



WOODBRIDGE HIGH SCHOOL

Key Stage 3 Assessment Framework

Year 9

2020-21

Kindness

Respect

Tolerance

Excellence

Information

- This booklet provides you with details about the Key Stage 3 Assessment Framework for Year 7.
- The assessment framework outlines the expected standard for each subject.
- Students receive three progress reports each year. The first two reports will provide information about effort, behaviour, motivation and organization, but will not contain a progress grade. The final report will include a grade that summarises the progress made during the year.
- Parents' evening provides the opportunity to discuss students' progress compared with the assessment framework.
- The Maths and Science frameworks are different as students will have started the GCSE course. Students will be assessed against the GCSE criteria in both subjects. The curriculum and assessment structures are included in this booklet for reference.

Year 9 Assessment Framework: Art

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>I can draw from observation with a basic level of skill and application of the formal elements.</p> <p>I can identify the visual differences in illustration styles and respond with some skill.</p> <p>I can develop a product design using illustration style and typography.</p> <p>I can create design ideas that have been inspired by source materials provided.</p> <p>I can describe and compare artwork using basic subject specific language.</p> <p>I can use the rule of thirds to create a composition. I can use the intersection points as a focus.</p> <p>I can use skills and techniques previously taught.</p> <p>I can produce a project outcome that reflects the topic I have been learning about. With some skill.</p>	<p>I can draw from observation with a reasonable level of skill and application of the formal elements.</p> <p>I can identify the visual differences in illustration styles and respond with a reasonable level of skill.</p> <p>I can develop product designs using illustration style and typography with reasonable skill to target an audience.</p> <p>I can create design ideas that have been inspired by independently collected sources.</p> <p>I can describe, compare and form an opinion about artwork using a good range of subject specific language.</p> <p>I can use the rule of thirds to create compositions. I can use intersection points as focus and use different sized shapes to explore scale.</p> <p>I can use skills and techniques previously taught with some refinement.</p> <p>I can produce an outcome that reflects a sequence of developments with reasonable skill.</p>	<p>I can draw from observation with a secure level of skill and application of the formal elements.</p> <p>I can identify the visual differences and techniques used in illustration styles and respond with good skill and imagination.</p> <p>I can develop skilful product designs using illustration style and typography creatively to target an audience.</p> <p>I can explore alternative package shapes.</p> <p>I can create imaginative design ideas that are clearly inspired by a range of independently collected sources.</p> <p>I can describe, compare, form an opinion and support it using a wide range of subject specific language. I can comment on technology and its influence on specific art genres.</p> <p>I can use the rule of thirds to create compositions. I can use intersection points, scale and central lines to create focus.</p> <p>I can use skills and techniques previously taught with a clear sense of refinement.</p> <p>I can produce a skilful outcome which realises original intentions.</p>	<p>I can draw from observation with an established level of skill and application of the formal elements.</p> <p>I can identify the visual differences and techniques used in illustration styles and respond with secure skill, creativity and imagination.</p> <p>I can develop highly skilful product designs using illustration style and typography creatively to target an audience.</p> <p>I can create alternative package shapes with practicality in mind.</p> <p>I can create imaginative and individual design ideas that are strongly inspired by a wide range of independently collected sources.</p> <p>I can describe, compare, form an opinion and support it using a wide range of subject specific language. I can comment on technology and its influence on specific art genres in detail.</p> <p>I can use the rule of thirds to create compositions. I can use intersection points, scale, central lines to create focus and lead the eye through framing techniques.</p> <p>I can use skills and techniques previously taught with a high level of refinement.</p> <p>I can produce a highly skilful outcome which realises original intentions.</p>

Year 9 Assessment Framework: Business

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>I can use information to make basic decisions regarding my personal finance.</p> <p>I can create a winning business idea, including developing a basic business plan.</p> <p>I am able to be an active participant as part of a team.</p> <p>I am able to work independently.</p> <p>I can deliver a business pitch to an audience, incorporating basic elements of research, creativity, media and planning.</p>	<p>I can use information to make sound decisions regarding my personal finance.</p> <p>I can create a winning business idea, including developing a sound business plan.</p> <p>I am able to work as part of a team and participate in the group’s success.</p> <p>I am able to work independently and can identify strengths and weaknesses in my performance.</p> <p>I can deliver a well-planned business pitch to an audience, incorporating some elements of research, creativity and media.</p>	<p>I can use information from a wide range sources to make informed decisions regarding my personal finance.</p> <p>I can create a winning business idea based partially on research and imagination, including developing a mostly detailed business plan.</p> <p>I am able to work as part of a team and make meaningful contributions to the group’s overall success.</p> <p>I am self-motivated and able to work independently. I can identify strengths and weaknesses in my performance.</p> <p>I have the confidence to successfully deliver a well-planned business pitch to an audience, incorporating elements of research, creativity and media.</p>	<p>I can research and analyse information from a variety of sources to make informed, detailed decisions regarding my personal finance.</p> <p>I can create a winning business idea influenced by my own research and creativity, including developing a detailed business plan.</p> <p>I am able work as part of a team by taking on a leadership role and make meaningful contributions to the group’s overall success.</p> <p>I am self-motivated and able to work independently. I can acknowledge my strengths and can act on my weaknesses in order to improve.</p> <p>I have the confidence to successfully deliver a business pitch to an audience, incorporating research, planning, creativity, and media.</p>

Year 9 Assessment Framework: Computing

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>Game Making Some of your game elements work effectively, and the graphics you have created are all of basic quality. The gameplay could have been made harder to make the game more interesting. Your coding is inefficient, or you had help from your teacher in your game creation.</p> <p>Website You have created your information flashcard webpage about a topic of your choice. It has some buttons, but the required nine buttons needed are not complete. The web page is informative, and the details and information have not been edited or changed by the user. The layouts are the default choices and little to no editing by the user to change this (background is basic and plain).</p> <p>Networks You can describe what a network is and identify at least one network topology. You can describe the difference between LAN and WAN. You can change your password and know the rules for keeping a password safe. You can explain what some of the threats are to a computer.</p> <p>Python You can sequence instructions in a non-coding way. You have shown some understanding of the concepts of inputs, outputs, variables and can with help. You have used a simple if statement to make a decision in your code. You can add a basic comment to code with help to show understanding of the code.</p> <p>ICT project You have created a simple house style and a basic plan for one of the documents. You have created some simple documents including images, text and some formatting. You have created a simple video, including importing video clips and adding titles and transitions. You can identify some good and bad points in your work, and how to improve would make it better</p>	<p>Game Making The game elements work effectively, and the graphics you have created are all of good quality. The gameplay of your game is satisfactory. The gameplay could have been complex to make the game more interesting. Your coding is efficient, but you needed help from for it to work how you wanted to.</p> <p>Website You have created your information flashcard webpage about a topic of your choice. It has the required nine buttons needed. The web page is information has been edited by the user, to make it their own words. All of the buttons have been resized all have colour and have text written in a font that differs from the default.</p> <p>Networks You can describe the some of the advantages and disadvantages of 2 different network topologies. You can describe the difference between LAN and WAN. You can describe some of the main tasks that a network administrator may do. You can explain in contexts what some of the threats are to a computer and use basic examples.</p> <p>Python You can sequence instructions in a coding way. You have shown understanding of the concepts of inputs, outputs, variables and simple functions and can implement them with little help. You can add use basic iteration using while and/or for loops to your code. You sometimes use suitable variable names in your programs. You have commented your code to show a basic understanding of what the code will do</p> <p>ICT project You have created a satisfactory house style and a basic plan for one of the documents. You have created some satisfactory documents including images, text and some formatting. You have created a satisfactory video, including importing video clips and adding titles and transitions. You can identify some good and bad points in your work.</p>	<p>Game Making Most of your game elements work effectively, and the graphics you have created are all of very good quality. The gameplay of your game is good. It also has an increasing player challenge which is good for the player. Your coding is efficient with little/no help in your game creation</p> <p>Website You have created your information flashcard webpage about a topic of your choice. It has the required nine buttons needed or more than 9. The web page is informative. All of the buttons have been resized all have colour and have text written in a font that differs from the default. You have added a background with images and colour. Also, other text to the page to help the page look more professional.</p> <p>Networks You can some describe the advantages and disadvantages of different network topologies. You can use a pc to find out your workstation's IP address you can describe some of the main tasks that a network administrator may do. You can give practical advice on how to avoid some of the dangers to a computer on a network.</p> <p>Python You can sequence instructions in python with independence. You have shown understanding of the concepts of inputs, outputs, variables and simple functions and can implement them independently. You can add iteration using while and for loops to your code. You consistently use suitable variable names in your programs. Your comments show an understanding of the code and the level of comments allow other programmers to understand your code.</p> <p>ICT project You have created a comprehensive house style and plans for all documents. You have created a variety of business documents showing a clear and consistent house style throughout. You have created a good video to advertise your location including video, titles, transitions and effects. You can identify good and bad points in your work and others and suggest suitable improvements in your and others' work.</p>	<p>Game Making All of your game elements work effectively, and the graphics you have created are all of professional quality. The gameplay of your game is excellent. It also has it is a game that allows the player to be tested while being entrained. Your coding is highly efficient with little to no help from the teacher in your game creation.</p> <p>Website You have created your information flashcard webpage about a topic of your choice. It has the required nine buttons needed or more than 9. The web page is informative. All of the buttons have been resized all have colour and have text written in a font that differs from the default this is completed by using CSS. You have added a background with images and colour; this also is done by CSS. Also, other text to the page to help the page look more professional.</p> <p>Networks You can describe the advantages and disadvantages of different network topologies and explain how data flow on a network may be disrupted. You can list most of the hardware and software needed to connect to a network and what is meant by the term "cloud computing". You can tell people using technical langue what are the threats are to a compute including how they are transferred and how to stop them.</p> <p>Python You have shown that you can sequence instructions in python and use selection and iteration independently even when applying them to solve harder problems. You can add nested iteration (while and for loops) correctly in your code. You consistently use suitable variable naming standers in your programs. Your comments show an understanding of the code and the level of comments allow other (not just programmers) to understand your code.</p> <p>ICT project You have created a professional looking house style and detailed plans for all the documents. You have created a variety of consistently formatted, professional-looking business documents including text, images, clipart, graphs and tables which are suitable for the target audience and purpose. You can justify what improvement is needed in a piece of work and how they should be done to improve the piece of work.</p>

