying is suitable.</p> <p>I take an active part in discussions and consider others carefully in group tasks.</p> <p>When I speak, I am able to consider gesture and tone in order to suit the audience and task.</p>	<p>Reading I can read and analyse with a coherent and engaged response to a wide range of complex texts.</p> <p>I show a coherent understanding of layers of meaning and comment on their significance and effect.</p> <p>I show a clear understanding of aspects of language, structure and themes and use a range of well-chosen references to support my responses.</p> <p>I show an understanding of connections between texts from different times and cultures.</p> <p>Writing My writing is coherent and engaging with developing ideas. I am developing my selection of devices to suit my audience and purpose.</p> <p>My range of vocabulary is chosen to purposely engage my reader for purpose and effect.</p> <p>My writing is well-structured and coherent with an increasing variation of sentences and paragraphs for effect.</p> <p>Grammatical features, including spelling and punctuation is coherent with only occasional errors.</p> <p>Speaking and Listening As a listener, I use engaging questions to show I am considering the ideas of others.</p> <p>I use a coherent range of strategies to adjust my speech. I am developing my range of grammar and vocabulary to show good engagement with the task.</p> <p>I am engaging in discussion through taking an active role. I am considering the participation of others.</p> <p>I use a range of engaging dramatic and vocal approaches to ensure my speech is increasingly appropriate in a range of tasks.</p>	<p>Reading I can read and analyse with a confident and convincing response to a wide range of complex texts.</p> <p>I identify layers of meaning and comment convincingly and confidently on their significance and effect in detail, using terminology to illuminate my ideas.</p> <p>I am confident in my analysis of aspects of language, structure and themes and provide apt and consistent analysis.</p> <p>I can make confident and thoughtful connections between texts from different times and cultures in order to develop my arguments.</p> <p>Writing My writing is confident with well-judged often with imaginative ideas. I am confident and thoughtful in my selection of devices to suit my audience and purpose.</p> <p>My range of vocabulary is precise and increasingly ambitious and is purposely chosen to convey meaning.</p> <p>My writing is clearly and confidently organised with a coherent structure shown through thoughtful and well-selected variation of both sentences and paragraphs.</p> <p>Grammatical features, including spelling and punctuation is generally accurate and demonstrates an increasing level of ambition and sophistication.</p> <p>Speaking and Listening I am a confident listener who consistently demonstrates a good understanding of others' ideas and show this through thoughtfully chosen questions.</p> <p>I show confidence in a range of challenging tasks through carefully chosen strategies to adjust my speech and I am secure in my choices of grammar and</p> <p>I increasingly shape and develop discussions, often considering the participation of others' contributions and sometimes help develop other's contributions.</p> <p>I am confident in my range of dramatic and vocal approaches to ensure my speech is appropriate in a range of complex situations.</p>



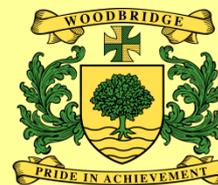


At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below:

Year 7	Year 8	Year 9
<p>Reading I can confidently read, understand and discuss a range of texts.</p> <p>I can confidently identify different layers of meaning and comment on their significance and effect in detail.</p> <p>I can confidently refer to aspects of language, structure and themes to justify my views.</p> <p>I can confidently make connections between texts from different times and cultures; I can link these to my own experiences.</p> <p>Writing My writing is fluent, confident and it engages and sustains the reader's interest. I adapt my style of writing and language choices to suit different forms.</p> <p>I confidently use a range of very varied vocabulary in order to create effects and adjust my formality.</p> <p>I confidently organise my ideas in well-developed, linked paragraphs with sentences varied for effect on my reader.</p> <p>My spelling, even of irregular words, is generally accurate and I use a range of punctuation to clarify my meaning, for example, semi colons.</p> <p>Speaking and Listening I am a confident listener who shows a sensitive understanding of others' ideas.</p> <p>My vocabulary and expression is varied when I speak. I confidently change the way I talk in a wide variety of different situations so that what I say is always highly appropriate and well-judged.</p> <p>I am a confident speaker who takes a leading part in discussions and can help develop others in group activities.</p> <p>I can confidently use a range of dramatic and presentation techniques to ensure my speaking is engaging.</p> 	<p>Reading I can read and analyse with a confident and convincing response to a wide range of complex texts.</p> <p>I identify layers of meaning and comment convincingly and confidently on their significance and effect in detail, often using terminology to illuminate my ideas.</p> <p>I am confident in my analysis of aspects of language, structure and themes and provide apt and consistent analysis.</p> <p>I can make confident and thoughtful connections between texts from different times and cultures in order to develop my arguments.</p> <p>Writing My writing is confident with well-judged often with imaginative ideas. I am confident and thoughtful in my selection of devices to suit my audience and purpose.</p> <p>My range of vocabulary is precise and increasingly ambitious and is purposely chosen to convey meaning.</p> <p>My writing is clearly and confidently organised with a coherent structure shown through thoughtful and well-selected variation of both sentences and paragraphs.</p> <p>Grammatical features, including spelling and punctuation is generally accurate and demonstrates an increasing level of ambition and sophistication.</p> <p>Speaking and Listening I am a confident listener who consistently demonstrates a good understanding of others' ideas and show this through thoughtfully chosen questions.</p> <p>I show confidence in a range of challenging tasks through carefully chosen strategies to adjust my speech and I am secure in my choices of grammar and vocabulary to meet the situation.</p> <p>I increasingly shape and develop discussions, often considering the participation of others' contributions and sometimes help develop other's contributions.</p> <p>I am confident in my range of dramatic and vocal approaches to ensure my speech is appropriate in a range of complex situations.</p>	<p>Reading I can read and analyse with a sustained and convincing response to a wide range of complex texts.</p> <p>I can identify different layers of meaning and comment perceptively on their significance and effect in detail with well-integrated choices of terminology.</p> <p>I am perceptive in my analysis of aspects of language, structure and themes and provide detailed critical analysis.</p> <p>I can make subtle and perceptive connections between texts from different times and cultures in order to illuminate the writer's choices.</p> <p>Writing My writing is coherent and controlled and is developed with originality and imagination. I am sophisticated in my selection of devices to suit my audience and purpose.</p> <p>My range of vocabulary is sophisticated and ambitious and is chosen to convey precise meaning.</p> <p>My writing is clearly and imaginatively organised with a sophisticated and well-selected variation of both sentences and paragraphs.</p> <p>Grammatical features, including spelling and punctuation is accurate and consistently conveys precise meaning.</p> <p>Speaking and Listening I am a sophisticated listener who shows a sensitive understanding of others' ideas and show this through interrogation of what is said.</p> <p>I use a sophisticated variety of strategies to adjust my speech to meet challenging tasks and I show an assured choice of grammar and vocabulary to meet the situation.</p> <p>I shape, develop, initiate and sustain discussion, encouraging participation and developing others' contributions.</p> <p>I use an insightful and sustained range of dramatic and vocal approaches to ensure my speech is ambitious and pertinent in a range of complex situations.</p>

Woodbridge High School Key Stage 3 Assessment Mathematics

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Number Place value, fractions and percentages of amounts, rounding decimals, using indices four operations including decimals, converting fractions, decimals & percentages, estimating answers, factors, multiples and prime numbers.</p> <p>Geometry Measure, area & perimeter, angles, properties of 2D & 3D shapes, perform transformations, constructions</p> <p>Algebra Forming and simplifying expressions, order of operations & inverse, plotting linear equations, one sided equations, collecting like terms, plotting coordinates, substitution</p> <p>Data Planning/conducting surveys/investigations, simple probability, draw and interpret statistical charts & graphs, simple measures of average</p>	<p>Number Significant figures, four operations with fractions, percentage increase and decrease, BIDMAS, roots, estimating answers, LCM and HCF, prime factor decomposition, four operations with decimals and negatives</p> <p>Geometry Area and circumference of circles, compound measures, angles in polygons, congruency, Pythagoras' Theorem, bearings, surface area and volume of prisms, plans & elevations, loci.</p> <p>Algebra Factorising expressions, Equation of a straight line, Plotting equations, rearranging formulae, $y = mx + c$, trial & improvement.</p> <p>Data Planning a statistical enquiry, correlation, data collection, designing questionnaires, plotting scatter diagrams, comparing data sets, averages from frequency tables</p>	<p>Number Calculations, place value, rounding to decimals and significant figures, fractions, decimals, percentages, estimations and measures of accuracy, compound measures like speed and density, ordering decimals, four operations on whole numbers and on decimals, four operations on fractions. comparing FDPs, converting metric units</p> <p>Geometry Understanding of 2D shapes and their properties, angle geometry, similarity and congruency of shapes, concept of area and perimeter of 2D shapes and transformations, interior/ exterior angles in polygons, finding the unknown angles using angle geometry, measuring angles and lines, transforming shapes.</p> <p>Algebra Rules of indices, algebraic manipulation, substitution, concept of equations, identities and functions, factorising, Inequalities, simultaneous equations, collecting like terms, simplifying expressions, expanding brackets, factorisations, solving linear equations, inequalities and simultaneous equations, solving quadratic equations.</p> <p>Data/Probability Concept of data handling cycle, data collection, concept of probability, experimental probability, theoretical probability, mutually exclusive events, bar charts, pictograms, pie charts, finding averages from ungrouped data, listing outcomes, calculating probabilities</p>



Woodbridge High School Key Stage 3 Assessment Mathematics Exceeding

Extra!



At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below:

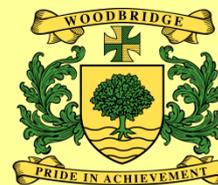
Year 7	Year 8	Year 9
<p>Number Significant figures, four operations with fractions, BIDMAS, ratio and proportion, LCM & HCF, prime factor decomposition, four operations with negative numbers.</p> <p>Geometry Angles in parallel lines, area and circumference of circles, angles in polygons, performing enlargements, loci, plans & elevations, surface area and volume of prisms</p> <p>Algebra Interpreting real life graphs, factorising expressions. double sided equations, rearranging formulae, $y = mx + c$</p> <p>Data Planning statistical enquiry, Experimental and theoretical probability, averages from frequency tables, pie charts</p>	<p>Number Upper and lower bounds, percentage change, standard form, reverse percentage, direct and inverse proportion.</p> <p>Geometry Dimension analysis, similarity arcs and sectors, trigonometry, 3D geometry, enlargements with negative and fractional scale factors</p> <p>Algebra Factorising quadratics, solving quadratic equations, algebraic proof, plotting inequalities, rearranging quadratic formulae, solving fractional equations, solving inequalities</p> <p>Data Moving averages, cumulative frequency, box plots, tree diagrams, drawing histograms, cumulative frequency curves</p>	<p>Number Reasoning and word problems, lower bounds and upper bounds, problem solving using compound measures, using upper and lower bounds to calculate maximums and minimums</p> <p>Geometry Angles on parallel lines, proofs of geometric results, enlarging shapes with negative and fractional scale factors, area of composite shapes</p> <p>Algebra Composite functions, expanding and factorising quadratic expressions, simplify, add, subtract, multiply and divide algebraic fractions, Construct proofs of simple statements using algebra</p> <p>Data/Probability Comparing data sets using averages and measures of spread, comparing theoretical probability with experimental probability, relative frequency, expected frequency, calculating lower quartile, upper quartile and interquartile range</p>



