



# WOODBIDGE HIGH SCHOOL

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## **KS3 Assessment Framework Year 9**

**2024-2025**

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*Kindness*

*Respect*

*Inclusion*

*Excellence*

# Year 9 Assessment Framework: Art

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height  | (M) Mastering – Reaching the Skies   | (EX) Exceeding – Flying High   |
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| <p><b>Practical Skills:</b><br/>I can build upon core skills in year 8 and apply the formal elements with some success.</p> <p>I can use mixed media with some success and skill.</p> <p><b>Contextual knowledge and analysis</b></p> <p>I can use basic subject language in discussion work, evaluative tasks and extended research work.</p> <p>I can identify the basic elements that characterise a particular artist, culture, genre or style of art and design and use them to influence my work.</p> <p>I can make basic comparisons between artists, cultures, genres and styles of art.</p> <p><b>Independence outside the classroom:</b></p> <p>I can select my own source materials in preparation for lessons.</p> <p>I can find out minimal information when researching an artist, art genre or culture.</p> <p><b>Developing Ideas</b></p> <p>I can use my own and provided source materials to develop ideas with some creativity.</p> <p>I can bring elements together with a basic understanding of composition, design and target consumer.</p> <p><b>Outcomes:</b></p> <p>I can produce project outcomes that reflect some understanding of the topic I have been learning about.</p> <p>I show a basic level of skill in my outcomes.</p> <p><b>Presentation:</b></p> <p>Loose work is stuck in my sketchbook. I use my sketchbook pages fully, without wasting any space and take some pride in my work.</p> | <p><b>Practical Skills:</b><br/>I can build upon core skills in year 8 and apply the formal elements with reasonable success.</p> <p>I can use mixed media with reasonable success and skill.</p> <p><b>Contextual knowledge and analysis</b></p> <p>I can use a range of subject language in discussion work, evaluative tasks and extended research work.</p> <p>I can identify some elements that characterise a particular artist, culture, genre or style of art and use them to influence my work.</p> <p>I can make reasonable comparisons between artists, cultures, genres and styles of art.</p> <p><b>Independence outside the classroom:</b></p> <p>I can select a range of my own source materials in preparation for lessons.</p> <p>I can find out some information when researching an artist, art genre or culture.</p> <p>I can summarize information in sentences with reasonable presentation skills.</p> <p><b>Developing Ideas</b></p> <p>I can use my own and provided source materials to develop ideas with creativity and some refinement.</p> <p>I can bring elements together with a reasonable understanding of composition, design and target consumer.</p> <p><b>Outcomes:</b></p> <p>I can produce project outcomes that reflect a reasonable level of understanding of the topic I have been learning about.</p> <p>My outcome is supported by a sequence of development work.</p> <p>I show a reasonable level of skill in my outcomes.</p> <p><b>Presentation:</b></p> <p>Loose work is stuck in my sketchbook neatly. I use my sketchbook pages fully, without wasting any space and take reasonable pride in my work.</p> | <p><b>Practical Skills:</b><br/>I can build upon core skills in year 8 and apply the formal elements with a secure level of success.</p> <p>I can use mixed media with a secure level of success and skill.</p> <p><b>Contextual knowledge and analysis</b></p> <p>I can use a wide range of subject language with confidence in discussion work, evaluative tasks and extended research work.</p> <p>I can confidently identify elements that characterise a particular artist, culture, genres or style of art and use them creatively to influence my own work.</p> <p>I can make secure comparisons between artists, cultures, genres and styles of art.</p> <p>I am able to place individual artists within a time period and genre and clearly explain why.</p> <p><b>Independence outside the classroom:</b></p> <p>I can select a wide range of my own source materials in preparation for lessons.</p> <p>I can find out a range of information when researching an artist, art genre or culture.</p> <p>I can summarize information clearly in paragraphs with excellent presentation skills.</p> <p><b>Developing Ideas</b></p> <p>I consistently use my own and provided source materials to develop ideas with creativity and refinement.</p> <p>I can bring elements together with a secure understanding of composition, design and target consumer.</p> <p><b>Outcomes:</b></p> <p>I can produce project outcomes that reflect a secure level of understanding of the topic I have been learning about.</p> <p>My outcome is supported by a sequence of development work that realise my original intentions.</p> <p>I show a secure level of skill in my outcomes.</p> <p><b>Presentation:</b></p> <p>My sketchbook presentation is consistently good quality and shows a strong sense of pride in my work.</p> | <p><b>Practical Skills:</b><br/>I can build upon core skills in year 8 and apply the formal elements with a high level of success.</p> <p>I can use mixed media with a strong level of success and skill.</p> <p><b>Contextual knowledge and analysis</b></p> <p>I can use a wide range of subject language with increasing confidence in discussion work, evaluative tasks and extended research work.</p> <p>I can confidently identify elements that characterise a particular artist, culture, genres or style of art and use them creatively and innovatively to influence my own work.</p> <p>I can make strong comparisons between artists, cultures, genres and styles of art.</p> <p>I am able to place individual artists within a time period and genre and confidently explain why.</p> <p><b>Independence outside the classroom:</b></p> <p>I can select a wide range of my own source materials in preparation for lessons.</p> <p>I can find out a wide range of information when researching an artist, art genre or culture.</p> <p>I can summarize information clearly and concisely in paragraphs with high quality presentation skills.</p> <p><b>Developing Ideas</b></p> <p>I consistently use my own and provided source materials to develop creative, innovative and highly refined ideas.</p> <p>I can bring elements together with a strong understanding of composition, design and target consumer.</p> <p><b>Outcomes:</b></p> <p>I can produce project outcomes that reflect a strong level of understanding of the topic I have been learning about.</p> <p>My outcome is supported by a sequence of development work that clearly realise my original intentions.</p> <p>I show a strong level of skill and refinement in my outcomes.</p> <p><b>Presentation:</b></p> <p>My sketchbook presentation is consistently high quality and shows a strong sense of pride in my work.</p> |