Year 9 Assessment Framework: D & T – Food

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>Health & Safety Can follow basic Hygiene and Food safety expectations with instruction, such as washing hands, tying up long hair and wearing your apron.</p> <p>Practical Skills Can perform some practical skills independently or with support from peers. Example skills include Bridge & Claw grip and combining ingredients.</p> <p>Investigation Able to analyse and visually present findings from Food investigations, such as the use of star diagrams.</p> <p>Evaluation Can explain whether a food product has been successful or not. Show the use of basic sensory words when evaluating.</p>	<p>Health & Safety Can follow basic Hygiene and Food Safety expectations without instruction, such as washing hands, tying up long hair, apron on.</p> <p>Practical Skills Can perform most practical skills sufficiently, such as combining ingredients, use of equipment and knife skills. Sometimes able to support peers.</p> <p>Investigation Able to analyse and visually present findings from Food investigations, such as the use of star diagrams and bar charts.</p> <p>Evaluation Can explain whether a food product has been successful or not, explaining WWW/EBI. Demonstrates the use of basic sensory words when evaluating.</p>	<p>Health & Safety Can follow basic Hygiene and Food Safety expectations. Washing hands, tying up long hair, apron on.</p> <p>Practical Skills Can perform a range of practical skills with accuracy and precision. Undertake all practical tasks logically and in an organised manner. E.g. Piping, use of raising agents, knife skills, organised manner.</p> <p>Investigation Able to clearly analyse and present the results of Food Investigations by summarising data and justifying findings against a hypothesis. E.g. Use of Star profiles and use of sensory words.</p> <p>Evaluation Can thoroughly explain whether a food product has been successful or not, explaining WWW/EBI. Demonstrates the use of sensory words when evaluating.</p>	<p>Health & Safety Shows an excellent awareness of health, safety and hygiene procedures with preparing, cooking and storing food.</p> <p>Practical Skills Can perform a range of practical skills with accuracy and precision. Undertake all practical tasks independently and logically and in an organised manner. E.g. Piping, use of raising agents, combining ingredients, knife skills.</p> <p>Investigation Able to clearly analyse and present the results of Food Investigations by summarising data and justifying findings against a hypothesis.</p> <p>Evaluation Thoroughly review the success of all food products. Suggest improvement and reflect on other people’s opinions in detail. Suggest suitable alternative ingredients with clear reasoning given.</p>

Year 9 Assessment Framework: D & T – Graphics

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>Research Some research has been displayed showing some consideration of design features.</p> <p>Design Basic designs have been displayed using simple sketches. Simple labelling has been used to explain some of the design ideas.</p> <p>Make A basic product has been made showing some skills in making. The product is incomplete or does not fully work.</p> <p>Evaluate Some simple conclusions have been made explaining areas of success and things to improve.</p>	<p>Research Research has been displayed considering factors that will impact design ideas.</p> <p>Design Clear and simple designs have been displayed. Labelling is used to explain the function. Presentation is neat and clear.</p> <p>Make A product has been made showing skill in making. The game functions fully and is presented to a good standard.</p> <p>Evaluate Conclusions are made explaining areas of success and parts of the product that could be improved with detail.</p>	<p>Research Research is thorough and critical. Conclusions are made as to how research will impact.</p> <p>Design Clear and unique designs are displayed showing consideration of findings from research. Labelling clearly explains all aspects of each design. Presentation is of a high standard.</p> <p>Make A fully functioning product has been made that clearly reflects design ideas. The game is of a high standard and is made with precision and accuracy.</p> <p>Evaluate Thorough conclusions are made considering strengths and weaknesses of the product. User opinion is evaluated upon.</p>	<p>Research A range of thorough and critical research has been performed. Clear criteria for design ideas are concluded upon.</p> <p>Design Innovative and unique design ideas are displayed to a high quality. Annotation considers aspects of each design and making techniques. Presentation is of exemplary quality.</p> <p>Make A fully functioning product has been made with independence. The game is of exemplary standard. A wide range of making techniques is used with precision and accuracy.</p> <p>Evaluate Thorough conclusions are made considering strengths and weaknesses of the product. User opinion is evaluated upon. Comparison is made to existing products.</p>

Year 9 Assessment Framework: D & T – Product

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>Research Some research has been displayed showing some consideration of design features.</p> <p>Design Basic designs have been displayed using simple sketches. Simple labelling has been used to explain some of the design ideas.</p> <p>Make A basic product has been made showing some skills in making. The product is incomplete or does not fully work.</p> <p>Evaluate Some simple conclusions have been made explaining areas of success and things to improve.</p>	<p>Research Research has been displayed considering factors that will impact design ideas. Some thought about unique design has been shown.</p> <p>Design Clear and simple designs have been displayed. CAD or modelling has been attempted to display final idea.</p> <p>Make A product has been made showing skill in making. The product functions fully and is presented to a good standard. Simple making skills have been used well.</p> <p>Evaluate Conclusions are made explaining areas of success and parts of the product that could be improved with detail.</p>	<p>Research Research is thorough and critical. Conclusions are made as to how research will impact</p> <p>Design Clear and unique designs are displayed. Different designing techniques such as CAD or modelling have performed to a high quality.</p> <p>Make A fully functioning product has been made that clearly reflects design ideas. A range of manufacturing techniques and joining methods have been performed successfully.</p> <p>Evaluate Thorough conclusions are made considering strengths and weaknesses of the product. User opinion is evaluated upon.</p>	<p>Research Research is thorough and critical. A range of sources have been concluded on to create design criteria.</p> <p>Design Thorough designing has been performed through sketching, CAD or modelling to produce an innovative final design.</p> <p>Make An exemplary product has been produced displaying a wide range of design skills and making techniques. The final product is of very high quality.</p> <p>Evaluate Thorough conclusions have been made considering strengths and weaknesses. Comparisons have been made to existing similar products.</p>