Woodbridge High School Key Stage 3 Assessment

Science: Biology, Chemistry and Physics

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8
<p>Biology Be able to draw and label a plant and animal cell, know the role of each structure, and compare the 2 kinds of cells.</p> <p>Be able to label the reproductive system in both humans and plants, describe the menstrual cycle, and describe the stages of reproduction from production of gametes through to birth (in humans) and seed dispersal (in plants)</p> <p>That plants provide the majority of the energy needed for life on Earth, be able to describe how the leaf is adapted for photosynthesis, recall the word equation for this reaction, know that plants need minerals from the soil to enable them to grow, describe how energy passes from plants to animals in a food web</p> <p>Make simple predictions about their experiments</p> <p>Use a microscope to observe and draw a cell.</p> <p>Identify the hazards found in the laboratory and know how to work safely</p> <p>Write a method, including ideas about variables Present their results in a simple table or graph</p> <p>Chemistry How to represent solids, liquids and gases using particle diagrams, describe the properties of each state, name the changes of state between solids, liquids and gases, use particle diagrams to show change of state.</p> <p>That the pH scale measures change in acidity / alkalinity, that universal indicator detects change in pH, describe what a neutralisation reaction is.</p> <p>What a mixture is, what a pure substance is, describe ways to separate mixtures and identify pure substances</p> <p>Use universal indicator to predict the pH of an unknown substance.</p> <p>Write a simple method for how to separate mixtures using filtration, chromatography and evaporation.</p> <p>Identify the hazards in a chemistry practical and know how to work safely in the lab</p> 	<p>Biology Be able to recognise and label the major bones in the skeletal system, describe the role of the skeleton, explain why we need muscles and how our joints move as a result</p> <p>How recreational drugs affect our behaviour, health and life processes</p> <p>Describe the shape of DNA, know how our ideas about DNA have changed over time, that there is variation between different members of a species, to describe variations as being continuous or discontinuous, that species adapt when the environment changes or become extinct.</p> <p>Identify the dependent, independent and control variables in an experiment</p> <p>Use maths to process their results</p> <p>Present their results in appropriate graphs, and identify the trends and patterns they show.</p> <p>Use scientific ideas to explain their findings. Identify sources of error and suggest ways to improve their methods</p> <p>Chemistry The difference between atoms, elements and compounds, be able to extract information from the periodic table, describe the properties of metals and non-metals, recognise chemical symbols in common elements and compounds, write word equations to represent chemical reactions such as combustion and oxidation</p> <p>Describe the composition and structure of the Earth, describe the rock cycle, know how the 3 types of rock (sedimentary, metamorphic and igneous) are formed</p> <p>Describe the Carbon cycle, describe the composition of the atmosphere, understand why recycling is needed.</p> <p>Make predictions about their experiments</p> <p>Write a method, including identifying dependent, independent and control variables.</p> <p>Present their results in appropriate tables, identify trends and patterns and plot their results as a line graph</p> <p>Make simple conclusions based on their results</p>

Year 7	Year 8
<p>Physics Be able to calculate speed, draw and interpret a distance-time graph, describe different types of forces and how they are measured, describe how change in force causes change in motion, speed or direction</p> <p>Use arrows to show balanced and unbalanced forces, to be able to calculate pressure, that pressure in liquids increases with depth</p> <p>The units of measurement for current, potential difference and resistance and how to measure them, how resistance changes between conducting and insulating materials,</p> <p>Use a Newton Meter to measure force</p> <p>Rearrange the speed, pressure and resistance equations Set up and draw simple series and parallel circuits, accurately take measurements using analogue and digital ammeters and voltmeters.</p> <p>Present their results in a table, and produce a simple graph Identify the risks in a practical and know how to work safely in the lab</p> 	<p>Physics Recognise and describe energy transfers, how we extract energy from domestic fuel sources, compare ratings of domestic appliances, that different foods release different amounts of energy.</p> <p>Recognise and describe non-contact forces, describe Hooks's law, calculate work done</p> <p>That magnetic poles attract and repel, how to determine the shape of a magnetic field, that the Earth has a magnetic field.</p> <p>Describe similarities and differences in the density of solids, liquids and gases, describe diffusion in liquids and gases, the difference between chemical and physical change.</p> <p>To be able to calculate gravitational forces, compare gravity on different planets and between different objects, how changes in day/night and seasons are linked to the Earth's tilt, the role of stars and our sun as a star in our galaxy</p> <p>Draw a Sankey diagram to represent energy change Calculate density</p> <p>Write a method including dependent, independent and control variables</p> <p>Present their results in tables, charts and line graphs Identify patterns and trends in their results, including data that does not fit the trend</p>

Please note that in year 9 students are assessed on the GCSE scale as they start their GCSE courses in Biology, Chemistry and Physics. Details of assessment schemes for GCSE are published separately.



Woodbridge High School Key Stage 3 Assessment

Science: Biology, Chemistry and Physics

Exceeding

Extra!

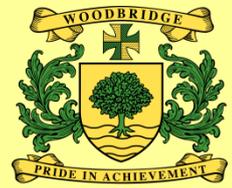


At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below

Year 7	Year 8
<p>Biology How cells are specialised to do different jobs</p> <p>Why insect pollination is essential for food production for humans</p> <p>Describe the role of chloroplasts and stomata in the plant leaf Why nitrates are needed for growth in plants.</p> <p>That some species can make their own energy through Chemosynthesis</p> <p>Calculate magnification of an object viewed under the microscope</p> <p>Identify anomalous data, make suggestions about how to improve their methods</p> <p>Chemistry Describe changes in state in terms of energy within the particles</p> <p>Link pH to H⁺ concentration</p> <p>Compare different types of indicator</p> <p>Explain how distillation / chromatography are linked to molecule size and weight.</p> <p>Evaluate the limitations of using universal indicator solution.</p> <p>Explain why experiments have to be repeated, understand the idea of accuracy and reliability.</p> <p>Physics How to calculate speed from a graph, explain ideas about compression forces, that the direction and size of a force affects the change it brings about, that moments are a turning effect of a force</p> <p>That atmospheric pressure decreases with height due to decrease in weight of air</p> <p>Compare series and parallel circuits in terms of current, calculate current, power and energy transfer in circuits</p> <p>Make predictions about their experiments</p> <p>Use a variety of graphs to represent their data, use lines of best fit</p>	<p>Biology Why muscles are always found in antagonistic pairs</p> <p>Why biodiversity is important and how we measure it</p> <p>How gene banks can help prevent extinction</p> <p>Describe a simple mechanism for evolutionary change</p> <p>Use detailed scientific knowledge to explain their predictions and conclusions</p> <p>Identify systematic and random errors</p> <p>Chemistry Be able to write formula equations to represent chemical equations</p> <p>That elements' are grouped within the periodic table based on their properties, and that there are trends to these.</p> <p>That mass is conserved in a chemical reaction.</p> <p>That the composition of the atmosphere has changed over time, the impact of human activity on the atmosphere.</p> <p>Use lines of best fit on their graphs</p> <p>Evaluate their methods and suggest improvements to them</p> <p>Use correct S/I units</p> <p>Physics What kW hour is a measure of, calculate domestic fuel use costs, calculate energy transfers, that energy transfer is caused by temperature differences, the relationship between rate of transfer and amount of energy used</p> <p>That a current produces a magnetic field, that this is used in a DC motor</p> <p>That the light year is a unit of astronomical distance</p> <p>Be able to recall all equations and rearrange them</p> <p>Evaluate their methods and identify ways to improve them</p>

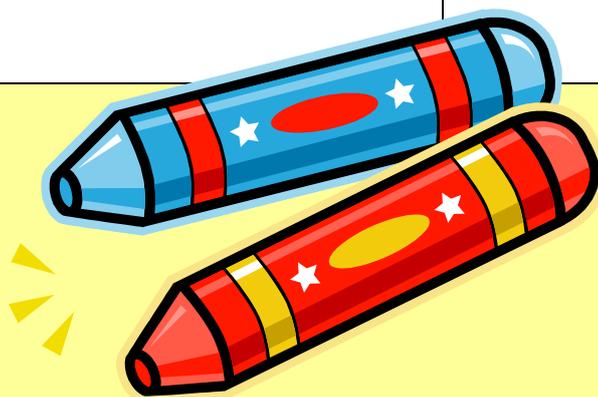


Please note that in year 9 students are assessed on the GCSE scale as they start their GCSE courses in Biology, Chemistry and Physics. Details of assessment schemes for GCSE are published separately.



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Identify basic elements that characterise a particular artist, culture, genre or style of art.</p> <p>Identify an area of strength and area to improve within own work.</p> <p>Express likes and dislikes in relation to art forms using basic subject specific language.</p> <p>Record ideas and observations using the formal elements with some skill.</p> <p>Explore different materials and techniques with some success.</p> <p>Collect and select appropriate source materials.</p> <p>Follow frame works to make design choices with some imagination.</p> <p>Produce an outcome which reflects a sequence of developments.</p>	<p>Identify the work of others within a cultural, political and creative context.</p> <p>Contribute to peer and group assessment activities.</p> <p>Compare the work of artists, crafts people and designers and express an opinion using subject specific language.</p> <p>Use gridding system to record size and position with some accuracy.</p> <p>Explore the qualities of different materials with success.</p> <p>Use the properties of materials at a basic level.</p> <p>Use skills and techniques you have learnt; refining as your work develops.</p> <p>Consider and plan composition/ layout.</p> <p>Produce an outcome which realises original intentions.</p>	<p>Be able to place the work of others in the context of genres and movements.</p> <p>Describe and evaluate the work of others using subject specific language.</p> <p>Speculate intuitively the meaning and messages behind art.</p> <p>Outline how different artworks have functions</p> <p>A generally consistent ability to effectively record observations that are relevant to intentions.</p> <p>Extend your knowledge of the properties and qualities of different materials with success.</p> <p>Further refine your work as it develops through to a final outcome.</p> <p>Use own sources and observations as a starting point when developing ideas and designs.</p> <p>Written communication to record ideas is reasonable and clear.</p>





