



# WOODBRIDGE HIGH SCHOOL

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## Key Stage 3 Assessment Framework

Year 8

2020-2021

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*Kindness*

*Respect*

*Tolerance*

*Excellence*

## **Information**

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- This booklet provides you with details about the Key Stage 3 Assessment Framework for Year 8.
- 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.

## Year 8 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 create design ideas that have been inspired by source materials provided.</p> <p>I can create a 3D structure.</p> <p>I can produce a project outcome that reflects the topic I have been learning about.</p> <p>I can remember basic painting skills from year 7 and apply them.</p> <p>I can describe and compare artwork using basic subject specific language.</p> <p>I can follow a sequence of technical stages when print making with some success.</p> <p>I can bring elements together to create a composition.</p> <p>I can find out basic information when researching an artist/ genre of art.</p>	<p>I can draw from observation with a reasonable level of skill and application of the formal elements.</p> <p>I can create design ideas that have been inspired by independently collected sources.</p> <p>I can use 3D building skills with some success.</p> <p>I can produce an outcome that reflects a sequence of developments.</p> <p>I can remember some painting skills and colour theory from year 7 and apply them within a new context.</p> <p>I can describe, compare and form an opinion about artwork using a good range of subject specific language.</p> <p>I can follow a sequence of technical stages when print making with reasonable success.</p> <p>I can bring elements together to create a composition with some understanding of balance and colour.</p> <p>I can find out key information when researching an artist/ genre and put the information in my own words.</p>	<p>I can draw from observation with a secure level of skill and application of the formal elements.</p> <p>I can create imaginative design ideas that are clearly inspired by a range of independently collected sources.</p> <p>I can use 3D building skills with a secure level of skill.</p> <p>I can produce an outcome which realises original intentions.</p> <p>I can apply a secure knowledge of prior painting skills and colour theory with skill to work within a new context.</p> <p>I can describe, compare, form an opinion and support it using a wide range of subject specific language.</p> <p>I can clearly follow a sequence of technical stages when print making to produce good outcomes.</p> <p>I can create a meaningful composition with understanding of balance, colour and tonal value.</p> <p>I can independently research key information about an artist /genre using clear subject language and good presentation skills.</p>	<p>I can draw from observation with an established level of skill and application of the formal elements.</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 use 3D building skills with a high level of skill and confidence.</p> <p>I can produce an outcome which realises original intentions with confidence.</p> <p>I can confidently draw upon prior painting and colour theory skills to produce high level outcomes in various contexts.</p> <p>I can describe, compare, form an opinion and support it using a wide range of subject specific language. I can comment on how historical events and traditional art forms have affected modern art.</p> <p>I can confidently follow a sequence of technical stages when print making to produce high quality outcomes. I can independently adjust my work to make refinements.</p> <p>I can create a meaningful composition with understanding of balance, colour, tonal value and scale.</p> <p>I can independently research key information about an artist/genre and the wider context in which the work was made, using strong subject language and presentation skills.</p>

# Year 8 Assessment Framework: Computing

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Online safety</b> You have shown a limited number of ways to combat cyber abuse.</p> <p>Your presentation needs improvement in how you have presented it to the group.</p> <p>You have used a traditional way of sharing the facts to the audience, but the design is basic.</p> <p><b>Game programming</b> Some of your game elements work effectively, and the Graphics you have created are all of basic quality.</p> <p>The gameplay could have been made harder to make the game more interesting.</p> <p>Your Coding is inefficient, or you had help from your teacher in your game creation.</p> <p><b>Python for beginners</b> 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.</p> <p>You have used a simple If statement to make a decision in your code.</p> <p>You can add a basic comment to code with help to show understanding of the code.</p> <p><b>Website</b> 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.</p> <p>The web page is informative, and the details and information have not been edited or changed by the user.</p> <p>The layouts are the default choices and little to no editing by the user to change this (background is basic and plain).</p> <p><b>Game Maker/Design</b> You have a basic design for the layout for your game.</p> <p>You show basic use of Sprites, Objects, Events, Actions and Behaviours.</p> <p>I complete a tick list of what I have achieved in my work, and I can give a brief explanation of my task.</p>	<p><b>Online safety</b> You have included some ways to combat cyber abuse.</p> <p>Your advice is fairly well presented and the presentational given in a good way.</p> <p>You have used a traditional way of sharing the facts to the audience.</p> <p><b>Game programming</b> The game elements work effectively, and the Graphics you have created are all of good quality.</p> <p>The Gameplay of your game is satisfactory. The gameplay could have been complexes to make the game more interesting.</p> <p>Your Coding is efficient, but you needed help from for it to work how you wanted to.</p> <p><b>Python for beginners</b> 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.</p> <p>You can add use basic iteration using while and/or for loops to your code. You sometimes use suitable variable names in your programs.</p> <p>You have commented your code to show a basic understanding of what the code will do.</p> <p><b>Website</b> You have created your information flashcard webpage about a topic of your choice. It has the required nine buttons needed.</p> <p>The web page is information has been edited by the user to make it into their own words.</p> <p>All of the buttons have been resized all have colour and have text written in a font that differs from the default.</p> <p><b>Game Maker/Design</b> The design you have shown a good layout for some of your levels, but some are lacking in competitively for game playing.</p> <p>You describe how you have used Sprites, Objects, Events, Actions and Behaviours.</p> <p>I can evaluate my work against criteria given by the teacher, and I can explain each part of my task.</p>	<p><b>Online safety</b> You have included a range of ways to combat cyber abuse.</p> <p>Your advice is presented in an easy to understand way.</p> <p>You have used an effective way of sharing the facts to the audience.</p> <p><b>Game programming</b> Most of your game elements work effectively, and the Graphics you have created are all of very good quality.</p> <p>The Gameplay of your game is good. It also has an increasing player challenge which is good for the player.</p> <p>Your Coding is efficient and works correctly to keep the game from crashing. Coding allows for the game to expand.</p> <p><b>Python for beginners</b> 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.</p> <p>You can add iteration using while and for loops to your code. You consistently use suitable variable names in your programs.</p> <p>Your comments show an understanding of the code and the level of comments allow other programmers to understand your code.</p> <p><b>Website</b> You have created your information flashcard webpage about a topic of your choice. It has the required nine buttons needed or more than 9.</p> <p>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.</p> <p>You have added a background with images and colour. Also, other text to the page to help the page look more professional.</p> <p><b>Game Maker/Design</b> The design shows that your game has a good level of competitively to help keep the gamer interested.</p> <p>You Explain how you have used Sprites, Objects, Events, Actions and Behaviours and how they work.</p> <p>I write my success criteria and explain which I have met or not and I give a detailed technical explanation.</p>	<p><b>Online safety</b> You have included all seven ways to combat cyber abuse.</p> <p>Your advice is presented effectively and clearly.</p> <p>You have used an imaginative and innovative way of sharing the seven facts to the audience.</p> <p><b>Game programming</b> All of your game elements work effectively, and the Graphics you have created are all of professional quality.</p> <p>The Gameplay of your game is excellent. It also has it is a game that allows the player to be tested while being entrained.</p> <p>Your Coding is highly efficient, and your game work without any problems. Coding allows for the game to expand.</p> <p><b>Python for beginners</b> You have shown that you can sequence instructions in python and use selection and iteration independently even when applying them to solve harder problems.</p> <p>You can add Nested iteration (while and for loops) correctly in your code. You consistently use suitable variable naming standers in your programs.</p> <p>Your comments show an understanding of the code and the level of comments allow other (not just programmers) to understand your code.</p> <p><b>Website</b> You have created your information flashcard webpage about a topic of your choice. It has the required nine buttons needed or more than 9.</p> <p>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.</p> <p>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><b>Game Maker/Design</b> The design shows that your game has a professional level of competitively but also levels that low ability user can play.</p> <p>You have justified and Explained how you have used Sprites, Objects, Events, Actions and Behaviours.</p> <p>For criteria not met I can explain what I need to do to improve my work and Give a detailed technical explanation of my task &amp; explain my debugging process.</p>