Year 9 Assessment Framework: Drama

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>Creativity</p> <p>I can come up with my own ideas and interpret the ideas of others in response to a variety of stimuli which may include politics, ethics and historical events.</p> <p>I consistently follow teachers' instructions and can work within a group cooperatively to develop my learning.</p> <p>I can cultivate the ideas of others and work with these as well my own. I am developing my critical thinking skills.</p> <p>Empowerment</p> <p>I can consistently work cooperatively with others and am focussed when working independently.</p> <p>Ownership</p> <p>I can present and perform alongside my peers delivering outcomes based on a brief incorporating the given skills and techniques. Among these could be conviction on stage, learning lines and verbatim.</p> <p>I am competent in reflecting on my progress and work delivered by peers, acknowledging their strengths and weaknesses. I can also acknowledge my targets and implement this in future work.</p>	<p>Creativity</p> <p>I can develop my own ideas in response to a variety of stimuli which may include politics, ethics and historical events and communicate this to my peers.</p> <p>I follow teachers' instructions with enthusiasm and can work within a group cooperatively and creatively to develop my learning.</p> <p>I can develop and support the ideas of others and work with these as well my own. I am utilising critical thinking when working with the subject content.</p> <p>Empowerment</p> <p>I can work effectively with others without conflict is consistently focussed when working independently. I can utilise the strengths of others within my group and be supportive.</p> <p>Ownership</p> <p>I can present and perform alongside my peers delivering outcomes based on a brief utilising the given skills and techniques. Among these could be symbolism, articulation and debate.</p> <p>I am proficient in reflecting on my progress and work delivered by peers, discussing their strengths and weaknesses. I can also utilise my targets and implement this in future work.</p>	<p>Creativity</p> <p>I can think of creative and original ideas in response to a variety of stimuli which may include politics, ethics and historical events. I absorb content with a critical outlook to acknowledge various perspectives.</p> <p>I utilise teachers' instructions to determine my vision and develop my learning.</p> <p>I can work with others ideas in collaboration with my own.</p> <p>Empowerment</p> <p>I am consistently working independently from the teacher & cooperatively with others.</p> <p>I am competent in dealing with conflict whilst working with peers and have the confidence to communicate effectively with a range of people.</p> <p>I am sensitive to others capabilities and utilise the strengths of others to produce good outcomes. I am a supportive team member.</p> <p>Ownership</p> <p>I take ownership and pride of my learning by producing good outcomes and reflecting on my progress. I can use skills and techniques competently among these could be pause & silence, monologue and grotesque style.</p> <p>I can assess my own learning to identify areas of strength and weakness.</p> <p>Outside of lessons, I use home learning and research to develop my own knowledge.</p> <p>I can assess my peers and offer constructive feedback.</p>	<p>Creativity</p> <p>I can think of and communicate original and pioneering ideas in response to a variety of stimuli which may include politics, ethics and historical events. I digest content with a critical outlook to explore various perspectives.</p> <p>I interpret teachers' instructions and my own creative vision to develop my learning and produce excellent outcomes.</p> <p>I can utilise the creative thinking of others in collaboration with my own work.</p> <p>Empowerment</p> <p>I am consistently working autonomously and directing others in group situations.</p> <p>I am outstanding at conflict resolution and use multi-dimensional communication when working with others.</p> <p>I am sensitive & compassionate to others capabilities and utilise the strengths of others to produce outstanding outcomes.</p> <p>Ownership</p> <p>I take ownership pride of my learning by producing consistently outstanding outcomes and reflecting on my progress. I can use skills and techniques confidently, among these could be abstract movement, characterisation skills, accent and reinterpreting text.</p> <p>I can acknowledge my strengths and independently act on my weaknesses in order to improve.</p> <p>I use my own time and resources to develop my knowledge and expertise.</p> <p>I can assess my peers and offer constructive feedback.</p>

Year 9 Assessment Framework: English Language and Literature

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>Reading I can effectively read, understand and discuss a range of texts.</p> <p>I can identify layers of meaning and begin to comment effectively on their effect in increasing detail.</p> <p>I can analyse aspects of language, structure and themes to effectively justify my views.</p> <p>I can make effective connections between texts from different times and cultures</p> <p>Writing My writing is clear and shows an effective awareness of the purpose and format of the task through the use of style and language choices.</p> <p>I use an effective range of vocabulary in order to influence my audience and adjust my formality.</p> <p>I organise my ideas into effective paragraphs with appropriately varied sentences.</p> <p>My spelling is mostly accurate and I show increasing confidence in using a range of accurate punctuation. There may be some control of tenses.</p> <p>Speaking & Listening I am an effective listener who asks appropriate questions of others.</p> <p>I use an increasingly effective range of vocabulary and expression when I speak so I talk appropriately in a variety of different tasks.</p> <p>I am able to take an appropriate role in discussions and consider others in group tasks.</p> <p>I can use an effective range of dramatic and presentation techniques to help make my speech appropriate.</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. I engage with terminology to illuminate my ideas.</p> <p>I am developing a clear understanding of aspects of language, structure and themes and use a range of well-chosen references to analyse and support my responses.</p> <p>I am developing 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. Tenses are generally controlled and agree.</p> <p>Speaking & 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 am developing my 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 different 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. Tenses are controlled and agree.</p> <p>Speaking & 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. Control of tenses is secure.</p> <p>Speaking & 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>

Year 9 Assessment Framework: Geography

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>I can show excellent knowledge and case studies using facts and figures in my written/verbal responses</p> <p>I always use subject specific vocabulary in my written/verbal responses</p> <p>I can link human and physical processes and explain the interrelationships in my written/verbal responses.</p> <p>To identify processes and places at a range of scales</p> <p>To investigate how people try to manage environments sustainably and use my own views in my written/verbal responses.</p> <p>To complete a variety of appropriate graphs and maps to present data</p> <p>To demonstrate an understanding of number, area and scales.</p> <p>I can apply knowledge to collect, present, analyse and evaluate a geographical enquiry.</p> <p>To apply synoptic knowledge to a geographical issue</p> <p>I can demonstrate basic spelling, punctuation and grammar</p>	<p>I can use knowledge and case studies at contrasting levels of wealth (LIC/HIC/NEE) to demonstrate how effects and responses vary in my written/verbal responses</p> <p>I can link SCEEPS (SEE) to subject specific vocabulary. written/verbal responses</p> <p>I can link human and physical processes synoptically (across topics) and explain the interrelationships in my written/verbal responses</p> <p>To explain case studies at a range of scales.</p> <p>I can examine the different demands on the environment and compare different approaches to manage it</p> <p>To complete a variety of appropriate graphs and maps to present data and extract information.</p> <p>To demonstrate an understanding of number, area and scales, and calculate percentages and measures of central tendency.</p> <p>I can apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry.</p> <p>To apply synoptic knowledge and geographical skills across KS3 to a geographical issue.</p> <p>I can demonstrate good spelling, punctuation and grammar.</p>	<p>I can use a wide range of knowledge and case studies and place examples in my written work, found through independent research.</p> <p>I can link the concept of sustainability to the subject specific content</p> <p>I can explain a range of human and physical processes and how they interact to create environments and how this changes temporally.</p> <p>To evaluate case studies at a range of scales.</p> <p>I can examine the different demands on the environment and compare different approaches at different scales, and evaluate different stakeholder's views.</p> <p>To complete a variety of appropriate graphs and maps to present data and interpret and extract information.</p> <p>To draw informed conclusions from numerical data</p> <p>I can undertake a geographical enquiry and identify the limitations of data collection and suggest other data that might be useful</p> <p>To apply synoptic knowledge and geographical skills across KS3 and a range of scales to a geographical issue.</p> <p>I can demonstrate considerable accuracy in spelling, punctuation and grammar.</p>	<p>I research up to date case studies and locational information to show excellent knowledge (Thinking like a Geographer)</p> <p>I can apply subject specific content synoptically (across topics) .</p> <p>I can think like a geographer and explain inter-relationships between geographical phenomena and different scales and in different contexts.</p> <p>To analyse geographical issues at a range of scales and suggest possible solutions.</p> <p>I can examine the different demands on the environment and compare different approaches at different scales, and evaluate different stakeholder's views, also predict future changes.</p> <p>Suggest an appropriate form of graphical representation for the data provided.</p> <p>To manipulate data and use to inform conclusions from numerical data</p> <p>I can undertake a geographical enquiry and comment on to what extent are the conclusions reliable.</p> <p>To apply synoptic (across topics) knowledge and independent knowledge, and a range of scales to a geographical issue.</p> <p>I can demonstrate consistent accuracy in spelling, punctuation and grammar.</p>