At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below

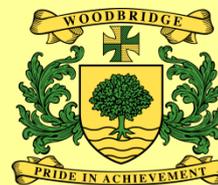
Year 7	Year 8	Year 9
<p>Confidently identify characteristics of artists, cultures, genres and styles of art and use them innovatively when producing own work.</p> <p>Prioritise own strengths and areas for development and address these areas with direct reference to the work of others.</p> <p>Give speculative and informed opinions with fluent use of subject specific language and terminology.</p> <p>Record ideas and observations using the formal elements with confidence and a high level of skill.</p> <p>Explore and apply a wide range of techniques with confidence, success and refinement.</p> <p>Be innovative and risk taking in the use of materials.</p> <p>Independently collect and select a rich variation of relevant source materials.</p> <p>Develop design work that is imaginative, individual and perceptive.</p> <p>Produce a highly developed, meaningful and personal outcome which reflects sequential developments.</p>	<p>Identify the work of others within a cultural, political, socio-economic and creative context.</p> <p>Confidently take a leadership role within group and peer activities. Compare the work of artists, crafts people and designers fluently express opinions, support opinions with evidence and explain how this has affected your own work.</p> <p>Record shapes and proportions with accuracy and a sense of space and depth.</p> <p>Explore the qualities of different materials with highly refined outcomes.</p> <p>Use the properties of materials insightfully and imaginatively.</p> <p>Use skills and techniques you have learnt; refining as your work develops.</p> <p>Consider and plan composition with understanding of balance, colour combinations, tonal contrasts and variations in scale.</p> <p>Produce an outcome which realises original intentions with confidence and independence.</p>	<p>Be able to place the work of others in the context of genres, movements.</p> <p>Identify movements and genres with timelines.</p> <p>Critically analyse and evaluate the work of others using subject specific language with accuracy and fluency.</p> <p>Interpret intuitively and confidently the meaning and messages behind art.</p> <p>Develop artwork according to an audience and its function both commercially and aesthetically.</p> <p>A highly developed, fluent and skilful ability to effectively record observations that are relevant to intentions.</p> <p>Extend your knowledge of the properties and qualities of different materials with a high level of success.</p> <p>Further refine your work as it develops through to a final outcome.</p> <p>Use own sources and observations as a starting point when developing ideas and designs that are personal and purposeful.</p> <p>Written communication to record ideas is fluent and accurate.</p>



Woodbridge High School Key Stage 3 Assessment

Computing and IT

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Create & use electronic folders to store their work systematically</p> <p>Hardware (input, processing, output & storage devices) & software</p> <p>Using email and e-learning WHS specific tools</p> <p>Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and how to report concerns</p> <p>Computers use specific and logical commands</p> <p>The need for specific success criteria to define a program</p> <p>Program source code vs output - data types: text/string, date time, integer</p> <p>Spreadsheets: cells, worksheets, SUM, AVERAGE, MIN, MAX, COUNTIF formulae and functions</p> <p>Organise programs by procedures</p> <p>Understand simple Boolean logic [for example, AND, OR and NOT]</p> <p>Understand the reliability of data, design and usability</p> <p>Program automated decision making using Micro bits and programming language</p> <p>Locate programming errors using error messages</p>	<p>Hardware (input, processing, output & storage devices) & software</p> <p>Vector & bitmap images</p> <p>Binary representation of numbers</p> <p>Event based programming</p> <p>Data structures: list</p> <p>Logical, syntax & runtime errors</p> <p>Reliably select appropriate software for each task</p> <p>Use loops of instructions to achieve a set goal</p> <p>Decompose problems into sub-problems</p> <p>Create a database with tables, fields and primary keys</p> <p>Can use SQL programming language that enables students to build, query and manipulate databases</p> <p>Search a database using SQL commands</p> <p>Undertake creative projects that involve selecting, using and combining multiple applications to meet the needs of a user</p> <p>Program automated decision making using Micro bits and programming language</p>	<p>Binary Numbers</p> <p>Hexadecimal Numbers</p> <p>Create a database with tables, fields and primary keys</p> <p>Create a database with tables, fields and primary keys</p> <p>Can use SQL programming language that enables students to build, query and manipulate databases</p> <p>Search a database using SQL commands</p> <p>Testing (iterative, summative, third-party & summative) & test data (normal, erroneous, extreme)</p> <p>Network Topologies</p> <p>IP addresses & domain names</p> <p>Vector & bitmap images</p> <p>Bandwidth & impact of file sizes for data transfer across networks</p> <p>Computational Thinking</p> <p>The use of variables, constants, operators, inputs, outputs and assignments</p>



Woodbridge High School Key Stage 3 Assessment Computing and IT Exceeding

Extra!



At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

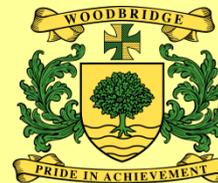
Year 7	Year 8	Year 9
<p>Explain how common characteristics of CPUs affect their performance:</p> <ul style="list-style-type: none"> • Clock speed • Cache size • Number of cores <p>Vector & bitmap images</p> <p>Computational representation of images using binary</p> <p>Spreadsheets: cells, worksheets, VLOOKUP, IF, validation formulae</p> <p>Logical, syntax & runtime errors</p> <p>Use loops of instructions to achieve a set goal</p> <p>Testing model to predict what should happen through the use of functions and formulas</p> <p>De-bug programming errors using error messages</p> <p>Using iteration to repeat an action on items in a list</p>	<p>Explain Fetch-execute cycle</p> <p>Explain and demonstrate understanding of CPU components and their functions:</p> <ul style="list-style-type: none"> • ALU (Arithmetic Logic Unit) • CU (Control Unit) • Cache <p>How common characteristics of CPUs affect their performance:</p> <ul style="list-style-type: none"> • Clock speed • Cache size • Number of cores <p>Vector and Bitmap images</p> <p>Computational representation of images using binary</p> <p>How hexadecimal is used to represent colours on a web page</p> <p>Error handling to prevent program crashes</p> <p>Create solutions to sub-problems that can be co-ordinated to solve larger problems</p> <p>Use finite & infinite iteration programming sequences</p>	<p>Data structures: objects & classes to organise data & processing together</p> <p>Error handling to prevent program crashes</p> <p>Purpose of testing of programme</p> <p>How to identify syntax and logical errors</p> <p>Understand the three basic programming constructs to control the flow of program</p> <p>Use of Data Types</p> <p>Relative & absolute file paths</p> <p>Use primary and foreign keys to link tables together</p> <p>Add & edit a database using SQL commands</p> <p>How to convert positive denary whole numbers (0-255) into 8 bit binary numbers and vice versa</p> <p>How to add two 8 bit binary integers and explain overflow errors which may occur</p>



Woodbridge High School Key Stage 3 Assessment

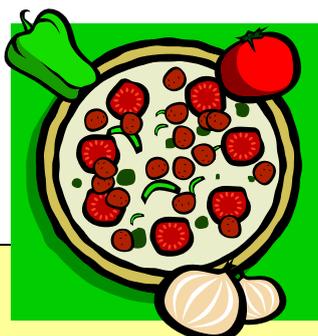
Design and Technology: Food Technology

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Know how to use the oven and understand how to use most of the small equipment in the room.</p> <p>Name some foods that can be healthier alternatives.</p> <p>Know basic hygiene and safety rules when making.</p> <p>Identify what is working well and what can be improved.</p> <p>Identify all of the good or bad points about my product.</p> <p>Say what was said by others about my product</p> <p>Make some simple suggestions for changes to the product next time.</p> <p>Use the comments of others to help me evaluate my product full.</p> <p>Make different types of products using the basic techniques correctly.</p> <p>Carry out some simple practical tasks myself.</p> <p>Produce a product which meets the needs of the task to some degree.</p> <p>Make simple changes to my product e.g. changing cheese to low fat cheese.</p> <p>Apply the basic principles of hygiene and safety most of the time whilst cooking and when clearing up.</p> <p>Produce a quality product.</p>	<p>Have a clear understanding of the type of ingredients that are suitable for the task.</p> <p>Where research has been carried out, be able to apply this to help select suitable dishes to make.</p> <p>Make appropriate changes to my dishes to make them healthier with help.</p> <p>Understand how to change ingredients to make them healthier and can make suitable substitutions.</p> <p>Describe my product using comments from other people.</p> <p>Compare my product to existing products.</p> <p>Say what I need to make changes to and how I might implement those changes.</p> <p>Explain in writing whether a product has been successful or not.</p> <p>Be tidy and efficient most of the time whilst carrying out practical tasks.</p> <p>Work as part of a team and I am quite confident when working by myself.</p> <p>Work efficiently and tidily.</p> <p>Work on my own most of the time using a recipe.</p> <p>Use most of the equipment in the food room without supervision.</p> <p>Carry out basic skills without help from my teacher e.g. rubbing-in, creaming, boiling etc.</p> <p>Manage the oven and hob with very little input from my teacher.</p> <p>Apply the correct hygiene procedures whilst carrying out a range of culinary tasks.</p> <p>Produce a product of a good quality.</p>	<p>Planning is clear and precise and contains all the necessary information to enable me to make a quality product.</p> <p>Apply the conclusions from my research and analysis to show how my ideas better fit the target market, and I can display some of my conclusions using ICT.</p> <p>Justify, where necessary my choices using different types of research.</p> <p>Show that I understand why the basic techniques are important to the success of the final product.</p> <p>Understand the needs of the task and can adapt recipe ideas to meet the needs required, e.g. to make something healthier, unaided.</p> <p>Choose recipes to enhance my practical skills.</p> <p>Select appropriate techniques to evaluate how successful a product is.</p> <p>Set myself up for a practical session without any guidance from my teacher.</p> <p>Use most of the equipment in the food room without supervision.</p> <p>Manage the oven, hob and grill with very little input from my teacher.</p> <p>Use the correct techniques to enable me to make a range of dishes successfully e.g. slicing, dicing, steaming, frying.</p> <p>Show that I understand how to adapt recipe ideas through making and discussion.</p> <p>Carry out a range of techniques without help of guidance from my teacher.</p> <p>Produce a final product which shows that I have carefully selected my ingredients.</p> <p>See what needs changing and apply these changes when necessary with little effect on the quality of my product.</p>



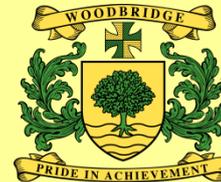
Woodbridge High School Key Stage 3 Assessment

Design and Technology:

Food Technology

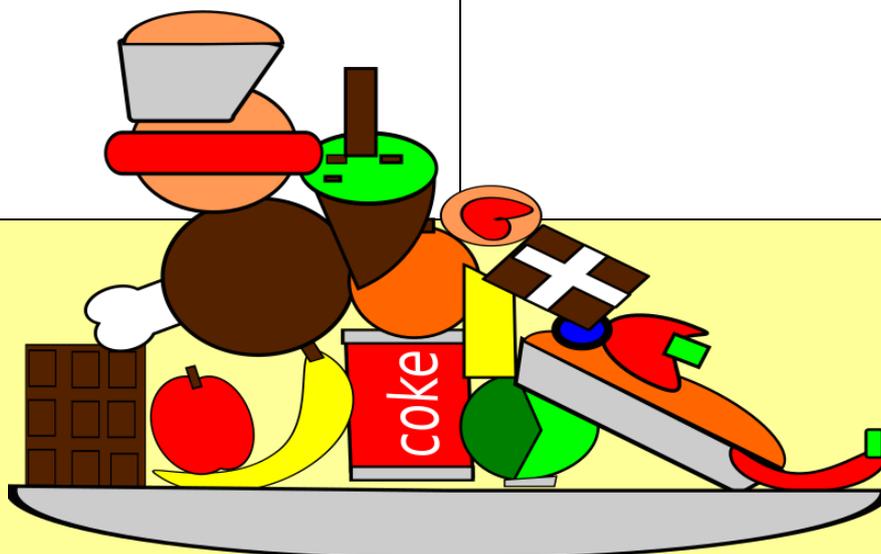
Exceeding

Extra!