# Year 8 Assessment Framework: Design & Technology (Food Technology, Product Design and Graphics)

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Knowing and Choosing</b> I can describe and carefully present useful research linked to my classwork. I can list ingredients that will mostly work for my product/meal.</p> <p><b>Design Communication</b> I can label/annotate some features and materials of my design I can list some requirements for a product to be successful with guidance and give basic reasons. I can use 2D and attempt 3D drawing when designing. I can describe CAD. I can identify a user. I can recognise famous design movements/ companies. I can describe some sustainability issues.</p> <p><b>Making and Realising</b> I can use basic numeracy when weighing/measuring with guidance. I can use basic tools/utensils/ machinery and processes safely with guidance.</p> <p><b>Analysing and Evaluating</b> I can analyse a product with support and write basic observations using my opinions. I can write an evaluation with my opinions on overall success.</p>	<p><b>Knowing and Choosing</b> I can identify and explain key findings from my research. I can identify and describe suitable ingredients/materials/processes.</p> <p><b>Design Communication</b> I can identify key features of my design using annotation. I can state the requirements needed for a product to be successful. I can use basic 2D and Oblique drawing when designing. I can use CAD with support. I can identify basic needs, wants and values of a user. I can state key features of famous design movements/design companies. I can demonstrate an awareness of sustainability issues in my designs/cooking.</p> <p><b>Making and Realising</b> I can use numeracy with confidence when weighing/measuring. I can use tools/utensils/machinery and processes safely with confidence.</p> <p><b>Analysing and Evaluating</b> I can analyse a product and write basic observations using defined criteria. I can write an evaluation with my opinions on overall success including improvements.</p>	<p><b>Knowing and Choosing</b> I can summarise my research in my own words. I can Justify my ingredient/materials choices based on nutrition/properties/processes.</p> <p><b>Design Communication</b> I can explain key features of my design using annotation. I can justify my specification criteria I can draw designs that look mostly accurate with a few proportional errors in Isometric. I can use basic CAD tools independently. I can explain the needs wants and values of a user. I can make connections between my own design and the design movements/ companies I have been studying. I can describe the use of materials/ ingredients in the context of sustainability</p> <p><b>Making and Realising</b> I can use numeracy effectively when weighing/measuring. I can use tools/utensils/machinery and processes safely with some skill and independence.</p> <p><b>Analysing and Evaluating</b> I can analyse a product using a defined set of criteria adding some justification.  I can evaluate my outcome and how I made it using criteria including user/peer feedback to support my judgements.</p>	<p><b>Knowing and Choosing</b> I can discuss findings of my research and form conclusions. I can I can suggest and explain alternative, appropriate ingredients/materials/ processes.</p> <p><b>Design Communication</b> I can justify design ideas using detailed annotation. I can use my research to support justified specification criteria. I can draw designs that look highly accurate in Isometric and that are in proportion. I can use a greater range of CAD tools confidently. I can analyse how the needs wants and values of my user are met by my design I can explain the way the works of others have influenced my design. I can analyse the use of materials/ ingredients in the context of sustainability.</p> <p><b>Making and Realising</b> I can use numeracy and rectify mistakes as I cook/make. I can use tools/utensils/machinery and processes safely with accuracy and full independence.</p> <p><b>Analysing and Evaluating</b> I can critically analyse a product giving clear, justified advantages and disadvantages with conclusions. I can evaluate/test my outcome in detail and how I made it using appropriate criteria, I can include user feedback and suggest improvements.</p>