Year 9 Assessment Framework: History

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>Subject Knowledge Basic recall of the main arguments for why the policy of Appeasement was a mistake for Britain to follow.</p> <p>Awareness of the key events of WW2 including the invasion of the Soviet Union, the Home Front, Pearl Harbour and a basic understanding of why America dropped two atomic bombs on Japan.</p> <p>Be able to provide a basic account of the ways the Jewish people were persecuted by the Germans during the Holocaust.</p> <p>Awareness of the key events and individuals in the Civil Rights Movement 1954-1968.</p> <p>Chronology Has a basic grasp of key dates and of key features of the time period being studied. A basic understanding of the time period and what links the events together.</p> <p>Change and Continuity Can identify periods of change and/or continuity.</p> <p>Cause and Consequence Can begin to recognise links between events to see how one led to another.</p> <p>Significance Can identify individuals and events as significant.</p> <p>Diversity Can identify that individuals of the past experienced events in different ways</p> <p>Interpretations Can understand that historians have different views about the past.</p> <p>Evidential thinking Is aware there are a wide variety of sources for historians to use.</p> <p>Can draw out some useful information from the content and/or provenance of the source to assist with an enquiry.</p>	<p>Subject Knowledge Identify arguments for and against the British policy of Appeasement.</p> <p>Good knowledge recall of the main events of WW2 including the invasion of the Soviet Union, the Home Front, Pearl Harbour and is able to discuss reasons for the American use of the Atomic bomb on Japan.</p> <p>Can confidently describe the ways in which Jewish people were persecuted by the Germans during the Holocaust.</p> <p>Can describe the role of individuals and events in their achievement of civil rights for African Americans in the years 1954-1968.</p> <p>Chronology Can recall the key dates and key features of the time period being studied. Can recognise the more obvious links between time periods.</p> <p>Change and Continuity Can describe periods of change and continuity.</p> <p>Cause and Consequence Can recognise and describe how one event led to another with accurate contextual knowledge.</p> <p>Significance Can describe basic reasons for significance.</p> <p>Diversity Can describe the diverse experiences of people of the past.</p> <p>Interpretations Can describe how interpretations can differ.</p> <p>Evidential thinking Can use sources to answer questions about the past.</p> <p>Can support their ideas about the usefulness either the content and/or provenance using details from the source and/or subject knowledge.</p>	<p>Subject Knowledge Confidently argue for and against the question: Was Appeasement a mistake? Using precise contextual knowledge and come to a judgement.</p> <p>Strong grasps of the main events of WW2 and is able to pinpoint moments which led to the German defeat. Can identify the public and private reasons for the American use of the atomic bomb and provide a strong argument to the question 'was it justified?'</p> <p>Has strong knowledge on the ways the Jewish people were persecuted and provide an explanation for its escalation.</p> <p>Can explain the impact of individuals, groups and key events in achieving civil rights for African Americans in the years 1954-1968.</p> <p>Chronology Uses specific dates and is able to establish a sequence of events using the context covered in lesson.</p> <p>Change and Continuity Can identify the extent of change and continuity.</p> <p>Cause and Consequence Can recognise and begin to explain how one event led to another with strong contextual knowledge.</p> <p>Significance Can explain why some individuals and events are more significant than others.</p> <p>Diversity Can explain why people experience the past in different ways.</p> <p>Interpretations Identifies the differences and begins to explain why they are different.</p> <p>Evidential thinking Can make supported inferences.</p> <p>Begins to use criteria to reach a supported judgement on the utility of a source.</p>	<p>Subject Knowledge As Mastering but identifies a criteria and applies it in order to explain reason for judgement.</p> <p>As Mastering but can weigh up different events of WW2 in order to come to a substantiated judgement over the main reason for Germany's defeat. Can explain American reasons for us of the atomic bomb and provide a strong argument with a valid judgment to the question 'was it justified?'</p> <p>As Mastering but can provide a well substantiated answer which tackles the question as to why the persecution of Jewish people escalated in the years 1938-39.</p> <p>As Mastering but can use a wider range of factors to assist in assessing the impact of individuals, groups and events in achieving civil rights for African Americans in the years 1954-1968.</p> <p>Chronology Uses precise dates to establish sequences of events in an enquiry and is able to establish a sequence of events using the context covered in lesson and wider research.</p> <p>Change and Continuity Is able to use specific details in judgement of change and continuity.</p> <p>Cause and Consequence Can recognise and confidently explain how one event led to another with accurate contextual knowledge.</p> <p>Significance Beginning to use criteria to support a judgement on the significance of an individual or an event.</p> <p>Diversity Can apply their understanding of diversity in History to respond to a specific historical enquiry about the past.</p> <p>Interpretations Can support how and why interpretations, might be different using their understanding of the nature of interpretations given and the sources available.</p> <p>Evidential thinking As mastering but inferences will be more sophisticated. Confidently applies criteria in the process of analysing both the content and the provenance to reach a judgement about utility.</p>

Year 9 Curriculum and Assessment Structure: Maths Foundation

	Term 1	Term 2	Term 3
HT 1	<p>Unit 1: Working with Number Integers and place value: negative and positive numbers, multiplication, division with powers of 10 and rounding. Decimals: Compare, order, add, subtract, multiply and divide. Round to given number of decimal places, significant figures.</p> <p>Interim Learning Check</p> <p>Indices, powers and roots: Use index notation, Evaluate expressions involving squares, cubes and roots, laws of indices.</p> <p>Factors, Multiples and primes: prime factor decomposition, Highest common Factor, Lowest Common multiple.</p> <p>Summative Assessment</p>	<p>Unit 3: Presenting Data: Tables: Design and use data-collection sheets for grouped, discrete and continuous data, use inequalities for grouped data. Two-way tables and grouped frequency tables.</p> <p>Charts and graphs: Produce and Interpret data from pictograms; composite bar charts; dual/comparative bar charts for categorical and ungrouped discrete data; bar-line charts; line graphs; histograms with equal class intervals; stem and leaf (including back-to-back);</p> <p>Interim Learning Check Pie charts: construct and interpret. Find mode and total frequency. Scatter graphs: draw and interpret scatter graphs. Identify and use line of best fit.</p> <p>Summative Assessment</p>	<p>Unit 5 Linear equations: Solving simple equations: solve linear equations unknown on both sides, involving brackets, including those that have negative signs occurring. Solve worded problems and angle and perimeter problems.</p> <p>Solving Inequalities: solving inequalities and representing on a number line.</p> <p>Interim Learning Check Sequences: Generate arithmetic sequences, triangular number, square and cube integers and sequences derived from diagrams. Finding nth term of an arithmetic sequence. Continue a geometric progression and find the term-to-term rule, including negatives, fraction and decimal terms; Continue a quadratic sequence and use the nth term to generate terms.</p> <p>Summative Assessment</p>
HT 2	<p>Unit 2 : Working with Algebra Algebra the basics: work with expression/equation/formula/identity. Use index laws to simplify. Expanding and factorising single brackets</p> <p>Interim Learning Check Expressions and substitution into formulae: substitute positive and negative numbers into expressions.</p> <p>Summative assessment</p>	<p>Unit 4 Fractions, Percentages and Decimals: Add/subtract/multiply/divide fractions Fraction of an amount, comparing fractions, recurring decimals.</p> <p>Interim Learning Check Converting between fractions, decimals and percentages. Percentage of an amount.</p> <p>Calculate percentage increase/decrease, use multiplier, use percentages in real life situations</p> <p>Summative assessment</p>	<p>Unit 6 Geometry: Properties of shapes, parallel lines and angle facts: understand and use angle rules. Distinguish between different types of triangles. Find missing angles using properties of corresponding and alternate angles; Understand and use the angle properties of parallel lines, Interior and exterior angles of polygons</p> <p>Unit 7 Statistics and Sampling The averages: mean, mode, median and range</p> <p>Summative assessment</p>

Year 9 Curriculum and Assessment Structure: Maths Higher

	Term 1	Term 2	Term 3
HT 1	<p>Unit 1: Numbers</p> <p>Calculations, checking and rounding</p> <p>Indices, roots, reciprocals and hierarchy</p> <p>Interim Learning Check</p> <p>Factors, multiples and primes</p> <p>Standard form and surds</p> <p>Summative assessment</p>	<p>Unit 3: Interpreting and Representing data</p> <p>Back-to-back stem and leaf diagrams, Frequency polygons, Averages and range</p> <p>Interim Learning Check</p> <p>Scatter graphs, line of best fits, estimating using line of best fits.</p> <p>Summative assessment</p>	<p>Unit 5: Angles and trigonometry</p> <p>Interior/exterior angles in polygons, angles and parallel lines</p> <p>Interim Learning Check</p> <p>Pythagoras' Theorem and trigonometry, find missing sides and angles in right-angled triangles.</p> <p>Summative assessment</p>
HT 2	<p>Unit 2: Algebra</p> <p>Algebra the basics</p> <p>Setting up, rearranging and solving equations</p> <p>Interim Learning Check</p> <p>Arithmetic, quadratic and geometric sequences, generating terms, finding nth term.</p> <p>Summative assessment</p>	<p>Unit 4: Fractions, Ratios and Percentages</p> <p>Add, subtract, multiply and divide mixed numbers</p> <p>Percentages</p> <p>Interim Learning Check</p> <p>Compare ratios, find quantities using ratios.</p> <p>Solve problems using ratios and proportions, Percentage increase/decrease, convert recurring decimals to fractions.</p> <p>Summative assessment</p>	<p>Unit 6 Graphs</p> <p>The basics and real-life graphs</p> <p>Linear graphs and coordinate geometry</p> <p>Find the mid-point, gradient of a line.</p> <p>Interim Learning Check</p> <p>Quadratic, cubic and other graphs plotting and using to solve problems.</p> <p>Summative assessment</p>