At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

Year 7	Year 8	Year 9
<p>Have a clear understanding of the type of ingredients that are suitable for the task.</p> <p>Show that I understand what type of food products would best suit the given target group/situation.</p> <p>Use my teacher's comments to help me to adapt my recipes to make them healthier/more suitable to the task set.</p> <p>Explain in writing whether a product has been successful or not.</p> <p>Evaluate using sensory analysis or a star profile.</p> <p>Explain fully in writing how a food product can be changed to improve it further.</p> <p>Be tidy and efficient most of the time whilst carrying out practical tasks.</p> <p>Slice, dice, simmer, use the oven, hob and grill with the minimum amount of help from my teacher.</p> <p>Work on my own most of the time using a recipe.</p> <p>Apply the basic principles of hygiene and safety most of the time whilst cooking and when clearing up.</p> <p>Apply the basic principles of hygiene and safety most of the time whilst cooking and when clearing up.</p>	<p>Make appropriate changes to my dishes to make them healthier with help.</p> <p>Use my teacher's comments to help me to adapt my recipes to make them healthier/more suitable to the task set.</p> <p>Apply the rules of basic hygiene and safety when making consistently.</p> <p>Describe my product using comments from other people.</p> <p>Compare my product to existing products.</p> <p>Say what I need to make changes to and how I might implement those changes.</p> <p>Use most of the equipment in the food room without supervision</p> <p>Carry out a range of techniques without help of guidance from my teacher.</p>	<p>Show that I understand why the basic techniques are important to the success of the final product.</p> <p>Choose recipes to enhance my practical skills.</p> <p>Select appropriate techniques to evaluate how successful a product is.</p> <p>Explain fully in writing how a food product can be changed to improve it further.</p> <p>Clearly relate my evaluation and findings to current environmental, ethical, social and cultural issues where relevant.</p> <p>Include other peoples' comments when evaluating the success of my product, and make suggestions for change based on their observations.</p> <p>Set myself up for a practical session without any guidance from my teacher</p> <p>Use all of the main equipment in the room and I am fully competent in the use of the oven, the grill and the hob.</p> <p>Make an excellent product.</p>



Woodbridge High School Key Stage 3 Assessment

Design and Technology: Graphic Products / Product Design

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Find images of existing products and other simple information beyond the classroom.</p> <p>Explain how the images I have sourced could be used in my design.</p> <p>Use simple research data in my design work e.g. materials information, sizes etc.</p> <p>Identify a way of making my work look and work better.</p> <p>Identify what is working well and what could be improved.</p> <p>Think about and reflect upon my specification, and say where my product is successful and not-so-successful.</p> <p>Come up with a number of ideas with basic reference to my research/specification.</p> <p>Use simple information found to add detail to my idea e.g. sample sizes, materials etc.</p> <p>Use simple modelling to show my ideas.</p> <p>Develop different ideas using some information and research that I have found.</p> <p>Produce a product which has a basic level of making.</p> <p>Produced a product which is finished and uses two or more skills.</p> <p>Work independently at times during my practical work.</p>	<p>Analyse research from two sources independently e.g. internet, magazines, books, surveys etc. and apply this analysis to my design work.</p> <p>Gather user opinions through a simple survey that will provide specific information to improve my design work.</p> <p>Write a design specification which reflects some of the findings of my research.</p> <p>Apply the conclusions from my research and analysis to show how my ideas better fit the target market.</p> <p>Display some of my research conclusions using ICT.</p> <p>Compare the final product with the main points of the specification.</p> <p>Test my product in situation and documented appropriate comments. E.g. well and what could be improved.</p> <p>Produce ideas which are clear, concise and imaginative, and directly relate to the brief and is directly linked to my specifications.</p> <p>Develop and model my ideas with full annotation.</p> <p>Show my ideas and developments are fully evaluated against the specification to help decide on an idea to develop.</p> <p>Present my development work neatly using 2D/3D drawings.</p> <p>Work with some independence during my practical work.</p> <p>Produce a product which has a good level of making and some demand in its range of skills.</p> <p>Apply quality checks during the making of my product.</p>	<p>Apply the conclusions from my research and analysis to show how my ideas best fit the target market.</p> <p>Display all of my research conclusions using ICT.</p> <p>Write a design specification which identifies key aspects needed to develop design ideas.</p> <p>Suggest and record the main changes I would need to make in the future to improve my product.</p> <p>Explain in writing about my research and specification whether it was appropriate to my final product or not.</p> <p>Evaluate my product in use and gained user feedback.</p> <p>I have identified a number of key weaknesses and suggested improvements.</p> <p>I have a clear understanding of how my work will be made.</p> <p>Produce a variety of 2D and 3D creative ideas/models influenced by my research into other designers.</p> <p>Use a wide range of research and information to help design, improve and develop my chosen idea.</p> <p>Explained how my developed design meets my specification.</p> <p>Produce a product which has a very good level of making and finishing.</p> <p>Produced a product which is demanding in its range of skills.</p> <p>Apply quality checks to the practical work to make sure that it is well made.</p> <p>Work independently during practical work.</p>

Woodbridge High School Key Stage 3 Assessment

Design and Technology:

Graphic Products / Product Design

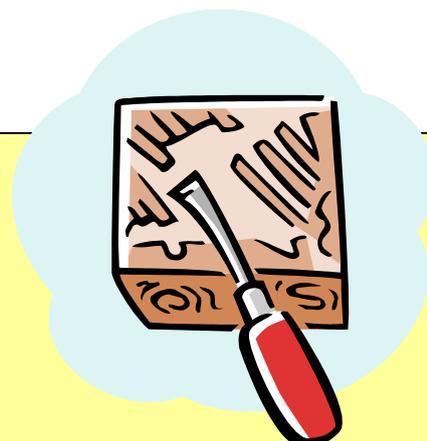
Exceeding

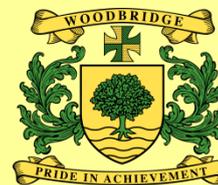
Extra!



At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

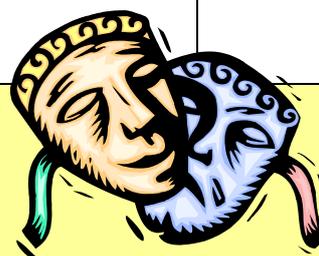
Year 7	Year 8	Year 9
<p>Use ideas from other designers to help me in my work.</p> <p>Analyse research from two sources independently e.g. internet, magazines, books, surveys etc. and apply this analysis to my design work.</p> <p>Gather user opinions through a simple survey that will provide specific information to improve my design work.</p> <p>Write a design specification which reflects some of the findings of my research.</p> <p>Say/document where my product does/does not fit my specification and why.</p> <p>Reflect upon my design work and show some evidence of evaluation in my writing.</p> <p>Produce ideas that show some technical understanding of materials, components etc. which is drawn from my research and analysis.</p> <p>Produce an appropriate model to show some of my design ideas.</p> <p>Present my development work neatly using 2D/3D drawings.</p> <p>Develop ideas by using a variety of information sources.</p> <p>Make ideas/developments clear using drawings, discussion and modelling.</p> <p>Use tools correctly and safely.</p> <p>Produce a product which has a good level of making and some demand in its range of skills.</p> <p>Identify quality checks in my work.</p>	<p>Write a design specification which identifies key aspects needed to develop design ideas.</p> <p>Suggest and record the main changes I would need to make in the future to improve my product.</p> <p>Explain in writing about my research and specification whether it was appropriate to my final product or not.</p> <p>Evaluate my product in use and gained user feedback.</p> <p>Identify a number of key weaknesses and suggested improvements.</p> <p>Show clear understanding of how my work will be made.</p> <p>Produce a variety of 2D and 3D creative ideas/models influenced by my research into other designers.</p> <p>Use a wide range of research and information to help design, improve and develop my chosen idea</p> <p>Explain how my developed design meets my specification.</p> <p>Produce a product which has a very good level of making and finishing.</p> <p>Produce a product which is demanding in its range of skills.</p> <p>Apply quality checks to the practical work to make sure that it is well made.</p> <p>Work independently during practical work.</p>	<p>Show a clear understanding of production processes which would be used in industry.</p> <p>Clearly shows trends and patterns in the design of similar products and of other designers.</p> <p>Show a thorough understanding of materials properties.</p> <p>Write a design specification which fully reflects the findings of my research.</p> <p>Select appropriate techniques to evaluate how my product performs e.g. customer survey, peer feedback, expert opinion.</p> <p>Explain fully in writing how I solved technical problems whilst making my product.</p> <p>Relate my evaluation to environmental, ethical, social and cultural issues. Produce a broad overview of the entire project.</p> <p>Make decisions based on knowledge gained from my research- in particular physical properties and working characteristics.</p> <p>Use a range of strategies to fully develop and model appropriate ideas, responding to information I have found.</p> <p>Produce a final development which shows all final details including dimensions, materials, components, quantities and processes, and meets all of my specification points.</p> <p>Select and use a range of tools and equipment accurately, skilfully and safely.</p> <p>Apply quality checks throughout the making process to ensure that a quality product is produced.</p> <p>Work very independently throughout the practical work.</p> <p>Produce a product which has a very high level of accuracy in its making and finishing.</p>





At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Process - energising and freeing the imagination</p> <p>Know the features of the historical period Greek theatre</p> <p>Know the appropriate techniques for the given genre: Realism and horror</p> <p>Use the suggested dramatic forms of drama in your piece to structure a piece</p> <p>Know the techniques of: Mime, thought tracking, role on wall, improvisation, tableau, chorus, narrative, body as prop, slow motion</p> <p>Know the given circumstance</p> <p>Deliver lines with clear delivery and effective projection</p> <p>Use appropriate facial expressions to communicate the emotions</p> <p>Work sensitively and supportively to devise simple scenes using the given techniques</p> <p>Invent a character for the given circumstances. Adopt a role and respond to the context including answering questions in role.</p> <p>Discuss and offer simple observations about own and others performances</p>	<p>Performance – clear and imaginative communication</p> <p>Know the techniques features of the genres: melodramatic, Commedia dell' Arte and realism.</p> <p>Know the features of the historical period of medieval.</p> <p>Use the techniques of , hot-seating, script, still image, multi-role, archetype characters</p> <p>Use the techniques to explore and develop characters</p> <p>Work sensitively and supportively to Experiment and develop with the given techniques</p> <p>Rehearse and experiment with the initial ideas. Communicate the emotions using the voice</p> <p>Add some body language to communicate the emotions</p> <p>Identify potential motivation of character and the impact this has on their actions</p> <p>Explore and create an original character in response to the given circumstance</p> <p>Reflect on what motivates characters actions.</p>	<p>Character – investigate and understand choices and the impact of these</p> <p>Know the features of contemporary Drama</p> <p>Know the techniques from the practitioner Brecht and Stanislavski</p> <p>Know the techniques features of the genres: verbatim theatre, docudrama, parody, abstract, Kitchen-Sink drama</p> <p>Interpret the issue or theme to form and communicate an opinion.</p> <p>Know the techniques of : Split stage, cross cut, direct address sub-text, click in, narrative,</p> <p>Work responsibly and sensitively with others to create the devised piece</p> <p>Form an argument or response to the given circumstance.</p> <p>Identify different responses of those within the given circumstances.</p> <p>Form, modify and adapt the role to respond to the context</p> <p>Show understanding of theatrical effects to communicate the mood and atmosphere in performance</p>