# Year 8 Assessment Framework: Drama

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Creativity</b></p> <p>I can occasionally come up with my own ideas and interpret the ideas of others in response to a variety of stimuli which could include political events, fiction and literature.</p> <p>I consistently follow teachers’ instructions and can work within a group cooperatively to develop my learning.</p> <p>I can discuss the ideas of others and work with these as well my own.</p> <p><b>Empowerment</b></p> <p>I can work cooperatively with others and am mostly focussed when working independently. I am developing my conflict resolution skills.</p> <p><b>Ownership</b></p> <p>I can present and perform alongside my peers delivering outcomes based on a brief and selection of drama techniques &amp; skills such as audience awareness and scripted dialogue.</p> <p>I am competent in reflecting on my progress and work delivered by peers, acknowledging their strengths and weaknesses.</p>	<p><b>Creativity</b></p> <p>I can develop my own ideas in response to a variety of stimuli which could include political events, fiction and literature 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.</p> <p><b>Empowerment</b></p> <p>I can work cooperatively with others and am consistently focussed when working independently. I am competent at conflict resolution.</p> <p><b>Ownership</b></p> <p>I can present and perform alongside my peers delivering outcomes with a robust structure and clear link to the brief and selection of drama techniques &amp; skills. These could be vocal projection and direct address.</p> <p>I am able to reflect on my progress and the work delivered by my peers, discussing their strengths and weaknesses and implementing my targets.</p>	<p><b>Creativity</b></p> <p>I can think of creative and original ideas in response to a variety of stimuli which could include political events, fiction and literature.</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><b>Empowerment</b></p> <p>I am consistently working independently from the teacher &amp; 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.</p> <p><b>Ownership</b></p> <p>I take ownership and pride of my learning by producing good outcomes; incorporating various drama skills and techniques and reflect on my progress. Techniques and skills could be eye contact, stylised movement and canon &amp; unison.</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><b>Creativity</b></p> <p>I can think of innovative and original ideas in response to a variety of stimuli.</p> <p>I utilise teachers’ instructions and my own creative vision to develop my learning.</p> <p>I can utilise the ideas of others in conjunction of with my own to create a collaborative concept.</p> <p><b>Empowerment</b></p> <p>I am proactive when working independently from the teacher &amp; cooperatively with others demonstrating collaboration and support.</p> <p>I am proficient 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 outstanding outcomes.</p> <p><b>Ownership</b></p> <p>I take ownership and pride of my learning by producing outstanding outcomes; incorporating various drama skills and techniques and reflect on my progress. Techniques and skills could be multi role, physical theatre and the use of pitch, pace and tone.</p> <p>I can assess my own learning to identify areas of strength and weakness and respond to my targets.</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>

# Year 8 Assessment Framework: English Language & Literature

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Reading</b> I can understand main ideas, themes and characters.</p> <p>I can sometimes infer and deduce meanings from the texts that I read.</p> <p>I can select a range references to texts to support my views.</p> <p>I can understand how texts reflect the time and culture in which they were written.</p> <p><b>Writing</b> My writing is clear in a range of forms and can be lively and thoughtful.</p> <p>I use an increasing range of vocabulary choices and I do occasionally use words for effect.</p> <p>I am increasing my use of sentences including using complex sentences and I am breaking my work up into paragraphs accurately.</p> <p>I am generally able to spell simple words accurately and I use a range of punctuation including commas. There may be some control of tenses.</p> <p><b>Speaking &amp; Listening</b> I have an ability to listen in a range of different situations, often asking good questions and making thoughtful comments.</p> <p>When I speak, I am beginning to think about my audience and make sure that what I'm saying is interesting and relevant.</p> <p>I take a role in speaking and listening activities showing some confidence and taking an increasingly active part.</p> <p>I use gestures and tone to attempt to suit my audience.</p>	<p><b>Reading</b> I am developing my understanding 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 analyse and support my views. I am beginning to use subject terminology.</p> <p>I understand that texts fit into historical and literary traditions.</p> <p><b>Writing</b> My writing is developing so it 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 correctly and use a range of punctuation including commas, question marks and colons. Tenses generally agree.</p> <p><b>Speaking &amp; Listening</b> I am developing my listening across a range of 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><b>Reading</b> 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. I am confident with subject terminology.</p> <p>I show an understanding of connections between texts from different times and cultures.</p> <p><b>Writing</b> 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 controlled and agree.</p> <p><b>Speaking &amp; Listening</b> 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><b>Reading</b> 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.</p> <p>I am confident in my analysis of aspects of language, structure and themes and provide apt and consistent analysis. I use accurate subject terminology.</p> <p>I can make confident and thoughtful connections between texts from different times and cultures in order to develop my arguments.</p> <p><b>Writing</b> 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. Control of tenses is secure.</p> <p><b>Speaking &amp; Listening</b> 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>

## Year 8 Assessment Framework: Geography

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>I can show good <b>knowledge</b> of the topic in my written/verbal responses.</p> <p>I can frequently use <b>subject specific vocabulary</b> in my written/verbal responses answers.</p> <p><b>Knowledge of processes</b></p> <p>I can explain human and physical <b>processes</b> in my written/verbal responses</p> <p>To categorise geography using <b>scale</b></p> <p>I can explain how people can both improve and damage the <b>environment</b></p> <p>To attempt appropriate graphs and maps to present data such as</p> <p>To understand number, area and scales.</p> <p>I can apply knowledge to collect and interpret data reaching a conclusion a <b>geographical enquiry</b></p> <p>To apply knowledge to a geographical issue</p> <p>I can demonstrate basic <b>spelling, punctuation</b> and <b>grammar</b></p>	<p>I can show excellent <b>knowledge</b> and <b>case studies</b> using <b>facts and figures</b> in my written/verbal responses.</p> <p>I always use <b>subject specific vocabulary</b> accurately in my written/verbal responses answers.</p> <p>I can link <b>human and physical processes</b> and explain the interrelationships in my written/verbal responses</p> <p>To identify processes and places at a range of <b>scales</b>.</p> <p>I investigate how people try to manage <b>environments sustainably</b> and use my own views in my answer</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 <b>geographical enquiry</b>.</p> <p>To apply synoptic knowledge to a geographical issue</p> <p>I can demonstrate good <b>spelling, punctuation</b> and <b>grammar</b></p>	<p>I can use <b>case studies</b> at contrasting levels of wealth (LIC/HIC/NEE) to demonstrate how effects and responses vary.</p> <p>I can demonstrate accurate <b>subject specific vocabulary</b> and link to SCEEPS/SPICES ST in my written/verbal responses answers.</p> <p>I can link <b>human and physical processes</b> synoptically (across topics) and explain the interrelationships in my written/verbal responses</p> <p>To explain case studies at a range of <b>scales</b>.</p> <p>I can examine the different demands on the <b>environment</b> 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 <b>geographical enquiry</b></p> <p>To apply synoptic knowledge and geographical skills to a geographical issue.</p> <p>I can demonstrate considerable accuracy in <b>spelling, punctuation</b> and <b>grammar</b></p>	<p>I can use a wide range of <b>case studies</b> and place examples in my written work, found through <b>independent research</b></p> <p>I can link the concept of <b>sustainability</b> to <b>subject specific content</b> in my written/verbal responses.</p> <p><b>To evaluate case studies at a range of scales.</b></p> <p>I can explain a range of <b>human and physical processes</b> and how they interact to create environments and how this changes temporally in my written/verbal responses.</p> <p><b>To evaluate case studies at a range of scales.</b></p> <p>I can examine the different demands on the <b>environment</b> and compare different approaches to manage it at different scales.</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, geographical skills, across KS3 and a range of scales to a geographical issue.</p> <p>I can demonstrate consistent accuracy in <b>spelling, punctuation</b> and <b>grammar</b></p>