Year 9 Assessment Framework: MFL – French

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>Communication I often expand my answers to give extra, relevant detail.</p> <p>I give a range of detailed opinions with opinion phrases and explain them in some detail. e.g. <i>À mon avis j'aime... car</i></p> <p>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary <i>found in dictionary</i></p> <p>I can respond to most questions spontaneously and interact naturally with some hesitation.</p> <p>I can respond to key information in written and spoken texts and sometimes draw conclusions.</p> <p>Language Complexity & Accuracy</p> <p>I sometimes produce extended sentences with a range of connectives and adverbs of time e.g. <i>'et', 'mais', néanmoins, d'abord..</i></p> <p>I refer to a range of present, future or past events with 'je' with frequently accurate structures.</p> <p>I use occasional examples of complex structures with variable accuracy. E.g. <i>irregular verbs; AVOIR, ÊTRE, ALLER, FAIRE, 3rd person sentences, negatives ne...pas.</i></p>	<p>Communication I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions with 1st and 3rd person and explain those using reasons and intensifiers. E.g. <i>Mon copain aime ... parce que</i></p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary from previous units in different contexts.</p> <p>I can respond to most questions spontaneously and interact naturally without hesitating much.</p> <p>I can frequently recognise and respond to key information in written and spoken texts and often draw conclusions.</p> <p>Language Complexity & Accuracy</p> <p>I produce sentences which are consistently linked with a wide range of appropriate and varied connectives. – see <i>CROATIAN</i></p> <p>I refer to a wide range of present, future and past events with 'je' and 'il/elle' with consistently accurate structures and a range of verbs and time phrases.</p> <p>I use a range of complex structures which are mostly accurate. – see Exploring, plus: <i>reflexive verbs with 'je', 'depuis', and more complex negatives.</i></p>	<p>Communication I consistently expand my answers with a wide range of extra, relevant details and different subjects in all tenses.</p> <p>I give a wide range of different, detailed and original opinions with 1st and 3rd persons which I justify fully and convincingly.</p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary previous units in different contexts and new vocab I have looked up.</p> <p>I can respond to most questions spontaneously, with reasonable accuracy, some complexity and little hesitation.</p> <p>I consistently recognise and respond to complex information in written and spoken texts and consistently draw justified conclusions.</p> <p>Language Complexity & Accuracy</p> <p>I produce sentences which are consistently linked with a wide range of appropriate and varied connectives, plus a range of negatives</p> <p>I refer to a wide range of present, future and past events with consistently accurate structures and with 'je', 'il' and 'nous'. Consistently accurate structures and a range of verbs and time phrases.</p> <p>I use a wide range of complex structures with a high level of accuracy e.g. <i>plus... que, reflexive verbs, 'il faut', 'on peut', '... est plus...que...'</i>.</p>	<p>Communication I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions 3rd and plural persons, and explain them in detail using a range of GCSE level language.</p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary from previous units in different contexts.</p> <p>I can respond to most questions spontaneously and interact naturally e.g. asking questions without hesitating much.</p> <p>I consistently recognise and respond to complex information in written and spoken texts and consistently draw justified conclusions.</p> <p>Language Complexity & Accuracy</p> <p>I produce sentences which are consistently linked with a wide range of appropriate and varied connectives, plus a range of negatives and different persons.</p> <p>I refer to a wide range of present, future, conditional imperfect and past events with all forms of the verb with consistently accurate structures and a range of verbs and time phrases.</p> <p>I use a wide range of complex structures with a high level of accuracy. – see Mastering, plus <i>'ils/elles' +verb emphatic pronouns and sentences with 'si' and 'quand'</i>.</p>

Year 9 Assessment Framework: MFL – German

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>Communication I can develop my answers to give some relevant, extra information.</p> <p>I often give opinions and justify them, using different connectives ('weil', 'da' - because).</p> <p>I can use and understand common vocabulary with some instances of new vocab found in dictionary.</p> <p>I can occasionally respond spontaneously.</p> <p>I can often recognise and respond to complex information in written and spoken texts and sometimes draw justified conclusions.</p> <p>Language Complexity & Accuracy I produce sentences with a small range of connectives, including those that change word order e.g 'weil', 'obwohl' – although.</p> <p>I refer to a range of present, future and past events with 'ich' with frequently accurate structures.</p> <p>I use occasional examples of complex structures with variable accuracy e.g. irregular verbs ('fahren', 'lesen', 'sehen'), 3rd person sentences, negatives (<i>kein, nicht</i>).</p>	<p>Communication I often expand my answers to give extra, relevant detail.</p> <p>I give detailed opinions with 1st and 3rd person and explain them in detail using a range of language. E.g. <i>My friend likes...although</i>.</p> <p>I can use and understand a wide range of basic, standard vocabulary including using vocabulary from previous units in different contexts.</p> <p>I can respond spontaneously and interact naturally for parts of conversations.</p> <p>I can frequently recognise and respond to key information in written and spoken texts and often draw conclusions.</p> <p>Language Complexity & Accuracy I produce sentences with a range of connectives, including those that change word order e.g 'weil', 'obwohl'.</p> <p>I refer to a wide range of present, future and past events with 'ich' and 'er', 'sie', 'es' with consistently accurate structures and a range of verbs and time phrases.</p> <p>I use a range of complex structures which are mostly accurate. – see Exploring, plus: reflexive verbs with 'ich' e.g. <i>Ich freue mich auf—I look forward to</i>, comparatives and superlatives e.g <i>lieber, am liebsten</i>.</p>	<p>Communication I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give a range of different, detailed and original opinions with all subjects, which I justify fully, and convincingly e.g. <i>Meiner Meinung nach, Ich denke, dass...</i></p> <p>I can use and understand a wide range of common vocabulary including using vocabulary from previous units in different contexts with some instances of unusual vocabulary.</p> <p>I can respond to most questions spontaneously, with reasonable accuracy, some complexity and little hesitation.</p> <p>I can consistently recognise and respond to complex information in written and spoken texts and frequently draw justified conclusions.</p> <p>Language Complexity & Accuracy I produce sentences with a wide range of connectives, including those that change word order e.g 'weil', 'obwohl'.</p> <p>I refer to a wide range of present, future and past events with consistently accurate structures and with all subjects.</p> <p>I use a wide range of complex structures with a high level of accuracy – see Developing plus modal verbs in the imperfect tense e.g. <i>I had to.../ I was allowed to...</i></p>	<p>Communication I consistently expand my answers with a wide range of extra, relevant details and different subjects in all tenses.</p> <p>I give a wide range of different, detailed and original opinions which I justify fully and convincingly using a range of language.</p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary from previous units in different contexts.</p> <p>I can respond to most questions spontaneously accurately and interact naturally with very little hesitation.</p> <p>I consistently recognise and respond to complex information in written and spoken texts and consistently draw justified conclusions</p> <p>Language Complexity & Accuracy I produce sentences which are consistently linked with a wide range of appropriate and varied connectives. –see CROATIAN</p> <p>I refer to a wide range of present, future and past events and the conditional with consistently accurate structures and a range of verbs and time phrases.</p> <p>I use a wide range of complex structures with a high level of accuracy – see Mastering, plus infinitive clauses with <i>um...zu—in order to</i></p>