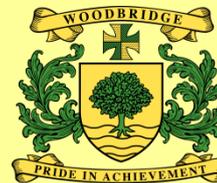
At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

Year 7	Year 8	Year 9
<p>Process - energising and freeing the imagination</p> <p>Recognise the features of the historical period of Greek theatre and create a performance.</p> <p>Able to identify the style of theatre a piece is by identifying the key concepts used.</p> <p>Develop the initial ideas through reflective rehearsal to develop the performance.</p> <p>Know effective gestures to communicate emotions</p> <p>Project and alter the voice to communicate the emotion</p> <p>Know and use effective gestures to communicate the emotions</p> <p>Devise scene adapting the structure and given techniques</p> <p>Work sensitively and supportively to develop the given ideas</p> <p>Discuss and offer justified observations and ways to develop own and others work</p> <p>Develop appropriate dialogue for the given circumstance</p> <p>Adopt a role and respond to the context including answering questions in role.</p>	<p>Performance – clear and imaginative communication</p> <p>Interpret and shape a melodramatic performance</p> <p>Recognise the features of the medieval theatre and create a performance.</p> <p>Further the initial ideas sometimes seen to take on a directing role</p> <p>Use the techniques to explore and develop understanding of a characters motivation</p> <p>Consider how images and staging and response create meaning and experiment with the physical responses to enhance the meaning.</p> <p>Work sensitively and supportively to extend and shape the given ideas</p> <p>Identify potential motivation of character and the impact this has on their actions</p> <p>Explore and create an original character in response to the given circumstance</p> <p>Reflect on the motivation and how a characters backstory impacts a characters motivation</p> <p>Modify and adapt the character as you discover more about the given circumstance</p>	<p>Character – investigate and understand choices and the impact of these</p> <p>Create a Brechtian piece independently</p> <p>Create a verbatim piece using own research</p> <p>Create a docudrama with clear cross-cutting of information</p> <p>Use the techniques of pauses and silence to develop the mood and atmosphere.</p> <p>Respond in role to the given circumstance spontaneously offering different and appropriate responses for the given role and context</p> <p>Confidently respond in role to the given circumstance</p> <p>Understand how dramatic signs and symbols can be used to communicate meaning</p> <p>Initiate the shaping and development of the work</p> <p>Form and modify a role or character to communicate an opinion suited to the style of the performance.</p> <p>Communicate the subtext of a line using effective non-verbal and verbal delivery</p>



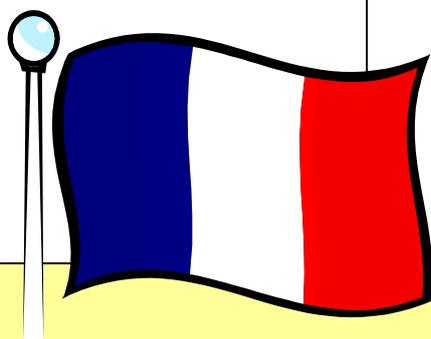
Woodbridge High School Key Stage 3 Assessment French

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Topic based vocabulary, including numbers 1-50</p> <p>Key opinion and reasons</p> <p>4 different CROATIAN elements from each section</p> <p>The phrases il y a /il n' y a pas de</p> <p>Key regular -er present tense verbs in the 1st and 3rd person</p> <p>Use a dictionary, including online, to look up the meaning and gender of words</p> <p>Recognise and use key metalinguistic terms and parts of speech</p> <p>Translate from English to French, being aware of the different word order and the need for verb and adjective agreement.</p> <p>Explain and use different methods to learn vocabulary and verbs.</p> <p>Use and understand key target language phrases</p> <p>Understand sound-spelling relationships and pronounce words correctly</p> <p>Correct and improve their work</p> <p>Take part in simple conversations Listen and read for key words and gist</p>	<p>Topic based vocabulary, including numbers 1-200.</p> <p>Different time frames</p> <p>Conjugations of regular -er verbs in the present, perfect, and near future tenses in the 1st and 3rd person.</p> <p>Conjugations of 1st and 3rd person of present tense irregular verbs such as AVOIR, ETRE, FAIRE and ALLER</p> <p>Use and recognition of the negative ne ...pas</p> <p>Recognise and manipulate 3 main tenses.</p> <p>Use regular adjectives correctly</p> <p>Give opinions using different tenses Use and understand key target language phrases</p> <p>Use and understand the negative ne ...pas</p> <p>Skim read and use cognates and parts of words to help working out meaning in reading and listening texts.</p> <p>Understand sound-spelling relationships and pronounce new words correctly.</p> <p>Correct and improve their work</p> <p>Take part in simple conversations, asking and answering questions</p>	<p>Topic based vocabulary including numbers 1-1000</p> <p>Different time frames</p> <p>Conjugations of 1st and 3rd person regular -er verbs in the present, perfect, near future tenses (inc. reflexive verbs).</p> <p>Set phrases using the imperfect and conditional.</p> <p>Conjugations of irregular verbs such as AVOIR, ETRE, FAIRE and ALLER in 1st and 3rd person, singular and plural.</p> <p>Some key -ir and -re verbs.</p> <p>Recognise and manipulate 3 main tenses.</p> <p>Use regular and some irregular adjectives correctly</p> <p>Give opinions using different tenses</p> <p>Use and understand key target language phrases</p> <p>Use and understand the negative ne ...pas</p> <p>Skim read and use cognates and parts of words to help working out meaning in reading and listening texts.</p> <p>Understand sound-spelling relationships and pronounce new words correctly.</p> <p>Correct and improve their work</p> <p>Take part in simple conversations, and give a short presentation in French.</p>



Woodbridge High School Key Stage 3 Assessment

French

Exceeding

Extra!



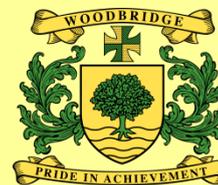
At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

Year 7	Year 8	Year 9
<p>Full verb paradigm of regular -er verbs, numbers 1-100</p> <p>Recognise and use the near future tense</p> <p>Use a dictionary to conjugate new verbs and manipulate words</p> <p>Recycle and reuse language from different units.</p> <p>Use the TL to communicate with their peers in class.</p>	<p>Full conjugation of verbs in present, perfect and future tense.</p> <p>The terminology of “Past Participle”, “infinitive” and “auxiliary verb”</p> <p>Use 3 different negatives</p> <p>Recycle complex language</p> <p>Manipulate grammar and vocabulary identified in texts and use them to extend sentences in speaking and writing.</p> <p>Use the TL to communicate with their peers in class.</p>	<p>Full verb conjugations of present (-er, -re, and -ir) perfect, imperfect, conditional and future tenses..</p> <p>Difference between the perfect and imperfect tenses</p> <p>Understand the difference between the real and near future tenses</p> <p>Use a range of object pronouns</p> <p>Recycle complex language</p> <p>Manipulate grammar and vocabulary identified in texts and use them to extend sentences in speaking and writing.</p> <p>Use the TL to communicate with their peers in class.</p> <p>Use and recognise a range of negative phrases in different tenses.</p>



Woodbridge High School Key Stage 3 Assessment Geography

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
Know the meaning of topic based key words	Sound knowledge/use of topic based key words (E.g. Apex)	Strong knowledge/use of topic based key words (E.g. Topography).
Some knowledge of topic themes, processes, ideas or facts	Sound knowledge of processes, ideas and facts	Strong knowledge of processes, ideas and facts
Knowledge of specific places/events as part of a case study	Knowledge of specific places/events as part of a case study will be sound	Knowledge of specific places/events as part of a case study will be strong
Show a basic understanding of fieldwork	Sound fieldwork knowledge demonstrated	Strong fieldwork knowledge demonstrated
Demonstrate basic SPaG	Demonstrate sound SPaG	Demonstrate strong SPaG
Use some topic key words to develop points made	Describe places, compare features and explain their relevance and formation in a sound way	Describe places, compare features and explain their relevance and formation in a strong way
Describe places, compare features and explain their relevance and formation	Be able to locate places on a map (4 figure grid refs) and use sound cartographic conventions	Be able to locate places on a map (4+6 figure grid refs) and use strong cartographic conventions
Be able to locate places on a map (4 figure grid refs) and use basic cartographic conventions	Present data in three different ways (E.g. Line graph/ bar chart/scattergraph)	Present data in four different ways (E.g. Line graph/ bar chart/scattergraph/GIS Map)
Present data in two different ways	Show sound awareness of some simple interrelationships between actions and processes	Show strong awareness of some simple interrelationships between actions and processes
Show awareness of some simple interrelationships between actions and processes		



Woodbridge High School Key Stage 3 Assessment

Geography

Exceeding

Extra!



At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

Year 7	Year 8	Year 9
<p>The quality and complexity of language will be developed</p> <p>A wider range of places/examples will be used</p> <p>Detailed place specific knowledge shown for case studies, including statistics and referenced facts</p> <p>Knowledge will be from beyond lessons, and will be from personal research (possibly referenced)</p> <p>An ability to explain processes thoroughly and accurately will be evident</p> <p>Know how to use or apply one or two sections of SCEEPS and SPICES ST</p> <p>There is a depth of knowledge to fieldwork principles and knowledge of how to structure an enquiry</p> <p>Analyse data, evaluate issues for a range of stakeholders, offer solutions and work independently</p> <p>Demonstrate appropriate use of geographical language (both written/oral) and excellent SPaG PEEL a paragraph and link to SCEEPS/SPICES ST (Reference of any sources in Harvard format)</p> <p>Locate places with precision on a map (6 figure grid refs) and use cartographic conventions at all times</p> <p>Data presentation is independently chosen and executed with precision</p> <p>Synoptic thinking and links shown through the use of some SPICES ST connections</p> <p>Fieldwork showcases a strong writing style, excellent organisation and appropriate choices</p>	<p>Language used shows strong depth and complexity</p> <p>A wider strong range of places/examples will be used</p> <p>Strong detailed place specific knowledge shown for case studies, including statistics and referenced facts</p> <p>Strong evidence of knowledge from beyond lessons</p> <p>Strong ability to explain/analyse processes thoroughly</p> <p>Strong knowledge/application of SCEEPS and SPICES ST</p> <p>Strong fieldwork knowledge demonstrated</p> <p>Strong Analysis and evaluate of data in various contexts</p> <p>Demonstrate strong use of geographical language (both written/oral) and strong SPaG</p> <p>Strong PEEL paragraphs and link to SCEEPS/SPICES ST</p> <p>Strong referencing of any sources in Harvard format</p> <p>Strong location of places on a map (4+6 figure grid refs) and use strong cartographic conventions at all times</p> <p>Data presentation is independently chosen and executed in a strong way</p> <p>Synoptic thinking and links shown through the use of strong SPICES ST connections</p> <p>Fieldwork showcases a strong writing style, organisation and appropriate choices</p>	<p>Language used shows excellent depth and complexity</p> <p>Unique places/examples will be used</p> <p>Excellent detailed place specific knowledge shown for case studies, including statistics and referenced facts</p> <p>Excellent evidence of knowledge from beyond lessons</p> <p>Excellent ability to explain, analyse and evaluate processes thoroughly</p> <p>Excellent knowledge, application and critical use of SCEEPS and SPICES ST</p> <p>Excellent independent fieldwork skills demonstrated</p> <p>Excellent analysis and evaluation of data in various contexts</p> <p>Demonstrate excellent use of geographical language (both written/oral) and excellent SPaG</p> <p>Excellent PEEL paragraphs and link to SCEEPS/SPICES ST</p> <p>Excellent referencing of any sources in Harvard format</p> <p>Excellent location of places on a map (6 figure grid refs) and use cartographic conventions at all times</p> <p>Data presentation is independently chosen and executed with precision and critical thought</p> <p>Synoptic thinking and links shown through the use of excellent SPICES ST connections</p> <p>Fieldwork showcases excellent writing style, organisation and appropriate choices</p>