## Year 9 Assessment Framework: Business

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High   |
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| <p>I can use information to make basic decisions regarding my <b>personal finance</b>.</p> <p>I can create a <b>winning business idea</b>, including developing a basic <b>business plan</b>.</p> <p>I am able to be an active participant as part of a <b>team</b>.</p> <p>I am able to work <b>independently</b>.</p> <p>I can deliver a business <b>pitch</b> to an audience, incorporating basic elements of research, creativity, media and planning.</p> | <p>I can use information to make sound decisions regarding my <b>personal finance</b>.</p> <p>I can create a <b>winning business idea</b>, including developing a sound <b>business plan</b>.</p> <p>I am able to work as part of a <b>team</b> and participate in the group’s success.</p> <p>I am able to work <b>independently</b> and can identify strengths and weaknesses in my performance.</p> <p>I can deliver a well-planned business <b>pitch</b> 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 <b>personal finance</b>.</p> <p>I can create a <b>winning business idea</b> based partially on research and imagination, including developing a mostly detailed <b>business plan</b>.</p> <p>I am able to work as part of a <b>team</b> and make meaningful contributions to the group’s overall success.</p> <p>I am self-motivated and able to work <b>independently</b>. I can identify strengths and weaknesses in my performance.</p> <p>I have the confidence to successfully deliver a well-planned business <b>pitch</b> 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 <b>personal finance</b>.</p> <p>I can create a <b>winning business idea</b> influenced by my own research and creativity, including developing a detailed <b>business plan</b>.</p> <p>I am able work as part of a <b>team</b> 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 <b>independently</b>. 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 <b>pitch</b> 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   |
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| <p><b><u>Coding skills</u></b><br/>I can sequence instructions in a non-coding way. I can show some understanding of the concepts of inputs, outputs, and variables and use them with help.<br/>I can use a simple ‘if’ statement to make a decision in my code.<br/>I can add a basic comment to the code with help to show understanding of the code.</p> <p><b><u>IT skills</u></b><br/>I have created a simple house style and a basic plan for one of the documents.</p> <p>I have created some simple documents, including images, text, and formatting.<br/>I have created a simple video, including importing video clips and adding titles and transitions.</p> <p>You can identify some good and bad points in my work and how to improve to make it better</p> <p><b><u>Computing Theory</u></b><br/>I know the basics of what is inside a computer.<br/>I know the basic software packages of a computer.</p> <p>I know the basics of networking.</p> <p>I know the basic ethics and laws I must follow when using a computer.</p> | <p><b><u>Coding skills</u></b><br/>I can sequence instructions in a coding way.<br/>I can show an understanding of the concepts, inputs, outputs, variables, and simple functions can be implemented with little help.<br/>I can use basic iteration while and/or for loops in my code. I sometimes use suitable variable names in my programs.<br/>I can comment on my code to show a basic understanding of what the code will do.</p> <p><b><u>IT skills</u></b><br/>I have created a good house style and a basic plan for one of the documents.<br/>I have created some satisfactory documents, including images, text, and formatting.<br/>I have created a good video, including importing video clips and adding titles and transitions.<br/>You can identify some good and bad points in my work.</p> <p><b><u>Computing Theory</u></b><br/>I know the essential parts of what is inside a computer, I know the basics of software and OS packages of a computer I can understand the basics of networking.</p> <p>I understand the ethics and laws I need to follow when using a computer.</p> | <p><b><u>Coding skills</u></b><br/>I can sequence instructions in python with independence.<br/>I can show an understanding of the concepts of inputs, outputs, variables and simple functions and can implement them independently.<br/>I can add iteration using while and for loops to my code. I consistently use proper variable names in my programs.<br/>My comments show an understanding of the code, and the level of comments allows other programmers to understand my code.</p> <p><b><u>IT skills</u></b><br/>I have created a comprehensive house style and plans for all documents.</p> <p>I have created a variety of business documents showing a clear and consistent house style throughout.</p> <p>I have created an excellent video to advertise my location, including video, titles, transitions and effects.</p> <p>You can identify good and bad points in my work and others’ and suggest suitable improvements in my work and others’.</p> <p><b><u>Computing Theory</u></b><br/>I know the name and can explain the parts in a PC.<br/>I know the basics of what an OS does on a PC.<br/>I can explain the basics of networking.</p> <p>I know the explanation of ethics and laws that I need to follow when using a computer.</p> | <p><b><u>Coding skills</u></b><br/>I can show that I can sequence instructions in python and use selection and iteration independently, even when applying them to solve more complex problems.</p> <p>I can correctly add nested iteration (while and for loops) in my code. I consistently use suitable variable naming standers in my programs.<br/>My comments show an understanding of the code, and the level of comments allows others (not just programmers) to understand my code.</p> <p><b><u>IT skills</u></b><br/>I have created a professional-looking house style and detailed plans for all the documents.</p> <p>I have created a variety of consistently formatted, professional-looking business documents, including text, images, clipart, graphs and tables suitable for the target audience and purpose.</p> <p>I can justify what improvement is needed in a piece of work and how it should be done to improve the piece of work.</p> <p><b><u>Computing Theory</u></b><br/>I can name all the parts of a PC and explain in detail what they do.<br/>I know different OS systems and explain the benefits of them.<br/>I can describe the basics of networking.</p> <p>I know the description of ethics and laws that I need to follow when using a computer.</p> |

## Year 9 Assessment Framework: D & T – (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><br/>I can identify and explain key findings from my research.<br/>I can identify and describe suitable ingredients/materials/processes.</p>   | <p><b>Knowing and Choosing</b><br/>I can summarise my research in my own words.<br/>I can Justify my ingredient/materials choices based on nutrition/properties/processes.</p>  | <p><b>Knowing and Choosing</b><br/>I can discuss findings of my research and form conclusions.<br/>I can suggest and explain alternative, appropriate ingredients/materials/ processes.</p>  | <p><b>Knowing and Choosing</b><br/>I can independently investigate project topics and apply scientific knowledge in my decision making.<br/>I can experiment with a wide range of ingredients/materials where available.</p>   |
| <p><b>Design Communication Graphics/Product:</b><br/>I can explain key features of my design using annotation.<br/>I can state the requirements needed for a product to be successful.<br/>I can use basic 2D and isometric drawing when designing.<br/>I can use CAD with support.<br/>I can identify basic needs, wants and values of a user.<br/>I can demonstrate an awareness of sustainability issues in my designs/cooking by explain their effect.</p> <p><b>Food:</b><br/>I can discuss adaptations to recipes which enhance the sensory and nutritional value of a dish.</p> | <p><b>Design Communication</b><br/>I can explain key features of my design using annotation.<br/>I can justify my specification criteria<br/>I can draw designs that look mostly accurate with a few proportional errors in Isometric. I can use basic CAD tools independently.<br/>I can explain the needs, wants and values of a user.<br/>I can make connections between my own design and the design movements/ companies I have been studying.<br/>I can describe the use of materials/ ingredients in the context of sustainability</p> <p><b>Food:</b><br/>I can apply adaptations to improve the organoleptic and nutritional characteristics of a variety of dishes.</p> | <p><b>Design Communication</b><br/>I can justify design ideas using detailed annotation.<br/>I can use my research to support justified specification criteria.<br/>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.<br/>I can analyse how the needs wants and values of my user are met by my design.<br/>I can use iterative design to solve problems (make/test/develop/repeat).<br/>I can analyse the use of materials/ ingredients in the context of sustainability.</p> <p><b>Food:</b><br/>I can apply adaptations to enhance the presentation, organoleptic and nutritional content of a variety of dishes.</p> | <p><b>Design Communication</b><br/>I can justify my design decisions using technical language in my detailed annotation.<br/>I can write a fully justified and evidenced specification that informs design.<br/>I can use a range of appropriate drawing styles.<br/>I can use CAD within design and development with skill and accuracy.<br/>I can expertly apply values of culture and ethics when designing to consider the needs and wants of my target users.<br/>I can use design strategies such as iterative design, to focus my design thinking.<br/>I independently seek design influences and find inspiration in the work of others.<br/>I can carry out a life cycle assessment of my design or product.</p> <p><b>Food:</b><br/>I can justify adaptations to recipes which improve the presentation, organoleptic, nutritional value and consider dietary user needs, for a variety of dishes.</p> |
| <p><b>Making and Realising</b><br/>I can use numeracy with confidence when weighing/measuring.<br/>I can use tools/utensils/machinery and processes safely with confidence.</p>  | <p><b>Making and Realising</b><br/>I can use numeracy effectively when weighing/measuring.<br/>I can use tools/utensils/machinery and processes safely with some skill and independence.</p>  | <p><b>Making and Realising</b><br/>I can use numeracy and rectify mistakes as I cook/make.<br/>I can use tools/utensils/machinery and processes safely with accuracy and full independence.</p>  | <p><b>Making and Realising</b><br/>I consistently use numeracy with skill during all practical work and planning.<br/>I can use tools/utensils/machinery and processes safely with accuracy, I am able to support others.<br/>I can create an ergonomic and fully functioning product.</p>   |
| <p><b>Analysing and Evaluating</b><br/>I can analyse a product and write basic observations using defined criteria.<br/>I can write an evaluation with my opinions on overall success including improvements.</p>  | <p><b>Analysing and Evaluating</b><br/>I can analyse a product using a defined set of criteria adding some justification.<br/>I can evaluate/ test my outcome and how I made it using criteria including user/peer feedback to support my judgements.</p>   | <p><b>Analysing and Evaluating</b><br/>I can critically analyse a product giving clear, justified advantages and disadvantages with conclusions.<br/>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>  | <p><b>Analysing and Evaluating</b><br/>I can critically analyse all aspects of a product from the point of a target user.<br/>I can carry out testing to ensure my product is fit for purpose.<br/>I can critically evaluate my outcome, I can explain at what stage specific changes are required in the making process.</p>  |