Year 9 Assessment Framework: MFL – Russian

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>Communication I communicate basic, relevant information on topics covered.</p> <p>I give basic opinions but I don't often justify them.</p> <p>I use and understand a range of basic vocabulary on the relevant topic.</p> <p>I can occasionally respond spontaneously.</p> <p>I can often recognise and respond to complex information in written and spoken texts and sometimes draw justified conclusions.</p> <p>Language Complexity & Accuracy</p> <p>I use some basic connectives at times. (Потому что, так как).</p> <p>I refer to some past, present and future events but make some errors.</p> <p>I use basic grammatical structures, e.g. Я люблю + infinitive.</p>	<p>Communication I can develop my answers to give some relevant, extra information.</p> <p>I give opinions and frequently justify them.</p> <p>I use and understand a wide range of basic, standard vocabulary to express a range of ideas.</p> <p>I can respond spontaneously and interact naturally for parts of conversations with a range of grammatical structures.</p> <p>I can frequently recognise and respond to key information in written and spoken texts and often draw conclusions.</p> <p>Language Complexity & Accuracy</p> <p>I produce extended sentences with a small range of connectives.</p> <p>I refer to a range of past, present and future events with some accurate structures.</p> <p>I use occasional examples of complex structures with variable accuracy, e.g. мне нравится + infinitive.</p>	<p>Communication I often expand my answers to give extra, relevant detail.</p> <p>I give a range of detailed and original opinions and justify them fully and convincingly.</p> <p>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary.</p> <p>I can respond to most questions spontaneously, with reasonable accuracy, some complexity and little hesitation.</p> <p>I can consistently recognise and respond to complex information in written and spoken texts and frequently draw justified conclusions.</p> <p>Language Complexity & Accuracy</p> <p>I produce frequent extended sentences with a wide range of connectives.</p> <p>I refer to a range of past, present and future events with frequently accurate structures.</p> <p>I use a range of complex structures which are mostly accurate, e.g. можно/ нельзя; у него/ у неё есть.</p>	<p>Communication I consistently expand my answers to give extra, relevant detail.</p> <p>I give a wide range of different, detailed and original opinions which I justify fully and convincingly using a range of language.</p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary in different contexts.</p> <p>I can respond to most questions spontaneously and accurately, including complex structures.</p> <p>I consistently recognise and respond to complex information in written and spoken texts and consistently draw justified conclusions.</p> <p>Language Complexity & Accuracy</p> <p>I produce sentences which are consistently linked with a wide range of appropriate and varied connectives.</p> <p>I refer to a wide range of past, present and future events with consistently accurate structures.</p> <p>I use a wide range of complex structures with a high level of accuracy, e.g. reflexive verbs.</p>

Year 9 Assessment Framework: MFL – Spanish

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>Communication I communicate basic, relevant information on topics covered.</p> <p>I give opinions and occasionally justify them. <i>E.g. me gusta el deporte porque es genial.</i></p> <p>I use and understand a range of basic vocabulary on the relevant topic.</p> <p>I can occasionally respond spontaneously.</p> <p>I can often recognise and respond to complex information in written and spoken texts and sometimes draw justified conclusions.</p> <p>Language Complexity & Accuracy I use some basic connectives at times and simple adverbs of time. e.g. <i>porque, pero, normalmente</i></p> <p>I refer to some present, past and future events in the ‘I’ form but I make errors. Eg: <i>hablo, hablé, voy a hablar</i></p> <p>I use basic grammatical structures such as negative <i>no juego</i> as well as irregular verbs in ‘I’ form such as <i>soy, tengo, hago, voy</i></p>	<p>Communication I can develop my answers to give some relevant, extra information.</p> <p>I give a range of detailed opinions with opinion phrases and frequently justify them. <i>e.g me chifla / me mola porque es ...</i></p> <p>I use and understand a wide range of basic, standard vocabulary to express a range of ideas.</p> <p>I can respond spontaneously and interact naturally for parts of conversations with a range of grammatical structures.</p> <p>I can frequently recognise and respond to key information in written and spoken texts and often draw conclusions.</p> <p>Language Complexity & Accuracy I produce extended sentences with a range of connectives and adverbs of time <i>e.g. ‘primero’ ‘la semana pasada’ ‘sin embargo’</i></p> <p>I refer to a range of past, present and future events with some accurate structures.</p> <p>I use occasional examples of complex structures with variable accuracy. E.g. <i>Me gustan + los / las irregular verbs; TENER, SER, IR, HACER, negatives no, nada, nunca</i> with variable accuracy.</p>	<p>Communication I often expand my answers to give extra, relevant detail, giving some examples.</p> <p>I give a range of detailed and original opinions and justify them fully using a wider range of adjectives e.g.: <i>me interesa leer porque es educativo.</i></p> <p>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary.</p> <p>I can respond to most questions spontaneously, with reasonable accuracy, some complexity and little hesitation.</p> <p>I can consistently recognise and respond to complex information in written and spoken texts and frequently draw justified conclusions.</p> <p>Language Complexity & Accuracy I produce frequent extended sentences with a wide range of connectives.</p> <p>I refer to a range of past, present and future events with frequently accurate structures using at least a couple of different subjects such as I, he / she and we</p> <p>I use a range of complex structures which are mostly accurate. – see Exploring, plus: <i>reflexive verbs with ‘yo, se debe + infinitive, comparative structures with ‘mas. / Menos...que, tengo que + infinitive ‘</i></p>	<p>Communication I consistently expand my answers to give extra, relevant detail, giving examples to illustrate my points.</p> <p>I give a wide range of different, detailed and original opinions which I justify fully and convincingly using a range of language and being able to express what others think (<i>a mi madre le gusta / gustan Dado que....</i>).</p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary in different contexts.</p> <p>I can respond to most questions spontaneously and accurately, including complex structures.</p> <p>I consistently recognise and respond to complex information in written and spoken texts and consistently draw justified conclusions.</p> <p>Language Complexity & Accuracy I produce sentences which are consistently linked with a wide range of appropriate and varied connectives– see CROATIAN</p> <p>I refer to a wide range of past, present and future events with consistently accurate structures, using a range of subjects such as I, he /she and we</p> <p>I can use a wide range of complex structures with a high level of accuracy - see Mastering.</p>