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Topic based vocabulary, including numbers 1-50</p> <p>Key opinions and reasons</p> <p>4 different CROATIAN elements from each section</p> <p>Key regular present tense verbs in the 1st and 3rd person</p> <p>Conjugation of 1st and 3rd person irregular verbs such as <i>FAHREN, LESEN, SEHEN</i></p> <p>Use a dictionary, including online, to look up the meaning and gender of words</p> <p>Recognise and use key metalinguistic terms and parts of speech</p> <p>Translate from English to German, being aware of the different word order and the need for verb and adjective agreement</p> <p>Explain and use different methods to learn vocabulary and verbs.</p> <p>Use and understand key target language phrases</p> <p>Understand sound-spelling relationships and pronounce words correctly</p> <p>Correct and improve their work</p> <p>Take part in simple conversations</p> <p>Listen and read for key words and gist</p>	<p>Topic based vocabulary, including numbers 1-200.</p> <p>Different time frames</p> <p>Conjugations of regular verbs in the present, perfect, and future tenses in the 1st and 3rd person.</p> <p>Conjugations of 1st and 3rd person of modal verbs such as <i>WOLLEN, KÖNNEN, and MÜSSEN</i></p> <p>Use and recognition of the negatives <i>kein, nicht</i> and <i>nichts</i></p> <p>Recognise and manipulate 3 main tenses.</p> <p>Use adjectives in the accusative case correctly</p> <p>Use subordinate conjunctions beyond <i>weil</i> to give reasons for opinions</p> <p>Use and understand key target language phrases</p> <p>Use and understand the negatives <i>kein, nicht</i> and <i>nichts</i></p> <p>Skim read and use cognates and parts of words to help working out meaning in reading and listening texts.</p> <p>Understand sound-spelling relationships and pronounce new words correctly.</p> <p>Correct and improve their work</p> <p>Take part in simple conversations, asking and answering questions</p>	<p>Topic based vocabulary including numbers 1-1000</p> <p>Different time frames</p> <p>Conjugations of 1st and 3rd person regular verbs in the present, perfect, future tenses (inc. reflexive and separable verbs).</p> <p>Set phrases using the imperfect and conditional.</p> <p>Conjugations of key irregular verbs in 1st and 3rd person, singular and plural.</p> <p>TIME MANNER PLACE rule</p> <p>Recognise and manipulate 3 main tenses.</p> <p>Use adjectives in the accusative case correctly</p> <p>Use subordinate conjunctions beyond <i>weil</i> to give reasons for opinions</p> <p>Give opinions using different tenses</p> <p>Use and understand key target language phrases</p> <p>Use and understand the negatives <i>kein, nicht</i> and <i>nichts</i></p> <p>Skim read and use cognates and parts of words to help working out meaning in reading and listening texts.</p> <p>Understand sound-spelling relationships and pronounce new words correctly.</p> <p>Correct and improve their work</p> <p>Take part in simple conversations, and give a short presentation in German.</p>



Woodbridge High School Key Stage 3 Assessment

German

Exceeding

Extra!



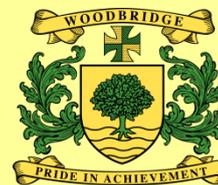
At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

Year 7	Year 8	Year 9
<p>Full verb paradigm of regular verbs numbers 1-100</p> <p>Recognise and use the future tense</p> <p>The verb as a second idea in a sentence</p> <p>Use a dictionary to conjugate new verbs and manipulate words</p> <p>Recycle and reuse language from different units.</p> <p>Use the TL to communicate with their peers in class.</p>	<p>Full conjugation of verbs in present, perfect and future tense.</p> <p>The terminology of “Past Participle”, “infinitive” and “auxiliary verb”</p> <p>Use 3 different negatives</p> <p>Recycle complex language</p> <p>Manipulate grammar and vocabulary identified in texts and use them to extend sentences in speaking and writing.</p> <p>Use the TL to communicate with their peers in class.</p>	<p>Full verb conjugations of present, perfect, imperfect, conditional and future tenses.</p> <p>Word order in sentences that start with a subordinate conjunction (VERB COMMA VERB)</p> <p>Clauses with an infinitive construction e.g UM...ZU</p> <p>Use a range of object pronouns</p> <p>Use um...zu clauses and other infinitives with zu (hoffen, beabsichtigen, vorhaben)</p> <p>Recycle complex language</p> <p>Manipulate grammar and vocabulary identified in texts and use them to extend sentences in speaking and writing.</p> <p>Use the TL to communicate with their peers in class..</p>



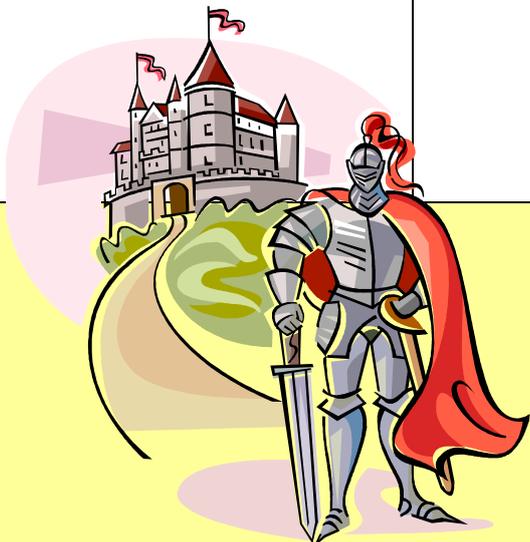
Woodbridge High School Key Stage 3 Assessment History

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Begin to provide basic explanation of a number of causes/consequences.</p> <p>Recognise some changes and continuities and begin to explain these factors. There will be some judgement formed</p> <p>Identify and begin to explain the significance of people and events in history.</p> <p>Select relevant aspects of the sources to support and argument with some recognition of the sources nature, origin and purpose.</p> <p>Write in paragraphs and be able to follow a writing frame and construct a balanced argument using some of the elements of the PEEL paragraph.</p>	<p>Explain more advanced causes and consequences and begins to see a priority between the causes</p> <p>Recognise and explain- but not in depth- changes and continuities and elements of change and continuity between areas of past societies. They will begin to see links between these areas</p> <p>Explain why a person/event is significant with clear supporting evidence- they begin to show an understanding of comparisons between significant people/places/events.</p> <p>Make some comments on the reliability of a source based on nature, origin and purpose. They use the criteria confidently, but may struggle on an aspect of this. Students will also begin to select interpretations from sources and note why they may be different.</p> <p>Write consistently in paragraphs- giving a balanced argument using all elements of PEEL- although some aspects may not be as strong- explanation is still clear.</p>	<p>Explain causes/consequences of an event with a priority and with justification causes/consequences of an event.</p> <p>Recognise and explain changes and continuities, and offer reasons to explain change and continuity between areas of past societies. Begin to analyse the extent of this with links being made between the factors raised.</p> <p>Consistently explain the significance of a person/event and mark this against criteria to make some judgement. These criteria will be made clear.</p> <p>Consistently use the sources as evidence to support a point, to pick out relevant quotes from the sources and explain the relevance of it, and comment on the sources provenance in relations to reliability/typicality/utility. Students will also begin to select interpretations from sources and note why they may be different using a set criteria as above.</p> <p>Write consistently in paragraphs, have well-structured writing and a clear line of argument with a clear and explained conclusion, begins to prioritise or link. Writing is fluid and comprehensive.</p>



Woodbridge High School Key Stage 3 Assessment

History

Exceeding

Extra!

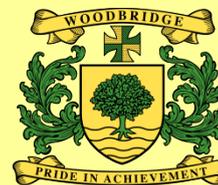


At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

Year 7	Year 8	Year 9
<p>Explains in depth the causes and consequences alongside prioritising and seeing links between the causes</p> <p>Independently recognises and describes changes and continuities between areas of past societies. They will explain these with some detail and begin to see links. There will be a clear judgement made on how much change took place.</p> <p>Explain why a person/event is significant with some explanation and clear supporting evidence.</p> <p>Use the sources as evidence to support a point with explanation. They make a comment on reliability based on nature, origin, purpose and notice that some sources are more useful than others. Students will also begin to select interpretations from sources and note why they may be different.</p> <p>Write consistently in paragraphs and be able to give a balanced argument using all aspects of PEEL- a writing frame will not be consulted and the answer will be creative and independent.</p>	<p>Explains advanced causes/consequences in depth with a wide range of supporting knowledge that enables the argument to be balanced. A priority is made with clear justification and an attempt to see a relationship between the causes is made.</p> <p>Independently recognise and explain changes and continuities, and offer reasons to explain change and continuity between areas of past societies. They will make links and this will become clear throughout.</p> <p>Consistently explain the significance of a person/event and begin to mark this against a criteria to make some judgement.</p> <p>Consistently use the sources as evidence to support a point, to pick out relevant quotes from the sources and explain the relevance of it, and comment on the sources provenance in relations to reliability/typicality/utility. They will be confident in most of the areas above and approach them independently. Students will also begin to select interpretations from sources and note why they may be different using a set criteria as above. They may begin to tackle more difficult interpretations.</p>	<p>Explains causes/consequences in greater depth with precise selection of knowledge. The relationship between causes is explained with some detail. Prioritising takes place with explanation- the relationship between these advanced causes are made clear within the main body and the conclusion.</p> <p>Independently recognise and explain changes and continuities between areas of past societies over a broader period of time, and is able to analyse the change with reference to extent, pace, direction and nature of change within and across broader periods of time. They will explain the interrelationship between these factors.</p> <p>Explain why an event is historically significant or not by using clear and explained criteria with supporting evidence. Students will begin to make comparisons to other significant peoples/events. They will have used the criteria very well, making comparisons to draw a conclusion.</p> <p>Consistently use the sources as evidence to support a point, to pick out relevant quotes from the sources and explain the relevance of it, and to evaluate the sources in terms of usefulness or reliability or strength of evidence by questioning aspects of the sources provenance. All aspects of provenance need to be understood to reach this level. Student's achieving this level will understand how to recall these elements without using a writing frame. Students will also begin to select interpretations from sources and note why they may be different using set criteria as above and tackle difficult interpretations independently</p> <p>Give a sustained argument by building up from their weakest to strongest argument, linking their points together, prioritising their points, and giving a clear and substantiated conclusion. Students will show how all points are interlinked within the conclusion and will write without the aid of a writing frame or class notes.</p>