## Year 9 Assessment Framework: Drama

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High   |
|--|---|---|--|
| <p><b>Classroom Skills</b></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><b>Rehearsal Skills</b></p> <p>I can consistently work cooperatively with others. I remain focused when performing in front of my peers.</p> <p><b>Performance Skills</b></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. I engage with movement practitioner frantic assembly and I can apply physical theatre into my work.</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><b>Classroom Skills</b></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 contribute effectively in class discussion.</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><b>Rehearsal Skills</b></p> <p>I can work effectively with others without conflict and I am consistently focussed when working independently. I can utilise the strengths of others within my group and be supportive. I do not disrupt the learning of others. I can use the space effectively and explore using set, blocks and design elements to compliment my work.</p> <p><b>Performance Skills</b></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 movement practitioner Frantic Assembly, Verbatim techniques, Greek chorus and Iambic Pentameter.</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 by finding evidence in my tracker.</p> <p>I often remain in character when performing in front of my peers. I engage wholeheartedly in each performance.</p> | <p><b>Classroom skills</b></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>I can incorporate a variety of skills from previous SOL to enhance my concept for the current task.</p> <p><b>Rehearsal Skills</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. I am a supportive team member.</p> <p><b>Performance Skills</b></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 &amp; silence, monologue, physical theatre, verbatim, Greek chorus, canon, unison, Iambic Pentameter.</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>I consistently remain in character, sustaining the audience’s interest throughout my performance.</p> | <p><b>Classroom Skills</b></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>I can incorporate a variety of skills from previous SOL to enhance my concept for the current task</p> <p><b>Rehearsal Skills</b></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 &amp; compassionate to others’ capabilities and utilise the strengths of others to produce outstanding outcomes.</p> <p><b>Performance Skills</b></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 use skills and techniques competently among these could be pause &amp; silence, monologue, physical theatre, verbatim, Greek chorus, canon, unison, Iambic Pentameter</p> <p>I can acknowledge my strengths and independently act on my weaknesses in order to improve by reflecting on evidence from my tracker.</p> <p>I use my own time and resources to develop my knowledge and expertise.</p> <p>I consistently engage my audience in a sophisticated and advanced way that exceeds expectations.</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><b>Reading</b><br/>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><b>Writing</b><br/>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><b>Speaking &amp; Listening</b><br/>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><b>Reading</b><br/>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><b>Writing</b><br/>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><b>Speaking &amp; Listening</b><br/>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><b>Reading</b><br/>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><b>Writing</b><br/>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><b>Speaking &amp; Listening</b><br/>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><b>Reading</b><br/>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><b>Writing</b><br/>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><b>Speaking &amp; Listening</b><br/>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