# Year 8 Assessment Framework: History

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Subject Knowledge</b> Basic recall of the ways Europeans affected the lives of the Native Americans.</p> <p>Can briefly describe the reason why Africa was called ‘the Dark Continent’ by the Europeans and offer a basic argument as to why this was inaccurate.</p> <p>Understanding of the trade triangle and the European desire for free labour in the Americas.</p> <p>Basic recall of the reasons why the slave trade ended.</p> <p>Awareness of the agricultural, industrial and political changes in Britain between 1750 - 1900, the causes and their consequences.</p> <p>Basic recall of the long term and short term causes of WW1, the key features of the war and an understanding of how it came to an end.</p> <p>Awareness of the terms of the Treaty of Versailles and its negative impact on Germany.</p> <p><b>Chronology</b> 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><b>Change and Continuity</b> Can identify periods of change and/or continuity.</p> <p><b>Cause and Consequence</b> Can begin to recognise links between events to see how one led to another.</p> <p><b>Significance</b> Can identify individuals and events as significant.</p> <p><b>Diversity</b> Can identify those individuals of the past experienced events in different ways.</p> <p><b>Interpretations</b> Can understand that historians have different views about the past.</p> <p><b>Evidential Thinking</b> Is aware there are a wide variety of sources for historians to use.</p>	<p><b>Subject Knowledge</b> Can recall the main narrative of the growing impact European settlers had on the Native Americans.</p> <p>Can describe the reason why Africa was called ‘the Dark Continent’ and provide an explanation using examples as to why this was inaccurate.</p> <p>Good understanding of the trade triangle and the reasons for slave labour in the Americas.</p> <p>Good understanding of the main reasons why the Slave Trade ended in 1807.</p> <p>Understanding of the agricultural, industrial and political changes between 1750 - 1900, their causes and their consequences.</p> <p>Understanding of the long and short term causes of WW1, the key features and events and of how it came to an end.</p> <p>Understanding of the 4 key terms of the Treaty of Versailles using the LAMB prompt and comprehension of the negative impact on Germany.</p> <p><b>Chronology</b> 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><b>Change and Continuity</b> Can describe periods of change and continuity.</p> <p><b>Cause and Consequence</b> Can recognise and describe how one event led to another with accurate contextual knowledge.</p> <p><b>Significance</b> Can describe basic reasons for significance.</p> <p><b>Diversity</b> Can describe the diverse experiences of people of the past.</p> <p><b>Interpretations</b> Can describe how interpretations can differ.</p> <p><b>Evidential Thinking</b> Can use sources to answer questions about the past.</p>	<p><b>Subject Knowledge</b> Good grasp of the extent to which Native American lives were impacted by European settlers and uses specific examples to demonstrate this.</p> <p>Can explain the reason why Europeans referred to Africa as ‘the Dark Continent’ and provide an explanation using specific examples proving this was not the case.</p> <p>Strong understanding of the trade triangle and the economic need for slave labour in the Americas.</p> <p>Very good understanding of the reasons why the Slave Trade ended in 1807 supported by specific examples.</p> <p>Strong understanding of the agricultural, industrial and political changes between 1750 - 1900, their causes, consequences and identifying how they link together.</p> <p>Strong understanding of the long and short term causes of WW1, with specific knowledge of the key features, main events and reasons for the German defeat.</p> <p>Very good understanding of the 4 key terms of the Treaty of Versailles and its longer-term impact on Germany.</p> <p><b>Chronology</b> Uses specific dates and is able to establish a sequence of events using the context covered in lesson.</p> <p><b>Change and Continuity</b> Can identify the extent of change and continuity.</p> <p><b>Cause and Consequence</b> Can recognise and begin to explain how one event led to another with strong contextual knowledge.</p> <p><b>Significance</b> Can explain why some individuals and events are more significant than others.</p> <p><b>Diversity</b> Can explain why people experience the past in different ways.</p> <p><b>Interpretations</b> Identifies the differences and begins to explain why they are different.</p> <p><b>Evidential Thinking</b> Can make supported inferences.</p>	<p><b>Subject Knowledge</b> As Mastering but demonstrates understanding using precise subject knowledge from lessons and wider research to judge the negative impact the European colonists had on the Native Americans.</p> <p>Can explain the reasons why Africa was referred to as ‘the Dark Continent’ and provide precise examples to explain why this was inaccurate.</p> <p>As Mastering but able to draw conclusions on the benefits (for the Empire) of the trade triangle and the economic need for slave labour.</p> <p>Excellent understanding of the reasons why the Slave Trade ended using precise and specific examples from a range of factors.</p> <p>As Mastering but a developed understanding of how the changes are in consequence of each other. As Mastering but knowledge reflects wider research conducted into the causes, key features, main events and ability to argue the reason why the war ended. As Mastering but able to draw conclusions to its long-term impact on Germany and the rest of Europe.</p> <p><b>Chronology</b> 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><b>Change and Continuity</b> Is able to use specific details in judgement of change and continuity.</p> <p><b>Cause and Consequence</b> Can recognise and confidently explain how one event led to another with accurate contextual knowledge.</p> <p><b>Significance</b> Beginning to use a criteria to support a judgement on the significance of an individual or an event.</p> <p><b>Diversity</b> Can apply their understanding of diversity in History to respond to a specific historical enquiry about the past.</p> <p><b>Interpretations</b> Can support how and why interpretations, might be different using their understanding of the nature of interpretations given and the sources available.</p> <p><b>Evidential Thinking</b> As mastering but inferences will be more sophisticated.</p>