Woodbridge High School Key Stage 3 Assessment Music

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Musical elements: melody, rhythm, pitch, dynamics, tempo, structure.</p> <p>How each of the above musical elements sound and are used in each topic of study. Student will be able to listen to a piece of music and describe how each element is used.</p> <p>Perform part of a piece fluently on an instrument.</p> <p>Perform as part of a whole class ensemble and as a pair.</p> <p>Compose part of a piece of music or musical idea</p>	<p>Musical elements: genre, articulation, expressive techniques, instrumental techniques.</p> <p>How the above musical elements sound and are used in each of the topics studied. Students will be able to listen to a piece of music and describe how each element is used.</p> <p>Perform in a stylistically appropriate manner for each genre studied.</p> <p>Perform a part in time as part of a small ensemble or whole class.</p> <p>Compos a short piece of music in the styles studied.</p> <p>Analyse music through answering GCSE style listening questions using the above elements of music.</p>	<p>Musical elements: harmony, tonality, texture.</p> <p>Understand and explain how the above musical elements and those studied in Y7 and Y8 are used in each genre of music studied.</p> <p>Perform in a stylistically appropriate manner for each genre studied.</p> <p>Work independently on a composition and solo performance.</p> <p>Take a leading role in a small ensemble performance.</p> <p>Compose a whole piece of music or song, including all the musical elements.</p> <p>Analyse music through answering GCSE style listening and extended writing questions using all the elements of music included at KS3.</p>



Woodbridge High School Key Stage 3 Assessment

Music

Exceeding

Extra!



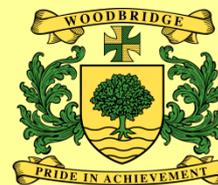
At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

Year 7	Year 8	Year 9
<p>How there are nuances within each musical element that can be used expressively within a style.</p> <p>Take a leading role in composing and performing tasks.</p> <p>Use the musical elements above creatively and expressively with a sense of the style of the music studied.</p>	<p>How there are nuances within each musical element that can be used expressively within a style.</p> <p>How musical elements can be used to compose music for a specific occasion.</p> <p>Take a leading role in composing and performing tasks.</p> <p>Use the musical elements above creatively and expressively with a sense of the style of the music studied.</p>	<p>How there are nuances within each musical element that can be used expressively within a style.</p> <p>Take a leading role in composing and performing tasks.</p> <p>Use the musical elements above creatively and expressively with a sense of the style of the music studied.</p>



Woodbridge High School Key Stage 3 Assessment Physical Education

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Use a range of skills and techniques across different sports effectively. Many of these with developed techniques. (Doing)</p> <p>Can comment on own and others areas of strength and areas for improvement. Begins to work on areas that need improving and helps others to improve theirs. Is developing an interest in extra-curricular sports activities and knows how they can improve health. (Social & Emotional)</p> <p>Work in groups or teams to achieve success. Organising and devising strategies to improve chances of success or improvement. (Thinking)</p>	<p>Can perform skills and techniques with increased confidence. Can apply more detailed techniques to succeed in achieving the lesson outcomes. (Doing)</p> <p>Begins to provide suitable feedback to others and act upon feedback received to improve their work. Develops an interest in extra-curricular activities to enhance their health and wellbeing. (Social & Emotional)</p> <p>Can work on own and as part of a team to devise detailed strategies to improve chances of success. (Thinking)</p>	<p>Become more competent, confident and expert in their techniques, and apply them across different sports and physical activities (Doing)</p> <p>Should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long term health benefits of physical activity (Social & Emotional)</p> <p>Should understand what makes a performance effective and how to apply these principles to their own and others' work (Thinking)</p>



Woodbridge High School Key Stage 3 Assessment

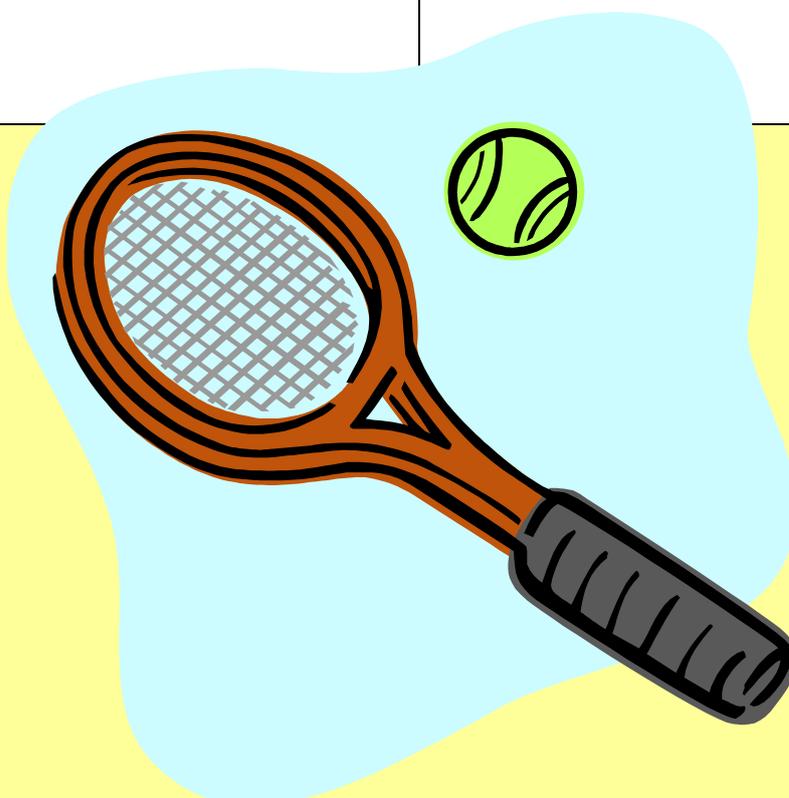
Physical Education

Exceeding



At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

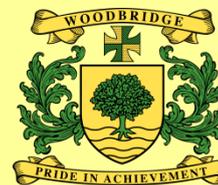
Year 7	Year 8	Year 9
<p>Can perform skills and techniques with increased confidence. Can apply more detailed techniques to succeed in achieving the lesson outcomes. (Doing)</p> <p>Begins to provide suitable feedback to others and act upon feedback received to improve their work. Develops an interest in extra-curricular activities to enhance their health and wellbeing. (Social & Emotional)</p> <p>Can work on own and as part of a team to devise detailed strategies to improve chances of success. (Thinking)</p>	<p>Become more competent, confident and expert in their techniques, and apply them across different sports and physical activities (Doing)</p> <p>Should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long term health benefits of physical activity (Social & Emotional)</p> <p>Should understand what makes a performance effective and how to apply these principles to their own and others' work (Thinking)</p>	<p>Takes part in activities which present intellectual and physical challenges. (Doing)</p> <p>Works in a team, building trust and developing skills to solve problems. (Social & Emotional)</p> <p>Can analyse their performance compared to previous ones and demonstrates improvements to achieve their best in a range of activities. (Thinking)</p>



Woodbridge High School Key Stage 3 Assessment

Religious Education

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Demonstrate an understanding of Keywords and phrases in Christianity, Islam, Hinduism and Sikhism To know the difference between facts & beliefs and how we gain knowledge about the world.</p> <p>Students must be able to share knowledge on Religious and non-religious views in the class, school community and the wider world be able to show why these views are held.</p> <p>Students should develop a basic understanding of Christianity, Islam, Hinduism and Sikhism developing and demonstrating an understanding of the basic beliefs, religious authority and background to the religions mentioned. Identify different beliefs about God and start to make comparisons between the beliefs.</p> <p>Identify and describe personal beliefs</p> <p>make simple statements about religious beliefs</p> <p>Identify keywords and phrases in a religion</p> <p>Write descriptive and structured sentences</p> <p>Can state own point of view on a religious or ethical issue</p> <p>Describe some key points about a religious belief</p> <p>Develop some reasons for personal beliefs</p> <p>Start to make links between issues/factors/events</p> <p>Make basic judgments about a religious or ethical issue</p>	<p>Demonstrate an understanding of Keywords and phrases in Judaism and Buddhism.</p> <p>Be able to understand what ethical studies are and how they relate to RE. Demonstrating an understanding of the topics studied with use of keywords, explanations of knowledge and information from that religion and development of personal opinions with consideration of other perspectives and comparison with other religions.</p> <p>To consider why some people believe in God. Theist, Atheist, Agnostic and Deist belief systems. Philosophical arguments to prove the existence of God (Cosmology, Teleology). Atheist responses to proof of God's existence.</p> <p>Religious and non-religious views and opinions on the impact of authority and its relevance within the community. Followed by the affects and causes of prejudice and discriminatory attitudes and behaviour. Relating these issues with religious stances and views. In depth understanding and knowledge on equality issues regarding race, gender, disability and age. The work of famous people who have fought for equality. Problems with the environment in the modern world and how humans could act more responsibly. Christian and Muslim concepts of stewardship.</p> <p>Christian, Muslim, Sikh, Hindu, Buddhist and Jewish teachings on the treatment of animals. The modern relationship between science and religion. The reliability of religious and scientific claims. How scientific discoveries have threatened religion.</p> <p>Describe some key points about a religious belief</p> <p>Develop some reasons for personal beliefs and start to make links between issues /factors/events</p> <p>Make basic judgments about a religious or ethical issue, provide a clear and organised structure to extended writing Provide clear explanations of religious beliefs</p> <p>Show a clear and coherent understanding of the issue</p> <p>Make some judgments about a religious or ethical issue and use religious quotes accurately</p> <p>Start to point out some of the strengths and weaknesses in a religious argument</p> <p>Show some independent research, thought and reasoning</p>	<p>To look at how religions began and why some religions are perceived as cults, to study in depth the Great Schism and the Sunni/Shia split and then to consider its effects on the religion today. To study alternative/secular beliefs such as Humanism and Rastafarianism.</p> <p>To consider the value of human relationships from religious and non-religious perspectives. The role of marriage and to develop a debate on whether marriage is still a sacred union, when it may be classed as sacred and when it may not and why.</p> <p>To develop an understanding of how certain religions respond to same sex relationships.</p> <p>Analyse the cases of war and the links of war and violence in society with religion. To look at how religions may be perceived in the media and to make an informed opinion on whether these portrayals are accurate. To study in detail the conflicts in the Crusades, the Holocaust, the conflict in Burma and the issues in Palestine/Israel.</p> <p>To study and develop a personal understanding on what death is and to compare this with different religious and non-religious perspectives.</p> <p>Show a clear and coherent understanding of the issue</p> <p>Make some judgments about a religious or ethical issue. Use religious quotes accurately</p> <p>Start to point out some of the strengths and weaknesses in a religious argument</p> <p>Show some independent research, thought and reasoning</p> <p>To explain clearly the strengths and weaknesses in a religious argument</p> <p>Show a consistent line of argument by sticking to a point</p> <p>Give some reasons and evidence for personal judgments</p> <p>Explain what religious quotes mean and refer to religious authority in writing.</p> <p>Show a good amount of independent research, thought and reasoning</p>



Extra!