Year 9 Assessment Framework: Music

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><u>Unit 1 – Band Project</u> I can play my part on my chosen instrument with some fluency. We are mostly in time together. We can play one section of our song.</p> <p><u>Unit 2 – Minimalism</u> I can play my cell accurately the whole way through. I can turn this in to an ostinato by repeating it. I can mostly stay in time with my group. I understand minimalism key terms.</p> <p><u>Unit 3 – Club Dance Music</u> I have created an original piece of Club Dance music using only loops. It follows some of the basic conventions of the genre, and is mostly in time.</p> <p><u>Unit 4 – Keyboard Dance Music</u> I can play part of my chosen piece. I can play this with some accuracy. I can recall simple facts about each style of dance music.</p> <p><u>Unit 5 – Songwriting</u> I have created a song which has a verse and chorus but no instrumental accompaniment. It conveys a basic sense of genre. I am able to say if I like or dislike a song and can sometimes say why using basic key terms.</p> <p><u>Unit 6 – Music for Video Games</u> I have created an original piece of video game music using only loops. It has a basic structure, and contains one or two motifs related to my characters. I am familiar with some key terms and composition conventions.</p> <p><u>Unit 7 - Samba</u> I can play a simple, repetitive rhythm using one beater on an unpitched instrument. I can follow other musicians and keep in time. I can recognise when a performance is out of time. I can recall the names of some Samba instruments.</p> <p>NB. Year 9 students will not complete all seven units. They will complete 6, dependent on timetabling and resources available.</p>	<p><u>Unit 1 – Band Project</u> I can play my chosen part (e.g. chords) on an instrument I have used before. As a band we are usually in time with each other. We can play two sections of our song.</p> <p><u>Unit 2 – Minimalism</u> My ostinato is accurate and fluent, and I can stay in time with my ensemble during a performance. I can evaluate my work and suggest improvements. I can use minimalism key terms confidently.</p> <p><u>Unit 3 – Club Dance Music</u> My Club Dance piece includes a mixture of loops and ‘played in’ parts using the MIDI keyboard. My piece contains several recognisable features of club dance music, and is always in time.</p> <p><u>Unit 4 – Keyboard Dance Music</u> I can play a longer part of my chosen piece. My notes are all accurate, my rhythms are mostly accurate. I can play this in time with my partner. I can explain the key features of each dance style.</p> <p><u>Unit 5 – Songwriting</u> My song has one verse and a chorus. It has a generic style, and has some basic instrumental parts e.g. piano triads and a basic rhythm pattern. I am able to form an opinion on other songs which I can justify using basic terms.</p> <p><u>Unit 6 – Music for Video Games</u> My video game piece includes a mixture of loops and ‘played in’ parts using the MIDI keyboard. My piece contains a recognisable hero and villain theme, and has a sense of structure. I am able to appropriately use basic key terms related to the genre when analysing.</p> <p><u>Unit 7 – Samba</u> I can play a more complex rhythm on a drum using a pair of drum sticks. I can keep in time, follow other musicians and help other players keep in time. I can identify the differences between an ostinato, a break and call and response. I can recall the names of all Samba instruments.</p>	<p><u>Unit 1 – Band Project</u> I can fluently play my chosen part on an instrument that I have not used before. As a group we are always in time. We have included some changes of texture. We can play our whole song.</p> <p><u>Unit 2 – Minimalism</u> My performance is accurate and fluent, and we have included different textures in our performance. I can drop in and out of the ensemble and stay in time. I have chosen a suitable tempo for my performance.</p> <p><u>Unit 3 – Club Dance Music</u> My Club Dance piece is mainly comprised of parts I have played in using the MIDI keyboard, and one or two ready-made loops. It is always in time and has a clear and defined structure through use of contrasting sections. I can use key terms to analyse other people’s work.</p> <p><u>Unit 4 – Keyboard Dance Music</u> I can play my entire chosen piece accurately. I can do this in time with my partner. I have chosen an appropriate tempo and timbre for my dance style. I can explain the key features and dance steps of each style.</p> <p><u>Unit 5 – Songwriting</u> My song has a more advanced sense of style e.g. rock, pop, rap. It has two verses and a chorus, and has some instrumental parts which fit well with the genre I am writing for. I can justify my critical opinion on other songs using keywords.</p> <p><u>Unit 6 – Music for Video Games</u> My piece of video game music contains a protagonist and antagonist theme, and has music related to the game setting. The majority of my music has been played in using the MIDI keyboard. I am able to analyse video game music using key terms.</p> <p><u>Unit 7 – Samba</u> I can play a complex rhythm on a drum or pitched instrument using a pair of drum sticks. I can sometimes play syncopated rhythms. I can make suggestions for rhythms to create ostinato, break and call and response sections. I can take a role in creating a performance with ostinato and break sections. I can take part in responses to another musicians’ calls. I can suggest improvements for a performance. I can name all Samba instruments.</p>	<p><u>Unit 1 – Band Project</u> My band and I have created a fluent and confident performance. We are always in time, and have included changes of texture with smooth transitions. We have included a variety of dynamics. I have varied my part by changing the rhythm or pattern when it is appropriate.</p> <p><u>Unit 2 – Minimalism</u> I have created a confident and fluent performance and have included a range of different textures. I have also included different dynamics which are well suited to the texture of the music. I have composed my own ideas and added them to our performance</p> <p><u>Unit 3 – Club Dance Music</u> My Club Dance piece has an introduction, Section A, Section B and outro. It uses detailed parts composed using the MIDI keyboard, and uses typical Club Dance music compositional techniques. I have used the mixer to add effects which have enhanced my composition. I can use key terms when analysing other people’s work.</p> <p><u>Unit 4 – Keyboard Dance Music</u> I can play my entire chosen piece accurately and fluently, with both hands together. I am always in time with my partner. I have chosen an appropriate tempo and timbre for my dance style. I can explain the key features of each style, and how the steps fit with the music.</p> <p><u>Unit 5 – Songwriting</u> My song has a specific sense of style e.g. pop, rock, rap. It contains two differing verses, a chorus and a bridge and has a clear defined structure. I have created instrumental parts which fit with the style I have composed for. I am able to analyse other songs using a critical ear and am able to express my opinions using advanced keywords.</p> <p><u>Unit 6 – Music for Video Games</u> My piece of game music has a clear sense of style and contains two contrasting, well developed themes which represent the protagonist and the antagonist in equal measures. I have played in all of my parts using the MIDI keyboard. I am able to describe complex concepts related to this scheme of work.</p> <p><u>Unit 7 – Samba</u> I can play complex, syncopated rhythms on any Samba instrument. I can compose syncopated rhythms, and play these against other rhythms. I can take a leading role in my composition and performance, including improvising calls for other musicians to repeat. I take a lead role in improvising performances. I can recall and label all Samba instruments with the correct names.</p>

Year 9 Assessment Framework: PE

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><u>Decision Making, Range & Quality of Skills</u></p> <p>Is able to identify some of the key skills and tactics required in some of the year 9 sports & activities covered.</p> <p><u>Physical Attributes</u></p> <p>Demonstrates an understanding of the appropriate level of fitness required in some of the Year 9 sports and activities covered.</p> <p><u>Leadership</u></p> <p>Is able to shadow a peer leading a small group.</p> <p>Is able to identify the strongest performers in each activity.</p> <p><u>Theory</u></p> <p>Is able to explain key terminology across the range of topics:</p>	<p><u>Decision Making, Range & Quality of Skills</u></p> <p>Is able to identify key skills and tactics and begin to show understanding of their use and effectiveness in a range of Year 9 sports and activities covered.</p> <p>Is able to apply them in some of the Year 9 sports and activities covered.</p> <p><u>Physical Attributes</u></p> <p>Demonstrates an appropriate level of fitness required in some of the Year 9 sports and activities covered.</p> <p><u>Leadership</u></p> <p>Is able to lead a small a group alongside a peer.</p> <p>Is able to describe the attributes of a strong performer.</p> <p><u>Theory</u></p> <p>Is able to explain key terminology across the range of topics giving practical examples.</p>	<p><u>Decision Making, Range & Quality of Skills</u></p> <p>Is able to identify and explain the rationale behind key skills and tactics in a range of Year 9 sports and activities covered.</p> <p>Is able to apply them in a range of Year 9 sports and activities covered.</p> <p><u>Physical Attributes</u></p> <p>Demonstrates an appropriate level of fitness required in a range of the Year 9 sports and activities covered.</p> <p><u>Leadership</u></p> <p>Is able to independently lead a small.</p> <p>Is able to describe the strengths and weaknesses of a performer and select a small sided team.</p> <p><u>Theory</u></p> <p>Is able to link theory topics through the use of practical examples.</p>	<p><u>Decision Making, Range & Quality of Skills</u></p> <p>Is able to identify and explain the rationale behind key skills and tactics in most of the Year 9 sports and activities covered.</p> <p>Is able to apply them in most of the Year 9 sports and activities covered.</p> <p><u>Physical Attributes</u></p> <p>Demonstrates an appropriate level of fitness required in most of the Year 9 sports and activities covered.</p> <p><u>Leadership</u></p> <p>Is able to independently lead a whole class</p> <p>Is able to coach/captain a small group in improving individual and team performance.</p> <p><u>Theory</u></p> <p>Is able to evaluate the links between key topics and practical application.</p>