## Year 8 Assessment Framework: Maths

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Working with Numbers</b> Add and subtract negative numbers Read and write fractions and decimals Add, subtract and multiply fractions.</p> <p>Recognise square and cube numbers.</p> <p><b>Expressions, Equations &amp; Formulae</b> Read and write algebraic expressions, add, subtract and multiply expressions, substitute positive numbers into expressions.</p> <p>Solve one-step equations</p> <p>Recognise and continue linear sequences.</p> <p><b>Co-ordinates, Functions &amp; Graphs</b> Plot co-ordinates</p> <p><b>Handling Data</b> Describe simple probabilities.</p> <p>Calculate the mean, median, mode and range.</p> <p><b>Shape &amp; Measures</b> Reflect shapes in a mirror line.</p> <p>Translate shapes.</p>	<p><b>Working with Numbers</b> Add, subtract, multiply and divide with negative numbers, fractions and decimals.</p> <p>Write a number as a product of its prime factors</p> <p><b>Expressions, Equations &amp; Formulae</b> Substitute negative numbers into expression.</p> <p>Set up expressions to describe a situation.</p> <p>Solve multi-step equations Recognise whether a sequence is linear.</p> <p>Find missing terms in sequences.</p> <p><b>Co-ordinates, Functions &amp; Graphs</b> Draw linear graphs by creating a table of co-ordinates.</p> <p><b>Handling Data</b> Construct graphs and work with tables of data.</p> <p><b>Shape &amp; Measures</b> Use vectors to describe and complete translations.</p>	<p><b>Working with Numbers</b> Work with negative numbers, fractions, decimals, indices and BIDMAS.</p> <p>Convert between fractions, decimals and percentages.</p> <p>Use ratio notation</p> <p><b>Expressions, Equations &amp; Formulae</b> Simplify algebraic expressions, substitute negative numbers, fractions and decimals into formulae, expand and factorise into brackets.</p> <p>Change the subject of a formula.</p> <p>Solve equations with unknowns on both sides.</p> <p>Set up and solve equations &amp; inequalities.</p> <p><b>Co-ordinates, Functions &amp; Graphs</b> Plot the graphs of linear functions, Calculate the gradient of a line.</p> <p><b>Handling Data</b> Describe the probability of events, use averages from to compare data, construct and interpret graphs, including scatter graphs.</p> <p><b>Shape &amp; Measures</b> Reflect, rotate, translate and enlarge</p>	<p><b>Working with Numbers</b> Identify primes, factors and composite numbers, irrational and rational numbers.</p> <p>Calculate the result of a percentage change.</p> <p><b>Expressions, Equations &amp; Formulae</b> Add, subtract, multiply and divide with algebraic fractions.</p> <p>Expand two brackets, factorise quadratics, solve quadratic equations by factorising,</p> <p>Plot quadratic graphs.</p> <p>Recognise linear, quadratic, geometric and Fibonacci sequences.</p> <p><b>Co-ordinates, Functions &amp; Graphs</b> Recognise parallel and perpendicular graphs, plot and sketch quadratic and cubic functions.</p> <p><b>Handling Data</b> Calculate averages from grouped data.</p> <p><b>Shape &amp; Measures</b> Enlarge shapes using negative scale factors.</p> <p>Use combined transformations.</p>
Year 8 Support Curriculum Booklet	Year 8 Core Curriculum Booklet	Year 8 Extended Curriculum	

Booklets are available in students' books and also online at [www.mathspad.co.uk](http://www.mathspad.co.uk) (username: woodhigh, password: flyhigh)

## Year 8 Assessment Framework: MFL – French

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Communication</b> I can develop my answers to give some relevant, extra information.</p> <p>I give opinions and occasionally justify them. e.g. <i>J'aime les maths car c'est genial.</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.</p> <p>I can sometimes recognise and respond to key information in written and spoken French and occasionally.</p> <p><b>Language Complexity &amp; Accuracy</b> I produce extended sentences with a small range of connectives. e.g. 'et', 'mais', <i>cependant, aussi.</i></p> <p>I refer to present and some future or past events with some accurate structures.</p> <p>I use occasional examples of complex structures with variable accuracy. E.g. <i>irregular verbs; AVOIR, ÊTRE, ALLER, FAIRE, 3<sup>rd</sup> person sentences, negatives ne...pas.</i></p>	<p><b>Communication</b> 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 e.g. <i>found in dictionary.</i></p> <p>I can respond to most questions spontaneously and interact naturally without hesitating much.</p> <p>I can often recognise and respond to key information in written and spoken French and sometimes draw conclusions.</p> <p><b>Language Complexity &amp; Accuracy</b> I produce frequent extended sentences with a wide range of connectives and adverbs of time e.g. 'et', 'mais', <i>néanmoins, d'abord...</i></p> <p>I refer to a range of present, future and past events with 'je' with frequently accurate structures.</p> <p>I use a range of complex structures which are mostly accurate. – see Exploring and 'nous' + verb, <i>asking questions</i></p>	<p><b>Communication</b> I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions with 1<sup>st</sup> and 3<sup>rd</sup> person and explain those using reasons and intensifiers. E.g. <i>Mon copain aime ... parce que ....c'est très...</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 complex information in written and spoken French and often draw justified conclusions.</p> <p><b>Language Complexity &amp; Accuracy</b> 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 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 with a high level of accuracy. – see Developing.</p>	<p><b>Communication</b> 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 3<sup>rd</sup> and plural 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 French and consistently draw justified conclusions.</p> <p><b>Language Complexity &amp; Accuracy</b> 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 and past events with consistently accurate structures and with 'nous' and 'ils'. 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>