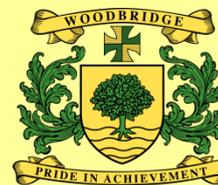
At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

Year 7	Year 8	Year 9
<p>Ultimate questions about the meaning of life and the existence of the universe.</p> <p>How Christians, Muslims and Sikhs use their sacred texts in public and private worship</p> <p>The wider debate on the use of religious symbols in everyday society.</p> <p>Provide a clear and organised structure to extended writing</p> <p>Provide clear explanations of religious beliefs</p> <p>Show a clear and coherent understanding of the issue</p> <p>Make some judgments about a religious or ethical issue</p> <p>Use religious quotes accurately</p> <p>Start to point out some of the strengths and weaknesses in a religious argument (analysis)</p> <p>Can show some independent research, thought and reasoning</p>	<p>To evaluate real-life examples of events and experiences that could be describes as 'miracles'.</p> <p>To consider barriers to equality and how they might be overcome.</p> <p>To consider if science and religion are sworn enemies, or if they can work together to find out truths about the universe.</p> <p>To explain clearly the strengths and weaknesses in a religious argument</p> <p>Show a consistent line of argument by sticking to a point</p> <p>Give some reasons and evidence for personal judgments</p> <p>Explain what religious quotes mean</p> <p>Show a good amount of independent research, thought and reasoning</p>	<p>To know how and why beliefs differ from culture to culture and how they change over time.</p> <p>To know how the UK government applies laws on medical issues in response to differing beliefs in society</p> <p>To assess if there is more we can do the help those in need.</p> <p>Develop a sustained line of argument and make a detailed conclusion based on the evidence collected</p> <p>Provide analytical explanations by using case studies to back up arguments</p> <p>Give clear and detailed reasons and evidence for personal judgments</p> <p>Discuss the problems with interpreting the meanings of religious quotes</p> <p>Conduct a wide amount of independent research and use it to analyse different religious and non-religious beliefs</p> <p>To produce an argument that analyses a range of views and sustain a conclusion that shows a deep understanding of the issue</p> <p>To make explicit links between events/people in the world that relate to the issue being discussed</p> <p>Use research to show an understanding of the impacts that religious and ethical issues have on wider society and how religious beliefs have changed over time.</p>



Woodbridge High School Key Stage 3 Assessment Russian

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
Russian Alphabet and how to read Russian letters	Topic based vocabulary, including numbers 1-100	Topic based vocabulary including numbers 1-1000
Topic based vocabulary, including numbers 1-30	Different time frames	Different time frames
Key opinion and reasons	Noun gender	Formation of Past and Future Tenses including irregular verbs such as ходить, ездить
4 different CROATIAN elements from each section	Conjugations of regular verbs in the present tense in the 1 st and 3 rd person.	Full verb conjugations of regular verbs in present tense
The phrases у меня есть/ у меня нет	Conjugations of 1 st and 3 rd person of present tense irregular verbs such as есть, пить, ходить	Set phrases using the conditional
Key present tense verbs in the 1st and 3rd person (я люблю/ он любит)	Use and recognition of the negative НИКОГДА НЕ	Some key reflexive verbs
Use a dictionary, including online, to look up the meaning and gender of words	Ending change in the Accusative case	6 different CROATIAN elements from each section
Recognise and use key metalinguistic terms and parts of speech	Adjective agreement	Ending change in the Accusative , Prepositional and Instrumental cases
Translate from English to Russian, being aware of the different word order and the need for verb and adjective agreement.	Recognise and manipulate 3 main tenses.	Recognise and manipulate 3 main tenses.
Explain and use different methods to learn vocabulary and verbs.	Use adjectives correctly	Give opinions using different tenses
Use and understand key target language phrases	Give opinions using different tenses Use and understand key target language phrases	Use and understand key target language phrases
Understand sound-spelling relationships and pronounce words correctly	Use and understand the negative НИКОГДА НЕ	Use and understand negatives
Correct and improve their work	Skim read and use cognates and parts of words to help working out meaning in reading and listening texts.	Skim read and use cognates and parts of words to help working out meaning in reading and listening texts.
Take part in simple conversations	Understand sound-spelling relationships and pronounce new words correctly.	Understand sound-spelling relationships and pronounce new words correctly.
Listen and read for key words and gist	Correct and improve their work	Correct and improve their work
	Take part in simple conversations, asking and answering questions	Take part in simple conversations, role plays and give a short presentation in Russian.



Extra!



At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

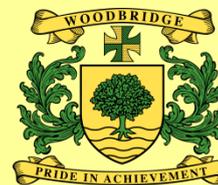
Year 7	Year 8	Year 9
<p>Verb paradigm of regular verbs including plural</p> <p>Numbers 1-50</p> <p>Recognise and use the Past Tense</p> <p>Idea of ending change in the Accusative case</p> <p>Use a dictionary to conjugate new verbs and manipulate words</p> <p>Recycle and reuse language from different units.</p> <p>Use the TL to communicate with their peers in class.</p>	<p>Full conjugation of verbs in present tense</p> <p>Recognise and use the conditional tense</p> <p>Recycle complex language</p> <p>Manipulate grammar and vocabulary identified in texts and use them to extend sentences in speaking and writing.</p> <p>Use the TL to communicate with their peers in class.</p>	<p>Full verb conjugations of reflexive verbs</p> <p>Past tense of reflexive verbs</p> <p>Use a range of object pronouns</p> <p>Use of impersonal expressions (e.g. мне надо)</p> <p>Recycle complex language</p> <p>Manipulate grammar and vocabulary identified in texts and use them to extend sentences in speaking and writing.</p> <p>Use the TL to communicate with their peers in class.</p>



Woodbridge High School Key Stage 3 Assessment

Spanish

Exploring, Developing, Mastering



At the end of the year, students who are assessed as **MASTERING** the knowledge and skills required will be able to do **all or most** of the below. Students who are **DEVELOPING** will be able to **some** of the below. This is the minimum standard expected at the end of the year. Those who are assessed as **EXPLORING** will be able to do **working towards** the below.

Year 7	Year 8	Year 9
<p>Topic based vocabulary,</p> <p>Key opinion and reasons</p> <p>4 different CROATIAN elements from each section</p> <p>The phrases hay /no hay</p> <p>Key regular –ar / er /ir present tense verbs in the 1st and 3rd person</p> <p>Conjugations of 1st and 3rd person of present tense irregular verbs such as TENER, SER, HACER and IR</p> <p>Use a dictionary, including online, to look up the meaning and gender of words</p> <p>Recognise and use key metalinguistic terms and parts of speech</p> <p>Translate from English to Spanish, being aware of the different word order and the need for verb and adjective agreement.</p> <p>Explain and use different methods to learn vocabulary and verbs.</p> <p>Use & understand the negatives no / nunca</p> <p>Use and understand key target language phrases</p> <p>Understand sound-spelling relationships and pronounce words correctly</p> <p>Correct and improve their work</p> <p>Take part in simple conversations</p> <p>Listen and read for key words and gist</p> <p>Be able to describe a simple picture giving key information on who / where</p> <p>Be able to take part in simple conversations and role-plays based on personal information.</p> <p>Be able to develop skills to tackle reading texts</p>	<p>Topic based vocabulary</p> <p>Different time frames</p> <p>Conjugations of regular –ar/ er / ir verbs in the present, perfect, and near future tenses in the 1st and 3rd person.</p> <p>Set phrases using estar</p> <p>Recognise and manipulate 3 main tenses.</p> <p>Use regular adjectives correctly</p> <p>Give opinions using different tenses</p> <p>Use and understand key target language phrases</p> <p>Skim read and use cognates and parts of words to help working out meaning in reading and listening texts.</p> <p>Understand sound-spelling relationships and pronounce new words correctly.</p> <p>Correct and improve their work</p> <p>Take part in simple conversations, asking and answering questions.</p> <p>Be able to describe a picture giving key information on who / where and what as well as answer follow up questions</p> <p>Be able to take part in simple conversations and role-plays, including asking and answering questions with some spontaneity</p> <p>Be able to develop skills to tackle longer reading texts, including literary texts.</p>	<p>Topic based vocabulary</p> <p>Different time frames</p> <p>Conjugations of 1st and 3rd person regular – ar/er/ir verbs in the present, preterit, near future tenses (inc. reflexive verbs).</p> <p>Set phrases using the imperfect and conditional.</p> <p>Conjugations of irregular verbs such as TENER, SER, HACER and IR in 1st and 3rd person, singular and plural.</p> <p>Recognise and manipulate 3 main tenses.</p> <p>Use regular and some irregular adjectives correctly</p> <p>Give opinions using different tenses</p> <p>Use and understand key target language phrases</p> <p>Skim read and use cognates and parts of words to help working out meaning in reading and listening texts.</p> <p>Understand sound-spelling relationships and pronounce new words correctly.</p> <p>Correct and improve their work</p> <p>Take part in simple conversations, and give a short presentation in Spanish.</p> <p>Be able to describe a picture giving detailed information of who / what / where / when and answer a range of follow up questions in various tenses</p> <p>Be able to take part in simple conversations and role-plays, including asking and answering questions in a range of tenses with some spontaneity</p> <p>Be able to develop skills to tackle longer reading texts and texts written for a range of audiences.</p>





At the end of the year, students assessed as **EXCEEDING** the knowledge and skills required will be able to **all or most** of the below.

Year 7	Year 8	Year 9
<p>Full verb paradigm of regular -ar / er/ ir verbs</p> <p>Numbers 1-100</p> <p>Conjugations of 1st and 3rd person singular & plural of present tense irregular verbs such as TENER, SER, HACER and IR</p> <p>Recognise and use the near future tense</p> <p>Use a dictionary to conjugate new verbs and manipulate words</p> <p>Recycle and reuse language from different units.</p> <p>Use the TL to communicate with their peers in class.</p>	<p>Full conjugation of verbs in present, perfect and future tense.</p> <p>The terminology of “preterite tense” , “infinitive” “adjectival agreement”</p> <p>Recycle complex language</p> <p>Manipulate grammar and vocabulary identified in texts and use them to extend sentences in speaking and writing.</p> <p>Use the TL to communicate with their peers in class.</p>	<p>Full verb conjugations of present - , and -ir) perfect, imperfect, conditional and future tenses.</p> <p>Difference between the preterite and imperfect tenses</p> <p>Understand the difference between the simple and near future tenses</p> <p>Use a range of object pronouns</p> <p>Recycle complex language</p> <p>Manipulate grammar and vocabulary identified in texts and use them to extend sentences in speaking and writing.</p> <p>Use the TL to communicate with their peers in class.</p> <p>Use and recognise a range of negative phrases in different tenses.</p>