| 9 [E] Exploring–Taking Off  | [D] Developing– Gaining Height  | [M] Mastering– Reaching the Skies   | [EX] Exceeding– Flying High  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• I can show excellent <b>knowledge</b> and <b>case studies</b> using <b>facts and figures</b> in my written/verbal responses</li> <li>• I always use <b>subject specific vocabulary</b> in my written/verbal responses</li> <li>• I can link <b>human</b> and <b>physical processes</b> and explain the interrelationships in my written/verbal responses.</li> <li>• To identify processes and places at a range of <b>scales</b></li> <li>• To investigate how people try to manage <b>environments sustainably</b> and use my own views in my written/verbal responses.</li> <br/> <li>• To complete a variety of appropriate <b>graphs</b> and maps to present data</li> <li>• To demonstrate an understanding of <b>number</b>, area and scales.</li> <li>• I can apply knowledge to collect, present, analyse and evaluate a <b>geographical enquiry</b>.</li> <li>• To apply synoptic knowledge to a <b>geographical issue</b></li> <li>• I can demonstrate basic <b>spelling, punctuation</b> and <b>grammar</b></li> </ul> | <ul style="list-style-type: none"> <li>• I can use <b>knowledge</b> and case studies at contrasting levels of wealth (LIC/HIC/NEE) to demonstrate how effects and responses vary in my written/verbal responses</li> <li>• I can link SCEEPS (SEE) to <b>subject specific vocabulary</b>. written/verbal responses</li> <li>• I can link <b>human and physical processes</b> synoptically (across topics) and explain the interrelationships in my written/verbal responses</li> <li>• To explain case studies at a range of <b>scales</b>.</li> <li>• I can examine the different demands on the <b>environment</b> and compare different approaches to manage it</li> <br/> <li>• To complete a variety of appropriate <b>graphs</b> and maps to present data and extract information.</li> <li>• To demonstrate an understanding of <b>number</b>, area and scales, and calculate percentages and measures of central tendency.</li> <li>• I can apply knowledge and understanding to interpret, analyse and evaluate information and issues related to <b>geographical enquiry</b></li> <li>• To apply synoptic knowledge and geographical skills across KS3 to a <b>geographical issue</b>.</li> <br/> <li>• I can demonstrate good <b>spelling, punctuation</b> and <b>grammar</b></li> </ul> | <ul style="list-style-type: none"> <li>• I can use a wide range of <b>knowledge</b> and case studies and place examples in my written work, found through independent research.</li> <li>• I can link the concept of sustainability to the <b>subject specific content</b></li> <li>• I can explain a range of <b>human and physical processes</b> and how they interact to create environments and how these change temporally.</li> <li>• To evaluate case studies at a range of <b>scales</b>.</li> <li>• I can examine the different demands on the <b>environment</b> and compare different approaches at different scales, and evaluate different stakeholders views</li> <br/> <li>• To complete a variety of appropriate <b>graphs</b> and maps to present data and interpret and extract information.</li> <li>• To draw informed conclusions from <b>numerical</b> data</li> <li>• I can undertake a <b>geographical enquiry</b> and identify the limitations of data collection and suggest other data that might be useful</li> <li>• To apply synoptic knowledge and geographical skills across KS3 and a range of scales to a <b>geographical issue</b>.</li> <li>• I can demonstrate considerable accuracy in <b>spelling, punctuation</b> and <b>grammar</b></li> </ul> | <ul style="list-style-type: none"> <li>• I research up to date case studies and locational information to show excellent <b>knowledge</b> (Thinking like a Geographer)</li> <li>• I can apply <b>subject specific content</b> synoptically (across topics) .</li> <li>• <b>I can think like a geographer</b> and explain interrelationships between geographical phenomena and different scales and in different contexts.</li> <li>• To <b>analyse</b> geographical issues at a range of <b>scales</b> and suggest possible <b>solutions</b>.</li> <li>• I can examine the different demands on the <b>environment</b> and compare different approaches at different scales, and evaluate different stakeholders views, <b>also predict future changes</b>.</li> <br/> <li>• Suggest an appropriate form of <b>graphical</b> representation for the data provided.</li> <li>• To manipulate data and use to inform conclusions from <b>numerical</b> data</li> <li>• I can undertake a <b>geographical enquiry</b> and comment on to what extent are the conclusions reliable.</li> <li>• To apply synoptic (across topics) knowledge and independent knowledge, and a range of scales to a <b>geographical issue</b>.</li> <li>• I can demonstrate consistent accuracy in <b>spelling, punctuation</b> and <b>grammar</b></li> </ul> |



## Year 9 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></p> <p>Students can recall aspects of content covered. They will recall a simple narrative and use relevant vocabulary for at least 2 topics studied.</p> <p><b>Chronology</b></p> <p>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></p> <p>Can describe periods of change and continuity.</p> <p><b>Cause and Consequence</b></p> <p>Can describe and recognise links between events to see how one led to another.</p> <p><b>Significance</b></p> <p>Can describe basic reasons for significance using criteria.</p> <p><b>Diversity</b></p> <p>Can describe that individuals of the past experienced events in different ways.</p> <p><b>Evidential Thinking</b></p> <p>Can make inferences from a source.</p> <p><b>Interpretations</b></p> <p>Can understand that historians have different views about the past.</p> | <p><b>Subject Knowledge</b></p> <p>Students will have good recall of the narrative of events covered. They will describe a basic narrative and use relevant vocabulary across most topics studied.</p> <p><b>Chronology</b></p> <p>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></p> <p>Can explain periods of change and continuity.</p> <p><b>Cause and Consequence</b></p> <p>Can recognise and begin to explain how one event led to another.</p> <p><b>Significance</b></p> <p>Can explain basic reasons for significance.</p> <p><b>Diversity</b></p> <p>Can explain the diverse experiences of people of the past.</p> <p><b>Evidential Thinking</b></p> <p>Can make supported inferences.<br/>Can make simple comments on the usefulness/ provenance of a source.</p> <p><b>Interpretations</b></p> <p>Can describe how interpretations can differ.</p> | <p><b>Subject Knowledge</b></p> <p>Students will have a good grasp of the narrative of events covered. They will provide dates, places and individuals and specifics of the key events/ topics covered. They will explain a narrative with some understanding between different topics and use relevant vocabulary that is linked to the topic and the conceptual focus.</p> <p><b>Chronology</b></p> <p>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></p> <p>Can fully explain periods of change and continuity with judgement of the extent of change.</p> <p><b>Cause and Consequence</b></p> <p>Can fully explain how events led to one another<br/>Will begin to link causes and consequences together.</p> <p><b>Significance</b></p> <p>Can fully explain why some individuals and events are more significant than others. Will begin to use criteria to form judgement.</p> <p><b>Diversity</b></p> <p>Can fully explain why people experience the past in different ways and will start to explain the reasons why.</p> <p><b>Evidential Thinking</b></p> <p>Can make supported inferences.<br/>Can make valid comments based on criteria on the usefulness/ provenance of a source.</p> <p><b>Interpretations</b></p> <p>Identifies the differences in interpretations and explains why they are different.</p> | <p><b>Subject Knowledge</b></p> <p>Students will have a strong grasp of specific details of the events covered. They will be clear on dates, place and individuals and specifics of the key events/ topics covered. They will explain a narrative with good understanding between different topics and confidently use relevant vocabulary that is linked to the topic and the conceptual focus.</p> <p><b>Chronology</b></p> <p>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. They will be able to see how one event leads to another</p> <p><b>Change and Continuity</b></p> <p>Can fully explain periods of change and continuity with clear judgement of the extent of change based on pace, extent or direction of change.</p> <p><b>Cause and Consequence</b></p> <p>Can recognise and fully explain how events led to another.<br/>Can construct a multi-causal explanation that recognises the links between causes and consequences.</p> <p><b>Significance</b></p> <p>Can use valid criteria throughout a line of argument to fully explain significance.</p> <p><b>Diversity</b></p> <p>Can fully explain why people experienced the past in different ways and will analyse the reasons why.</p> <p><b>Evidential Thinking</b></p> <p>As mastering but inferences will be more sophisticated<br/>Confidently applies criteria in the process of analysing both the content and the provenance to reach a judgement about utility.</p> <p><b>Interpretations</b></p> <p>Can support how and why interpretations might be different using their understanding of the nature of interpretations given and the sources available.</p> |