## Year 8 Assessment Framework: MFL – German

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Communication</b> I can develop my answers to give some relevant, extra information.</p> <p>I give opinions and justify them. <i>E.g. I like (German), because it is (great).</i></p> <p>I use and understand a wide range of basic, standard vocabulary to express a range of ideas.</p> <p>I can occasionally respond spontaneously.</p> <p>I can sometimes recognise and respond to key information in written and spoken texts and occasionally draw basic conclusions.</p> <p><b>Language Complexity &amp; Accuracy</b> I produce extended sentences with a small range of connectives e.g. <i>aber, denn, weil.</i></p> <p>I refer to present and some future <b>or</b> past events with some accurate structures.</p> <p>I use occasional examples of complex structures with variable accuracy e.g. <i>irregular verbs; FAHREN, LESEN, SEHEN, 3<sup>rd</sup> person sentences, negatives( kein,nicht)</i></p>	<p><b>Communication</b> I often expand my answers to give extra, relevant detail.</p> <p>I often give opinions and justify them, using different connectives ('weil', 'da' - because).</p> <p>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary e.g. <i>found in dictionary.</i></p> <p>I can respond spontaneously and interact naturally for parts of conversations.</p> <p>I can often recognise and respond to key information in written and spoken texts and sometimes draw conclusions.</p> <p><b>Language Complexity &amp; Accuracy</b> I produce sentences with a range of connectives, including those that change word order e.g. 'weil' (because), 'obwohl' (although).</p> <p>I refer to a range of present, future <b>and</b> past events with 'ich' with frequently accurate structures.</p> <p>I use a range of complex structures which are mostly accurate. – see Exploring and modal verbs e.g. <i>I can, one is allowed to</i></p>	<p><b>Communication</b> I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions with <b>1<sup>st</sup> and 3<sup>rd</sup></b> persons and explain them in detail using a range of language. E.g. <i>Mein (e) Freund (in) mag, weil...</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, with reasonable accuracy and little hesitation.</p> <p>I can frequently recognise and respond to complex information in written and spoken texts and often draw justified conclusions.</p> <p><b>Language Complexity &amp; Accuracy</b> 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 <b>and</b> past events with 'ich' <b>and</b> 'er', 'sie', 'es' with consistently accurate structures and a range of verbs and time phrases.</p> <p>I use a range of complex structures with a high level of accuracy. – see Developing,</p>	<p><b>Communication</b> I consistently expand my answers with a wide range of extra, relevant details and different subjects in all tenses.</p> <p>I give a range of different, detailed and original opinions with <b>3<sup>rd</sup> and plural subjects</b>, which I justify fully and convincingly e.g. <i>In my opinion/I think that...</i></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 a high level of accuracy, some complexity and 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><b>Language Complexity &amp; Accuracy</b> I produce sentences which are consistently linked with a wide range of appropriate and varied connectives, plus a <b>range of negatives</b> and <b>different subjects</b>.</p> <p>I refer to a wide range of present, future <b>and</b> past events with consistently accurate structures with <b>all subjects</b> 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>um... zu, reflexive verbs e.g. 'Ich wasche mich' and separable verbs e.g. 'Ich stehe auf'.</i></p>

## Year 8 Assessment Framework: MFL – Russian

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Communication</b> I communicate basic, relevant information on topics covered.</p> <p>I give basic opinions but I don't justify.</p> <p>I use and understand a range of basic vocabulary on the relevant topic.</p> <p>I can take part in a simple conversation by reading out notes.</p> <p>I can sometimes recognise and respond to key information in written and spoken texts and occasionally draw basic conclusions.</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I use some basic connectives at times и, но and потому что.</p> <p>Recognise and use the past tense with familiar verbs such as я играл/а, это было with some errors.</p> <p>I am able to read familiar words aloud with correct pronunciation.</p>	<p><b>Communication</b> 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 take part in a simple conversation, partly from memory.</p> <p>I can often recognise and respond to key information in written and spoken texts and sometimes draw conclusions.</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I produce extended sentences with a small range of connectives.</p> <p>I refer to past, present and future events with some accurate structures.</p> <p>I understand sound-spelling relationships and pronounce words met in class correctly</p>	<p><b>Communication</b> I often expand my answers to give extra, relevant detail.</p> <p>I give a range of detailed opinions which are fully justified.</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 and little hesitation.</p> <p>I can frequently recognise and respond to complex information in written and spoken texts and often draw justified conclusions.</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I produce frequent extended sentences with a wider range of connectives (хотя, также).</p> <p>I refer to a range of past, present and future events with frequently accurate structures.</p> <p>I understand sound-spelling relationships and pronounce new words correctly.</p>	<p><b>Communication</b> I consistently expand my answers to give extra, relevant detail.</p> <p>I give a wide range of different, detailed opinions which I justify convincingly.</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, with a high level of accuracy, some complexity and 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><b>Language Complexity &amp; Accuracy</b></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. I am able to apply the past tense rules to new verbs.</p> <p>I read aloud from writing confidently. Be able to write any new word from its pronunciation with few errors.</p>

## Year 8 Assessment Framework: MFL – Spanish

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Communication</b></p> <p>I communicate basic, relevant information on topics covered.</p> <p>I give opinions and <b>occasionally justify</b> them. e.g. <i>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 sometimes recognise and respond to key information in written and spoken texts and occasionally draw basic conclusions.</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I produce simple sentences with basic connectives. e.g. ‘y’, ‘pero’ ‘también’</p> <p>I refer to present and some future or past events with ‘yo’ but make errors.</p> <p>I use basic grammatical structures with some errors 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><b>Communication</b></p> <p>I can develop my answers to give some relevant, extra information.</p> <p>I give a small range of detailed opinions with opinion phrases and frequently <b>justify</b> them. e.g. <i>me encanta .... 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.</p> <p>I can often recognise and respond to key information in written and spoken texts and sometimes draw conclusions.</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I produce occasional extended sentences with a small range of connectives and adverbs of time e.g. ‘hoy’ ‘ayer’ ‘además’</p> <p>I refer to some present, future and past events with ‘I’ and ‘he /she’ 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></p>	<p><b>Communication</b></p> <p>I often expand my answers to give extra, relevant detail.</p> <p>I give a wide range of detailed opinions and <b>fully justify</b> those using reasons and intensifiers. E.g. <i>me gusta mucho ... porque creo que es .....</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 and little hesitation</p> <p>I can frequently recognise and respond to complex information in written and spoken texts and often draw justified conclusions</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I produce frequent extended sentences with a wide range of connectives and adverbs of time e.g. ‘primero’ ‘la semana pasada’ ‘cuando + weather’ ‘sin embargo’</p> <p>I refer to a range of past, present and future events with I, he and she OR we with frequently accurate structures</p> <p>I use a range of complex structures which are mostly accurate. – see Exploring and asking questions.</p>	<p><b>Communication</b></p> <p>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 <b>justify fully and convincingly</b> using a range of adjectives e.g.: <i>me encanta leer porque creo que es muy educativo.</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, with a high level of accuracy, some complexity and 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><b>Language Complexity &amp; Accuracy</b></p> <p>I produce sentences which are consistently extended and linked with a wide range of appropriate and varied connectives. ‘Primero’ ‘la semana pasada’ ‘cuando + weather’ ‘sin embargo’ ‘además’.</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, we and they.</p> <p>I use a wide range of complex structures with a high level of accuracy - See Mastering.</p>