Year 9 Assessment Framework: RE

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>To know four features of cults. In order to consider the question: what is religion?</p> <p>To know key facts, such as founder and core beliefs, of two NRMs. In order to explain how and why individuals and communities express the meanings of their beliefs and values in many different forms.</p> <p>To be able to give their own beliefs on a number of topics and give reasons for this opinion and an opposing belief. In order to explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses.</p> <p>Being able to give a single religious view on an issue, such as views on abortion, marriage, divorce, same-sex marriage and euthanasia with a religious justification. Beginning to understand reasons why some people support and others question these views.</p> <p>Able to express their own views on Life After Death. In order to explain how and why individuals and communities express the meanings of their beliefs and values.</p> <p>Able to apply religious scripture to explain a religious belief. In order to demonstrate knowledge of beliefs with reference to sources of wisdom and authority.</p> <p>Able to explain a philosophical idea. In order to express insights into significant moral and ethical questions posed by being human in ways that are well-informed.</p>	<p>To know more than four features of cults and identify these in NRMs. In order to consider the question: what is religion?</p> <p>To know key facts, such as founder and core beliefs, of two NRMs. Be able to give examples of practices which answer the question 'Is this NRM a cult?'. In order to explain how and why individuals and communities express the meanings of their beliefs and values in many different forms.</p> <p>Being able to explain their own beliefs and the beliefs of others using examples. In order to explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses, drawing on examples from arts, media and philosophy.</p> <p>Being able to give contrasting religious views on an issue, such as views on abortion, marriage, divorce, same-sex marriage and euthanasia with a religious justification. Beginning to understand reasons why some people support and others question these views.</p> <p>Able to describe the beliefs on Life After Death in Christianity, Islam and Hinduism. In order to explain how individuals and communities express the meanings of their beliefs and values in many different forms.</p> <p>Able to apply religious scripture and explain how a religious person should act. In order to demonstrate knowledge of beliefs and practices with reference to sources of wisdom and authority.</p> <p>Able to apply a philosophical idea to a piece of fiction. In order to express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from fiction.</p>	<p>To know more than four features of cults and identify these in NRMs to form an argument on the question 'Is this NRM a cult?'. In order to consider and evaluate the question: what is religion?</p> <p>To know key facts, such as founder and core beliefs, of four NRMs. Be able to give examples of practices which answer the question 'Is this NRM a cult?'. In order to explain how and why individuals and communities express the meanings of their beliefs and values in many different forms.</p> <p>Able to present two sides of an argument and reach a conclusion. In order to explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses, drawing on examples from arts, media and philosophy.</p> <p>Being able to describe contrasting religious views on an issue, such as views on abortion, marriage, divorce, same-sex marriage and euthanasia with a religious justification and reach a conclusion. In order to understand reasons why some people support and others question these views.</p> <p>Able to describe the beliefs on Life After Death in Christianity, Islam and Hinduism. Able to suggest how these beliefs and practices comfort mourners. In order to explain how and why individuals and communities express the meanings of their beliefs and values in many different forms.</p> <p>Able to present a two-sided argument using religious scripture to support both arguments from memory. In order to demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority.</p> <p>Able to apply a philosophical idea to the real world. In order to express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from fiction and the real world.</p>	<p>To know more than four features of cults and identify these in NRMs to form an argument on the question 'Is this NRM a cult?', also giving a counter argument. In order to consider and evaluate the question: what is religion?</p> <p>To know key facts, such as founder and core beliefs, of a range of NRMs. Be able to give examples of practices which answer the question 'Is this NRM a cult?'. In order to explain how and why individuals and communities express the meanings of their beliefs and values in many different forms.</p> <p>Able to analyse two sides of an argument to reach a conclusion. In order to explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses, drawing on examples from arts, media and philosophy.</p> <p>Being able to analyse contrasting religious view on issues, such as views on abortion, marriage, divorce, same-sex marriage and euthanasia with a religious justification and reach a conclusion. In order to evaluate reasons why some people support and others question these views.</p> <p>Able to describe the beliefs on Life After Death in Christianity, Islam and Hinduism and link funeral practices to these beliefs. Able to suggest how these beliefs and practices comfort mourners. In order to explain how and why individuals and communities express the meanings of their beliefs and values in many different forms.</p> <p>Able to present a two-sided argument using religious scripture to support both arguments from memory. In order to demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority.</p> <p>Able to counter a philosophical idea with a personal opinion. In order to express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</p>

Year 9 Curriculum and Assessment Structure: Science – Biology

Year 9 GCSE Edexcel Triple Science Biology					
Term 1		Term 2		Term 3	
Topic	Assessment Opportunities	Topic	Assessment Opportunities	Topic	Assessment Opportunities
Cells Sub-cellular structures of eukaryotic and prokaryotic cells Mitosis Specialised cells and how structure is related to function.	Learning check (PF)	Transport Diffusion, osmosis and active transport <i>Core Practical: Investigate osmosis in potatoes</i>	Learning check (PF)	Health and Disease (communicable) Pathogens, how they are spread and how this can be prevented. Physical barriers and chemical defences of the human body. Specific immune system of the human body. Immunisation and developing new medicines. Antibiotics.	Learning check (PF)
	Explain an adaptation of the sperm cell (SA)		Osmosis graph and Percentage change in mass calculations (SA)		Calculating inhibition zones (SA)
	End of topic test (TF)		End of topic test (TF)		End of topic test (TF)
Microscopes Light and Electron microscopes Estimates and quantitative units milli (10^{-3}), micro (10^{-6}), nano (10^{-9}), pico (10^{-12}) <i>Core Practical: Investigate biological specimens using microscopes, including magnification calculations and labelled scientific drawings from observations</i>	Learning check (PF)	Health and Disease (non-communicable) Communicable vs non-communicable diseases. Non-communicable human diseases and evaluating treatments for them The effect of exercise and diet on obesity and malnutrition, including BMI and waist: hip calculations, using the BMI equation.	Learning check (PF)	PC3 Assessment DNA The structure of DNA and what is a gene, genome. Extracting DNA from fruit	End of Year Assessment (TF)
	Magnification calculations (SA)		Calculate BMI and Waist-Hip ratio (SA)		Learning check (PF)
	End of topic test (TF)				Interpreting the Genetic code (SA)
					End of topic test (TF)

Year 9 Curriculum and Assessment Structure: Science - Chemistry

Year 9 Edexcel Triple Science Chemistry					
Term 1		Term 2		Term 3	
Topic	Assessment Opportunities	Topic	Assessment Opportunities	Topic	Assessment Opportunities
States of matter Arrangement, movement and the relative energy of particles in each of the three states of matter: solid, liquid and gas. changes in arrangement, movement and energy of particles during these interconversions Predicting the physical state of a substance	Learning check (PF)	Atomic structure Structure of an atom Relative charge and relative mass Mass number and Atomic number Isotopes Calculate the relative atomic mass of an element from the relative masses and abundances of its isotopes	Learning check (PF)	Types of structure Classifying elements and compounds as ionic, simple molecular (covalent), giant covalent, and metallic. Properties of each type of structure including relative melting point and boiling point, relative solubility in water and ability to conduct electricity Understand the examples: graphite, diamond, and fullerenes	Learning check (PF)
	Describing state changes (SA)		Describing Structure of atoms and isotopes (SA)		Linking bonding structure and properties of Allotropes of carbon (SA)
	End of topic test (TF)		End of topic test (TF)		End of year exam (TF)
Separating mixtures Separating Techniques: simple distillation, fractional distillation c filtration, crystallisation, paper chromatography. <i>Core Practical: Investigate the composition of inks using simple distillation and paper chromatography</i>	Learning check (PF)	Types of bonding Ions and Ionic bonding. Structure of an ionic compound as a lattice structure. Covalent bonding. and formation of simple covalent structures.	Learning check (PF)	PC3 Assessment Types of structure continued and exam review Properties of ionic compounds	End of Year Assessment (TF)
	Labelling scientific equipment used in Separating mixtures (SA)		Representing covalent molecules (dot and cross diagrams) (SA)		Learning check (PF)
	End of topic test (TF)				Explaining the properties of ionic compounds (SA)
					End of topic test (TF)

Year 9 Curriculum and Assessment Structure: Science - Physics

Year 9 Edexcel Triple Science

Term 1		Term 2		Term 3	
Topic	Assessment Opportunities	Topic	Assessment Opportunities	Topic	Assessment Opportunities
Conservation of energy $\Delta GPE = m \times g \times \Delta h$ $KE = \frac{1}{2} \times m \times v^2$ Energy transfers Efficiency Energy Sources	Learning check (PF)	Waves Ultrasound, Infrasound and applications. Transmission of Sound waves through vibrations.	Learning check (PF)	Light Reflection and Refraction. Filters Lenses and ray diagrams <i>Core Practical: Investigate refraction in rectangular glass blocks in terms of the interaction of electromagnetic waves with matter</i>	Learning check (PF)
	Explain how convection causes seaside areas to be windy during the day (SA)		Determining distance using ultrasound calculations (SA)		Constructing ray diagrams for convex and concave lenses (SA)
	End of topic test (TF)		End of topic test (TF)		End of topic test (TF)
Waves Frequency, wavelength, amplitude, period, wave velocity and wave front. Transverse and Longitudinal waves $v = f \times \lambda$ $v = \frac{x}{t}$ Absorption, transmission, refraction and reflection. <i>Core Practical: Investigate the suitability of equipment to measure the speed, frequency and wavelength of a wave in a solid and a fluid</i>	Learning check (PF)	Electromagnetic spectrum Radio waves, microwaves, infrared, visible (including the colours of the visible spectrum), ultraviolet, x-rays and gamma rays. Uses and harmful effects of EM waves. <i>Core Practical: Investigate how the nature of a surface affects the amount of thermal energy radiated or absorbed</i>	Learning check (PF)	PC3 Assessment Radioactivity Part 1 Structure of an atom. Protons, neutrons, electrons and positrons. Rutherford's gold foil experiment. Alpha, β^- (beta minus), β^+ (positron), gamma rays and neutron radiation and their uses. Background radiation.	End of Year Assessment (TF)
	Explain why white light splits into different colours when passed through a glass prism (SA)		Explain how radio waves and gamma rays are produced (SA)		Learning check (PF)
	End of topic test (TF)		End of topic test (TF)		Describe how a Geiger-Muller tube can be used to detect the radioactivity of two different sources (SA)
			End of topic test (TF)		End of topic test (TF)