## Year 9 Assessment Framework: Maths

| (E) Exploring – Taking Off  | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High   |
|---|---|---|--|
| <p>Recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures.</p> <p>Interpret and communicate basic information; make deductions and use reasoning to obtain results.</p> <p>Solve problems by translating simple mathematical and non-mathematical problems into mathematical processes.</p> <p>Provide basic evaluation of methods or results.</p> <p>Interpret results in the context of the given problem.</p> | <p>Accurately recall facts, terminology and definitions.</p> <p>Work accurately with all four arithmetic operations both in routine procedures and in problem solving questions both with and without a calculator.</p> <p>Accurately carry out routine procedures in algebra.</p> <p>Begin to make deductions to draw conclusions from mathematical information.</p> <p>Critically evaluate a given way of presenting information.</p> <p>Solve problems involving ratio, percentages and fractions in context.</p> <p>Begin to make connections between different areas of mathematics.</p> <p>Use estimation and justify assumptions whilst applying mathematical process to problems presented in a non-mathematical context.</p> <p>Communicate information accurately using diagrams.</p> | <p>Perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae.</p> <p>Interpret and communicate information effectively.</p> <p>Make deductions, inferences and draw conclusions.</p> <p>Construct chains of reasoning, including arguments.</p> <p>Generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics.</p> <p>Interpret results in the context of the given problem.</p> <p>Evaluate methods and results.</p> | <p>Perform procedures accurately.</p> <p>Interpret and communicate complex information accurately.</p> <p>Make deductions and inferences and draw conclusions.</p> <p>Construct substantial chains of reasoning, including convincing arguments and formal proofs.</p> <p>Generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes.</p> <p>Make and use connections, which may not be immediately obvious, between different parts of mathematics.</p> <p>Interpret results in the context of the given problem.</p> <p>Critically evaluate methods, arguments, results and the assumptions made.</p> |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Year 9 Support Curriculum</div>   | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Year 9 Core Curriculum</div>  | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Year 9 Extended Curriculum</div>  |  |

## Year 9 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><br/>I communicate basic, relevant information on topics covered.</p> <p>I give a range of opinions with opinion phrases and the occasional intensifier &amp; justify these e.g <i>À mon avis j'aime... car</i></p> <p>I use &amp; understand range of basic vocabulary on the relevant topics.</p> <p>I can occasionally respond spontaneously.</p> <p>I can respond to key information in written &amp; spoken texts &amp; sometimes draw conclusions.</p> <p>I am able to pronounce a small range of letters &amp; combination of letters accurately in French but sometimes struggle to pronounce whole words accurately.</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I sometimes produce extended sentences with a range of connectives &amp; adverbs of time e.g. 'et', 'mais', <i>néanmoins</i>,</p> <p>I refer to a range of present, future or past events 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, 3<sup>rd</sup> person sentences, negatives ne...pas/ jamais</i></p> | <p><b>Communication</b><br/>I can develop my answers to give some relevant, extra information.</p> <p>I give detailed opinions with opinion phrases and frequently justify them using reasons &amp; intensifiers.</p> <p>I can use &amp; understand a range of vocabulary including using vocabulary from previous units in different contexts &amp; some new vocabulary.</p> <p>I can respond to most questions spontaneously &amp; interact naturally without hesitating much.</p> <p>I can frequently recognise &amp; respond to key information in written &amp; spoken texts &amp; often draw conclusions.</p> <p>I know how a range of different letters &amp; combinations of letters are pronounced in French &amp; can often use this knowledge to pronounce &amp; spell French words accurately.</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I produce sentences which are consistently linked with a wide range of appropriate &amp; varied connectives. –see <i>CROATIAN</i></p> <p>I refer to a range of present, future &amp; past events in the 'je' form with mostly accurate structures &amp; a range of verbs &amp; time phrases.</p> <p>I use a range of complex structures which are mostly accurate e.g., 'depuis', the comparative, past/present/future verbs in forms other than 'je, opinions in different tense and modal verbs</p> | <p><b>Communication</b><br/>I consistently expand my answers to give extra, relevant &amp; interesting detail in a range of tenses.</p> <p>I give a wide range of different, detailed &amp; original opinions with a range of subjects which I justify convincingly.</p> <p>I can use &amp; understand a wide range of unusual + previously learnt vocabulary in different contexts &amp; new vocab I have looked up.</p> <p>I can respond to most questions spontaneously, with reasonable accuracy, some complexity &amp; little hesitation.</p> <p>I consistently recognise &amp; respond to complex information in written &amp; spoken texts &amp; consistently draw justified conclusions.</p> <p>I can use my knowledge of the sound- spelling link to frequently pronounce &amp; spell French words accurately, sometimes including previously unseen words.</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I produce sentences which are consistently linked with a wide range of appropriate &amp; varied connectives, plus a range of negatives- see <i>CROATIAN</i></p> <p>I refer to a wide range of present, future &amp; past events with consistently accurate structures &amp; with a range of subjects, verbs &amp; time phrases.</p> <p>I use a wide range of complex structures with a good level of accuracy.</p> | <p><b>Communication</b><br/>I consistently expand my answers to give extra, relevant detail, giving examples to illustrate my points.</p> <p>I give detailed &amp; convincing opinions with a wide range of subjects &amp; explain them with detailed justification.</p> <p>I can use &amp; understand wide range of unusual vocabulary including using vocabulary from previous units in different contexts &amp; frequently use new words.</p> <p>I can respond to most questions spontaneously &amp; interact naturally with a high level of complexity.</p> <p>I consistently recognise &amp; respond to complex information in written &amp; spoken texts &amp; consistently draw justified conclusions.</p> <p>I can use my knowledge of the sound-spelling link to consistently pronounce &amp; spell French words accurately, including previously unseen words.</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I produce sentences which are consistently linked with a wide range of appropriate &amp; varied connectives, plus a range of negatives &amp; different persons- see <i>CROATIAN</i></p> <p>I refer to a wide range of present, future, conditional, imperfect &amp; past events with a wide range of subjects with consistently accurate structures &amp; a wide range of subjects, verbs &amp; time phrases.</p> <p>I use a wide range of complex structures with a high level of accuracy.</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><b>Communication</b><br/>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>I can use my knowledge of the link between sounds and spelling in German to frequently pronounce and spell German words accurately, sometimes including previously unseen words.</p> <p><b>Language Complexity &amp; Accuracy</b><br/>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 present, future and past events with 'ich' with increased accuracy.</p> <p>I use occasional examples of complex structures with variable accuracy.</p> | <p><b>Communication</b><br/>I frequently expand my answers to give extra, relevant detail.</p> <p>I give detailed opinions with <b>1<sup>st</sup> and 3<sup>rd</sup></b> person <b>and</b> 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>I can use my knowledge of the link between sounds and spelling in German to consistently pronounce and spell German words accurately, including previously unseen words.</p> <p><b>Language Complexity &amp; Accuracy</b><br/>I produce sentences with a range of connectives, including those that change word order e.g 'weil', 'obwohl'.</p> <p>I refer to present, future and past events with <b>different subjects</b> with frequently accurate structures and a range of verbs and time phrases.</p> <p>I use a range of complex structures with frequent accuracy.</p> | <p><b>Communication</b><br/>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 <b>all subjects</b>, 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>I can use my knowledge of the link between sounds and spelling in German to consistently pronounce and spell longer German words (eg. <i>compound nouns made up of more than 2 nouns</i>) accurately, including previously unseen words.</p> <p><b>Language Complexity &amp; Accuracy</b><br/>I produce sentences with a wider 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 <b>all subjects</b>.</p> <p>I use a wide range of complex structures with a high level of accuracy.</p> | <p><b>Communication</b><br/>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>I can use my knowledge of the link between sounds and spelling in German to consistently pronounce and spell longer German words (eg. <i>compound nouns made up of more than 2 nouns</i>) accurately, including a wider range of previously unseen words.</p> <p><b>Language Complexity &amp; Accuracy</b><br/>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 <b>and the conditional</b> 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.</p> |