## Year 8 Assessment Framework: Music

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>I can play the Blues chords or walking bass or riff with mostly correct notes. My rhythms are not always correct. I am sometimes in time with my group.</p> <p>I can play my own part. I am sometimes in time with the rest of my group. I have chosen an appropriate timbre for Latin American Music.</p> <p>We have a simple melody. We have used long and short notes to create interesting rhythms for our melody. We only make a couple of slips during our performance.</p> <p>My part is not always accurate. I can sometimes play in time with my group.</p> <p>We have created one or two scenes which contain a story and a basic musical narrative.</p> <p>I am able to play a simple pattern of notes with the muting technique.</p>	<p>I can perform the Blues chords or walking bass or riff accurately. I am always in time with my group. Our performance has some changes of texture.</p> <p>I can play my part(s) fluently and am always in time with my group. I have worked with my group to create a piece with at least two sections. I can use some musical vocabulary correctly.</p> <p>We have chosen three of our own chords and used these to create the melody of our fanfare. Our fanfare is mostly confidently played and we have chosen a suitable timbre on the keyboard.</p> <p>My part is accurate the majority of the time. I can play my part in time with the other members of my group most of the time. We have included off beat chords.</p> <p>We have created three scenes, each with their own story and a more complex musical narrative which is sometimes in time with a pulse/partner.</p> <p>I can play a more complex note pattern whilst using the muting technique. I am able to play in a simple interlocking pattern in time.</p>	<p>I can play more than one part from the 12 Bar Blues accurately. I can improvise using the notes of the blues scale. I can lead a performance, take a solo and support my partner.</p> <p>I can support my group, lead my group and take a solo part. I can successfully play syncopated rhythms. My performance includes contrasting dynamics and has a sense of Latin American style. I can use all musical vocabulary correctly.</p> <p>Our fanfare uses a range of different pitches and rhythms. We have used three or more of our own chords in the creation of the fanfare. We have chosen a suitable timbre on our keyboard.</p> <p>My part is always accurate and in time with the rest of my group. We can perform the whole song. We have included some changes in texture.</p> <p>Our music uses timbre, tempo and tonality to create a detailed narrative of our story. We are almost always in time with a pulse/each other and there are only minor slips in our playing.</p> <p>I can play a complex extended set of notes using the muting technique.</p>	<p>I have created a fluent and stylistic Blues performance. This includes a range of suitable timbres, tempos and dynamics. I have composed my own Blues riff and added it to our arrangement.</p> <p>I have taken the lead in my group in creating an extended piece of Latin American Music, with an introduction, 2 middle sections and an ending. I have used different elements of music to create contrast. Our performance has a strong sense of Latin American style. I can use correct vocabulary to describe and evaluate music.</p> <p>The melody of our fanfare is interesting and uses different rhythms with long and short notes. We have varied the pitch of our melody. Our fanfare is of the appropriate length and we have used an interesting timbre on the keyboard.</p> <p>I can lead or take a solo section in our performance. My part is accurate and I can swap between different parts. I have created an interesting and stylistic performance. I can confidently use key vocabulary and describe different styles of Caribbean music.</p> <p>I can take the lead in our performance by setting the tempo, instructing my partner etc. My part is accurate and I can swap between chords and melody. I have created an interesting and stylistic performance. I can confidently use key vocabulary and describe film music.</p>

## Year 8 Assessment Framework: P.E

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Practical Development</b> Is able to identify key skills and tactics and begin to apply them into some year 8 activities.</p> <p>Demonstrates an appropriate level of fitness required in some of the Year 8 sports and activities required.</p> <p>Identifies some strengths and weaknesses of an individual's sports performance.</p> <p><b>Sporting activity knowledge</b> Identifies and applies some rules and regulations of year 8 sporting activities.</p> <p><b>Personal development</b> Is able to lead/officiate a small a group alongside a peer.</p> <p>Identifies some of the physical, mental and social benefits of taking part in physical activity and sport.</p> <p><b>The body/The Sporting world/The mind</b> Is able to identify and describe key terminology across the range of topics.</p>	<p><b>Practical Development</b> Is able to identify and describe the rationale behind key skills and tactics. Is able to apply them in a range of Year 8 sports and activities covered.</p> <p>Demonstrates an appropriate level of fitness required in a range of the Year 8 sports and activities required.</p> <p>Identifies and describes a range of strengths and weaknesses of an individual's sports performance.</p> <p><b>Sporting activity knowledge</b> Identifies and applies a range of rules and regulations of year 8 sporting activities.</p> <p><b>Personal development</b> Is able to independently lead/officiate a small group.</p> <p>Identifies a range of the physical, mental and social benefits of taking part in physical activity and sport.</p> <p><b>The body/The Sporting world/The mind</b> Is able to explain key terminology across the range of topics.</p>	<p><b>Practical development</b> Is able to identify and explain the rationale behind key skills and tactics. Is able to apply them in most of the Year 8 sports and activities covered.</p> <p>Demonstrates an appropriate level of fitness required in most of the Year 8 sports and activities required.</p> <p>Identifies and describes a wide range of strengths and weaknesses of an individual's sports performance.</p> <p><b>Sporting activity knowledge</b> Describes and applies a wide range of rules and regulations of year 8 sporting activities.</p> <p><b>Personal Development</b> Is able to independently lead/officiate the whole class.</p> <p>Describes a wide range of the physical, mental and social benefits of taking part in physical activity and sport.</p> <p><b>The body/The Sporting world/The mind</b> Is able to explain key terminology across the range of topics giving practical examples.</p>	<p><b>Practical development</b> Is able to explain and evaluate the rationale behind key skills and tactics. Is able to apply them in most of the Year 8 sports and activities covered.</p> <p>Demonstrates an appropriate level of fitness required in most of the Year 8 sports and activities required.</p> <p>Identifies and explains a wide range of strengths and weaknesses of an individual's sports performance.</p> <p><b>Sporting activity knowledge</b> Explains and applies a wide range of rules and regulations of year 8 sporting activities.</p> <p><b>Personal Development</b> Is able to independently lead/officiate the whole class.</p> <p>Explains a wide range of the physical, mental and social benefits of taking part in physical activity and sport.</p> <p><b>The body/The Sporting world/The mind</b> Is able to explain key terminology across the range of topics giving practical examples and is able to link different topics together.</p>

## Year 8 Assessment Framework: RE

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p>Able to identify key beliefs and practices of Judaism and Buddhism. In order to <b>know about and understand a range of religions.</b></p> <p>To be able to give their own beliefs on a number of topics and a reason for holding this belief. <b>Giving personal responses to Ultimate Questions.</b></p> <p>Being able to give a single religious view on an issue, such as views on equality, discrimination or animal rights with a religious justification in order to <b>understand religions and worldviews as ways of seeing the world.</b></p> <p>Being able to give religious views on issues, such as views on equality, discrimination and animal rights. <b>In order to understand religions and worldviews as ways of seeing the world.</b></p> <p>Able to independently interpret the meaning of religious scripture. <b>Building towards making reference to sources of wisdom and authority.</b></p> <p>To know Forms of Power which affect society and to give brief descriptions. <b>In order to examine issues about community relations and respect for all.</b></p>	<p>Able to describe key beliefs of Judaism and Buddhism. In order to <b>know about and understand a range of religions.</b></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. <b>Giving reasoned personal responses to Ultimate Questions.</b></p> <p>Being able to give a two religious view on an issue, such as views on equality, discrimination or animal rights with a religious justification. <b>In order to understand religions and worldviews as ways of seeing the world.</b></p> <p>Being able to describe why religious people hold certain views on issues, such as equality, discrimination and animal rights giving reasons why. <b>In order to understand religions and worldviews as ways of seeing the world.</b></p> <p>Able to apply religious scripture to explain a religious belief. <b>In order to demonstrate knowledge of beliefs and practices with reference to sources of wisdom and authority.</b></p> <p>To know Forms of Power which affect society and give descriptions, including real word examples. <b>In order to examine issues about community relations and respect for all</b></p>	<p>Able to describe a <b>range</b> of beliefs and practices of Judaism and Buddhism. In order to <b>know about and understand a range of religions.</b></p> <p>Being able to explain their own beliefs and the beliefs of others using examples. <b>Giving informed and reasoned personal responses to Ultimate Questions.</b></p> <p>Being able to describe three religious views on an issue, such as views on equality, discrimination or animal rights with a religious justification. <b>Beginning to construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives.</b></p> <p>Able to apply religious scripture and explain how a religious person should act. <b>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.</b></p> <p>To know Forms of Power which affect society and give descriptions, including real word examples. Know how Systems of Government may use these Forms of Power. <b>In order to examine issues about community relations and respect for all.</b></p>	<p>Able to explain differences within Judaism and Buddhism and contrast groups within these Religions. In order to <b>know about and understand a range of religions</b></p> <p>Able to present two sides of an argument and reach a conclusion. <b>Making well-informed and reasoned personal responses to Ultimate Questions.</b></p> <p>Being able to describe three religious views on issues, such as views on equality, discrimination or animal rights, and more than one religious justification. <b>To construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives.</b></p> <p>Being able to describe why religious people hold different views on issues within the same religion, such as equality, discrimination and animal rights and use religious teachings and/or scripture to support description. <b>In order to understand religions and worldviews as ways of seeing the world with reference of sources of wisdom and authority.</b></p> <p>Able to present a two-sided argument using religious scripture to support both arguments from memory. <b>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.</b></p> <p>Analyse Forms of Power which affect society and give descriptions, including real word examples. Know how Systems of Government may use these Forms of Power. <b>In order to examine and evaluate issues about community relations and respect for all.</b></p>

## Year 8 Assessment Framework: Science

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Patterns, order and organisation</b> To recognise the properties and uses of metals.</p> <p>To describe the difference between an atom and an element.</p> <p><b>Form and function</b> To know where gas exchange happens in animals.</p> <p>To list examples of Igneous Metamorphic and Sedimentary rocks.</p> <p><b>Stability and change</b> To identify some features of organisms that are inherited and those are determined by the environment.</p> <p><b>Scale and measurement</b> To describe how the pitch of a sound wave can be changed.</p> <p>To recognise different examples of forces.</p> <p><b>Matter and energy</b> To know the terms: attract, repel and poles.</p> <p>To recognise what energy is and its unit</p> <p><b>Systems</b> To describe the composition of gases in our atmosphere.</p> <p>To relate ideas about gravitational fields to sun/earth/moon system.</p>	<p><b>Patterns, order and organisation</b> Be able to identify different groups of elements from the period table and recognise patterns.</p> <p><b>Form and function</b> To identify the differences between aerobic and anaerobic respiration.</p> <p>To identify where heat, pressure and erosion are key factors in the rock cycle.</p> <p><b>Stability and change</b> To identify that the nucleus contains chromosomes which carry inherited genetic information?</p> <p><b>Scale and measurement</b> To apply the terms frequency, wavelength and amplitude to different waveforms.</p> <p>To predict the changes caused by forces To describe the relationship work done = force × distance.</p> <p><b>Matter and energy</b> To describe what an electromagnet is.</p> <p>To compare the transfer of energy by thermal conduction and by radiation.</p> <p><b>Systems</b> To describe the effects of global warming.</p> <p>To compare day lengths with the changes in the hemisphere.</p>	<p><b>Patterns, order and organisation</b> To compare the structure of elements, compounds and mixtures.</p> <p><b>Form and function</b> To explain how diffusion makes breathing possible.</p> <p>To describe how igneous, sedimentary and metamorphic rocks are formed.</p> <p><b>Stability and change</b> To explain that chromosomes are made of genes containing DNA, and describe the structure of DNA.</p> <p><b>Scale and measurement</b> How do sound waves travel through the ear.</p> <p>To explain the difference between mass and weight.</p> <p><b>Matter and energy</b> To explain magnetism using the domain theory.</p> <p>To describe the ways in which energy is stored.</p> <p>To explain how a dynamo works.</p> <p><b>Systems</b> To explain the effects of smog, acid rain and damage to the ozone layer.</p> <p>To explore the concept of a gravitational field and weight.</p>	<p><b>Patterns, order and organisation</b> To synthesise chemical symbol equations from given reactants.</p> <p><b>Form and function</b> To evaluate how well adapted the human gas exchange system is to its function.</p> <p>To explain why crystal size will vary in igneous rocks dependent on temperature.</p> <p><b>Stability and change</b> To explore ethical issues around selective breeding.</p> <p><b>Scale and measurement</b> To understand the similarities and differences between water waves and light waves.</p> <p>To investigate the effects of applied forces on springs (Hooke's Law) and interpret data relating to proportionality on a graph.</p> <p><b>Matter and energy</b> To explain the impact the Earth's magnetic field has on our planet.</p> <p>To describe combustion of fuels and recognise that different fuels transfer different amounts of energy.</p> <p><b>Systems</b> Evaluate the benefits and limitations of recycling schemes. To explain concept of galaxies and our position within these</p>