## Year 9 Assessment Framework: MFL – Russian

|   | [E] Exploring—Taking Off   | [D] Developing— Gaining Height  | [M] Mastering— Reaching the Skies  | [EX] Exceeding— Flying High   |
|---|--|---|--|---|
| <b>Communication</b>                      | <ul style="list-style-type: none"> <li>• I communicate basic, relevant information on topics covered.</li> <li>• I give basic opinions but I don't often justify them.</li> <li>• I use and understand a range of basic vocabulary on the relevant topic.</li> <li>• I can occasionally respond spontaneously.</li> <li>• I can often recognise and respond to complex information in written and spoken texts and sometimes draw justified conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• I can develop my answers to give some relevant, extra information</li> <li>• I give opinions and frequently justify them.</li> <li>• I use and understand a wide range of basic, standard vocabulary to express a range of ideas.</li> <li>• I can respond spontaneously and interact naturally for parts of conversations with a range of grammatical structures</li> <li>• I can frequently recognise and respond to key information in written and spoken texts and often draw conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• I often expand my answers to give extra, relevant detail.</li> <li>• I give a range of detailed and original opinions and justify them fully and convincingly</li> <li>• I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary.</li> <li>• I can respond to most questions spontaneously, with reasonable accuracy, some complexity and little hesitation.</li> <li>• I can consistently recognise and respond to complex information in written and spoken texts and frequently draw justified conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• I consistently expand my answers to give extra, relevant detail.</li> <li>• I give a wide range of different, detailed and original opinions which I justify fully and convincingly using a range of language</li> <li>• I can use and understand a wide range of unusual vocabulary including using vocabulary in different contexts.</li> <li>• I can respond to most questions spontaneously and accurately, including complex structures</li> <li>• I consistently recognise and respond to complex information in written and spoken texts and consistently draw justified conclusions</li> </ul> |
| <b>Language Complexity &amp; Accuracy</b> | <ul style="list-style-type: none"> <li>• I use some basic connectives at times. (потому что, так как)</li> <li>• I refer to some past, present and future events but make some errors.</li> <li>• I use basic grammatical structures, e.g. Я люблю+ infinitive</li> </ul>  | <ul style="list-style-type: none"> <li>• I produce extended sentences with a small range of connectives.</li> <li>• I refer to a range of past, present and future events with some accurate structures.</li> <li>• I use occasional examples of complex structures with variable accuracy, e.g. мне нравится+ infinitive</li> </ul>  | <ul style="list-style-type: none"> <li>• I produce frequent extended sentences with a wide range of connectives.</li> <li>• I refer to a range of past, present and future events with frequently accurate structures.</li> <li>• I use a range of complex structures which are mostly accurate, e.g. можно/ нельзя; у него/ у неё есть</li> </ul>   | <ul style="list-style-type: none"> <li>• I produce sentences which are consistently linked with a wide range of appropriate and varied connectives.</li> <li>• I refer to a wide range of past, present and future events with consistently accurate structures</li> <li>• I use a wide range of complex structures with a high level of accuracy, e.g. reflexive verbs</li> </ul>  |



## Year 9 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><br/>I communicate basic, relevant information on topics covered.</p> <p>I give opinions and occasionally justify them.<br/><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 topics.</p> <p>I can occasionally respond spontaneously.</p> <p>I can respond to key information in written and spoken texts and sometimes draw conclusions.</p> <p>I am able to pronounce a small range of letters and combination of letters accurately in Spanish but sometimes struggle to pronounce whole words accurately.</p> <p><b>Language Complexity &amp; Accuracy</b><br/>I use some basic connectives at times and simple adverbs of time. e.g. <i>porque, pero, normalmente</i></p> <p>I refer to basic present, past OR future events in the I form but I make mistakes.</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><b>Communication</b><br/>I can develop my answers to give some relevant, extra information.</p> <p>I give detailed opinions and explain those using reasons and intensifiers.</p> <p>I can use and understand a range of vocabulary including using vocabulary from previous units in different contexts and some new vocabulary from a dictionary.</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>I know how a range of different letters and combinations of letters are pronounced in Spanish and can often use this knowledge to pronounce and spell Spanish words accurately</p> <p><b>Language Complexity &amp; Accuracy</b><br/>I produce sentences which are linked with different connectives and appropriate adverb of time –see <i>CROATIAN</i></p> <p>I refer to some events in the present, future <b>and</b> past tense in the I form with some accuracy</p> <p>I use complex structures with some accuracy. (e.g. infinitive constructions, <i>gustar</i>, comparative &amp; superlative, modal verbs)</p> | <p><b>Communication</b><br/>I consistently expand my answers to give extra, relevant and interesting detail in a range of tenses.</p> <p>I give a wide range of different, detailed and original opinions with a range of subjects which I justify 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 can consistently recognise and respond to complex information in written and spoken texts and frequently draw justified conclusions.</p> <p>I can use my knowledge of the link between sounds and spelling in Spanish to frequently pronounce and spell Spanish words accurately, sometimes including previously unseen words.</p> <p><b>Language Complexity &amp; Accuracy</b><br/>I produce sentences which are often linked with a range of appropriate and varied connectives, time phrases and negatives- see <i>CROATIAN</i>.</p> <p>I refer to a range of past, present and future events with accuracy using two or more of subjects.</p> <p>I use a range of complex structures which are mostly accurate- see Developing.</p> | <p><b>Communication</b><br/>I consistently expand my answers to give extra, relevant detail, giving examples to illustrate my points.</p> <p>I give detailed and convincing opinions with a wide range of subjects and explain them with detailed justification.</p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary from previous units in different contexts and frequently use new words.</p> <p>I can respond to most questions spontaneously and interact naturally with a high level of complexity.</p> <p>I consistently recognise and respond to complex information in written and spoken texts and consistently draw justified conclusions.</p> <p>I can use my knowledge of the link between sounds and spelling in Spanish to consistently pronounce and spell Spanish words accurately, including previously unseen words.</p> <p><b>Language Complexity &amp; Accuracy</b><br/>I produce sentences which are consistently linked with a wide range of appropriate and varied connectives, adverbs of time and negatives- <i>CROATIAN</i>.</p> <p>I refer to a wide range of past, present and future events with consistently accurate structures using a range of subjects.</p> <p>I can use a wide range of complex structures with a high level of accuracy- see Developing.</p> |

## Year 9 Assessment Framework: Music

| [E] Exploring—Taking Off   | [D] Developing– Gaining Height   | [M] Mastering– Reaching the Skies   | [EX] Exceeding– Flying High  |
|--|--|---|--|
| <p><b>Unit 1 – Band Project</b><br/>I can play a basic on my part on my chosen instrument with some fluency. We are mostly in time together. We can play one section of our song.<br/><b>Targets achieved: p1,2 &amp; I1</b></p> <p><b>Unit 2 – Minimalism</b><br/>I can play a basic ostinato part with accuracy but am not always in time with my group. I understand some minimalism key terms.<br/><b>Targets achieved: p1,2 &amp; I1</b></p> <p><b>Unit 3 – Club Dance Music</b><br/>I have created an original piece of Club Dance music using mostly audio loops and a few MIDI parts loops. It follows some of the basic conventions of the genre<br/><b>Targets achieved: c1,3 &amp; I1</b></p> <p><b>Unit 4 – Keyboard Dance Music</b><br/>I can play some of my chosen piece. I can play this with some accuracy. I can recall simple facts about each style of dance music.<br/><b>Targets achieved: p1,2 &amp; I1</b></p> <p><b>Unit 5 – Songwriting</b><br/>I have created a song which has a verse and chorus but no instrumental accompaniment. It conveys a basic sense of a chosen genre. I am able to say if I like or dislike a song and can sometimes say why using basic key terms.<br/><b>Targets achieved: c1 &amp; I1</b></p> <p><b>Unit 6 – Music for Video Games</b><br/>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.<br/><b>Targets achieved: c1,3 &amp; I1</b></p> <p><b>Unit 7 – Samba</b><br/>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.<br/><b>Targets achieved: p1,2,3,4 &amp; I1</b></p> <p><b>NB. Year 9 students will not complete all seven units. They will complete 6, dependent on timetabling and resources available.</b></p> | <p><b>Unit 1 – Band Project</b><br/>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.<br/><b>Targets achieved: p3,4 &amp; I2,3</b></p> <p><b>Unit 2 – Minimalism</b><br/>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.<br/><b>Targets achieved: p3,4,8 &amp; I2,3</b></p> <p><b>Unit 3 – Club Dance Music</b><br/>My Club Dance piece uses mostly MIDI parts with a couple of audio loops and I have selected appropriate timbres. I have suggested ways in which our piece might be improved and the parts are mostly in time with each other.<br/><b>Targets achieved: c2,4 &amp; I2,3</b></p> <p><b>Unit 4 – Keyboard Dance Music</b><br/>I can play a longer part of my chosen piece. My notes are all accurate, my rhythms are accurate. I can play this in time with my partner. I can explain the key features of each dance style.<br/><b>Targets achieved: p3,4,5 &amp; I3,4</b></p> <p><b>Unit 5 – Songwriting</b><br/>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.<br/><b>Targets achieved: c2,3 &amp; I2,3</b></p> <p><b>Unit 6 – Music for Video Games</b><br/>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.<br/><b>Targets achieved: c2,4 &amp; I2,3</b></p> <p><b>Unit 7 – Samba</b><br/>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.<br/><b>Targets achieved: p5,6 &amp; I2,3</b></p> | <p><b>Unit 1 – Band Project</b><br/>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.<br/><b>Targets achieved: p5,6,7,8 &amp; I4,5</b></p> <p><b>Unit 2 – Minimalism</b><br/>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.<br/><b>Targets achieved: p5,6,7,9 &amp; I4,5</b></p> <p><b>Unit 3 – Club Dance Music</b><br/>My Club Dance piece is comprised solely of parts I have played in using the MIDI keyboard. 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.<br/><b>Targets achieved: c5,6 &amp; I4</b></p> <p><b>Unit 4 – Keyboard Dance Music</b><br/>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.<br/><b>Targets achieved: p6,7,8 &amp; I4</b></p> <p><b>Unit 5 – Songwriting</b><br/>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.<br/><b>Targets achieved: c4,5,6 &amp; I4</b></p> <p><b>Unit 6 – Music for Video Games</b><br/>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.<br/><b>Targets achieved: c5,6 &amp; I4</b></p> <p><b>Unit 7 – Samba</b><br/>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.<br/><b>Targets achieved: p7,8,9 &amp; I4,5</b></p> | <p><b>Unit 1 – Band Project</b><br/>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.<br/><b>Targets achieved: p9,10,11,13 &amp; I6</b></p> <p><b>Unit 2 – Minimalism</b><br/>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<br/><b>Targets achieved: p10,11,12,13 &amp; I6</b></p> <p><b>Unit 3 – Club Dance Music</b><br/>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 and is highly original. I have used the mixer to add effects which have enhanced my composition. I can use key terms when analysing other people's work.<br/><b>Targets achieved: c7,8 &amp; I5,6</b></p> <p><b>Unit 4 – Keyboard Dance Music</b><br/>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.<br/><b>Targets achieved: p9,10,11 &amp; I5</b></p> <p><b>Unit 5 – Songwriting</b><br/>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.<br/><b>Targets achieved: c7,8 &amp; I5,6</b></p> <p><b>Unit 6 – Music for Video Games</b><br/>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.<br/><b>Targets achieved: c7,8 &amp; I5,6</b></p> <p><b>Unit 7 – Samba</b><br/>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.<br/><b>Targets achieved: p10,11,13 &amp; I5,6</b></p> |

## Year 9 Assessment Framework: PE

| (E) Exploring – Taking Off  | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High   |
|---|---|---|--|
| <p><b>Competency</b><br/>Students can navigate a broad range of fundamental movement skills with accuracy and confidence. They can use these FMS to take part in controlled competitive scenarios.</p> <p><b>Knowledge</b><br/>This student can recall teaching points with accuracy. They can link some knowledge from other sports/activities together. There is a basic understanding of tactics and choreography.</p> <p><b>Health and Fitness</b><br/>This student can identify and explain how different body systems are affected by exercise. They can explain the link between diet and exercise to health.<br/><i>E.G I know 4 components of fitness and a range of muscles and bones.</i></p> <p><b>Personal Development</b><br/>This student can work individually, in small and large teams with some success. They can show confidence in some situations when leading smaller groups or demonstrating a skill.</p> <p><b>Evaluation</b><br/>This student can recognise strong and weak performances in a range of sporting situations. They can justify these, linking knowledge and competency to their analysis.</p> | <p><b>Competency</b><br/>This student is capable of playing, performing and demonstrating a range of skills and techniques from a variety of sports and activities with increasing confidence.</p> <p><b>Knowledge</b><br/>Tactical, strategic and compositional understanding is good across a range of sports and activities. Sport specific information is stored, recalled and explained well.</p> <p><b>Health and Fitness</b><br/>This student has developed a broad understanding of the Hand F aspects in all the sports and activities. They have a good understanding of body systems and can explain how these link to performance and health.<br/><i>E.G I know 5 components of fitness and a range of muscles and bones.</i></p> <p><b>Personal Development</b><br/>These students can lead most groups with confidence. They use developed social skills to engage peers positively and proactively when in assessment or game scenarios.</p> <p><b>Evaluation</b><br/>This student can use a range of feedback techniques to improve their own and peer performance. They identify and accurately explain positive and negative aspects of performance and gameplay.</p> | <p><b>Competency</b><br/>The most advanced skills are accurately replicated with proficiency in challenging scenarios. This student demonstrates very good performance levels in a range of scenarios.</p> <p><b>Knowledge</b><br/>Complex terminology relating to most sports/activities can be explained well. A deep understanding of rules, tactics and strategies exists and can be conveyed effectively.</p> <p><b>Health and Fitness</b><br/>This student shows an understanding of the impact physiology has in a wide range of sports and activities. They can link body systems, biology and nutrition to performance and training.<br/><i>E.G I know 6 components of fitness and a range of muscles and bones.</i></p> <p><b>Personal Development</b><br/>This student shows excellent interpersonal skills in a range of scenarios. They can demonstrate, teach, coach and support their peers in a range of scenarios. They always show empathy and understanding.</p> <p><b>Evaluation</b><br/>These students continually analyse their own and peer performances. They tweak tactics and strategies to improve performances. They can compare and contrast their own and others' abilities to improve success.</p> | <p><b>Competency</b><br/>Performance and execution of advanced skills is of an extremely high level. The individual shows high quality performances in every sport and activity they take part in.</p> <p><b>Knowledge</b><br/>This student has exceptional understanding of the rules and requirements for all sports and activities. They utilise strategies and tactics from similar sports to increase individual and team success. They can explain highly complex information.</p> <p><b>Health and Fitness</b><br/>This student can recall and explain all the components of fitness. They are able to give specific sporting examples for each and link these to training methods.<br/><i>E.G I know 8 components of fitness and a range of muscles and bones.</i></p> <p><b>Personal Development</b><br/>This student can assume the role of the teacher when instructed. They coach/mentor other students using their outstanding communication and social skills.</p> <p><b>Evaluation</b><br/>This student has a deep analytical understanding of the pros and cons of all sports and activities. They regularly identify errors and explain how to improve these to peers constructively.</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. <b>In order to consider the question: what is religion?</b></p> <p>To know key facts, such as founder and core beliefs, of two NRMs. <b>In order to explain how and why individuals and communities express the meanings of their beliefs and values in many different forms.</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>In order to explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses.</b></p> <p>Being able to give a single religious view on an issue, such as views on abortion, marriage, divorce, and euthanasia with a religious justification. <b>Beginning to understand reasons why some people support and others question these views.</b></p> <p>Able to express their own views on Life After Death. <b>In order to explain how and why individuals and communities express the meanings of their beliefs and values.</b></p> <p>Able to apply religious scripture to explain a religious belief. <b>In order to demonstrate knowledge of beliefs with reference to sources of wisdom and authority.</b></p> <p>Able to explain a philosophical idea. <b>In order to express insights into significant moral and ethical questions posed by being human in ways that are well-informed.</b></p> <p>To give a response to the enquiry questions based on specific beliefs of the relevant religion, including an understanding of differing opinions in the religion.</p> <p>To give a response to the enquiry questions based on specific beliefs of the relevant religion or philosophical ideas.</p> | <p>To know more than four features of cults and identify these in NRMs. <b>In order to consider the question: what is religion?</b></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?'. <b>In order to explain how and why individuals and communities express the meanings of their beliefs and values in many different forms.</b></p> <p>Being able to explain their own beliefs and the beliefs of others using examples. <b>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.</b></p> <p>Being able to give contrasting religious views on an issue, such as views on abortion, marriage, divorce, and euthanasia with a religious justification. <b>Beginning to understand reasons why some people support and others question these views.</b></p> <p>Able to describe the beliefs on Life After Death in Christianity, Islam and Hinduism. <b>In order to explain how individuals and communities express the meanings of their beliefs and values in many different forms.</b></p> <p>Able to apply religious scripture and explain how a religious person should act. <b>In order to demonstrate knowledge of beliefs and practices with reference to sources of wisdom and authority.</b></p> <p>Able to apply a philosophical idea to a piece of fiction. <b>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.</b></p> <p>To give a response to the enquiry questions based on specific beliefs of the relevant religion, including an understanding of differing opinions in the religion or philosophical ideas.</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?'. <b>In order to consider and evaluate the question: what is religion?</b></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?'. <b>In order to explain how and why individuals and communities express the meanings of their beliefs and values in many different forms.</b></p> <p>Able to present two sides of an argument and reach a conclusion. <b>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.</b></p> <p>Being able to describe contrasting religious views on an issue, such as views on abortion, marriage, divorce, and euthanasia with a religious justification and reach a conclusion. <b>In order to understand reasons why some people support and others question these views.</b></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. <b>In order to explain how and why individuals and communities express the meanings of their beliefs and values in many different forms.</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>Able to apply a philosophical idea to the real world. <b>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.</b></p> <p>To make an argument in response to the enquiry questions based on specific beliefs of the relevant religion, including an understanding of differing opinions in the religion or philosophical ideas.</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. <b>In order to consider and evaluate the question: what is religion?</b></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?'. <b>In order to explain how and why individuals and communities express the meanings of their beliefs and values in many different forms.</b></p> <p>Able to analyse two sides of an argument to reach a conclusion. <b>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.</b></p> <p>Being able to analyse contrasting religious view on issues, such as views on abortion, marriage, divorce and euthanasia with a religious justification and reach a conclusion. <b>In order to evaluate reasons why some people support and others question these views.</b></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. <b>In order to explain how and why individuals and communities express the meanings of their beliefs and values in many different forms.</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>Able to counter a philosophical idea with a personal opinion. <b>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.</b></p> <p>To make an evaluative argument in response to the enquiry questions based on specific beliefs of the relevant religion, including an understanding of differing opinions in the religion. Offering a clear and justified judgement for the most convincing response to the enquiry question or philosophical ideas.</p> |

## Year 9 Assessment Framework: Science

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height  | (M) Mastering – Reaching the Skies   | (EX) Exceeding – Flying High  |
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| <p>To recognise the properties and uses of metals.<br/>Form and function<br/>Be able to label as many parts of the animal and plant cells.</p> <p>Identify the parts of the cells that are common in both animals and plants.</p> <p>To recall the names of different specialised cells found in plants and animals.</p> <p>To identify some features of organisms that are inherited and those are determined by the environment.</p> <p>To recognise different examples of forces.</p> <p>To state how the particles are arranged in solids, liquids and gases</p> <p>To recall GPE equation</p> <p>To recall the KE equation</p> <p>To calculate efficiency</p> <p>To recognise what energy is and its unit</p> <p>To identify changes that can cause a species to become extinct.</p> <p>To demonstrate some relevant scientific knowledge and understanding using limited scientific terminology</p> <p>To make basic comments relating to experimental methods</p> | <p>To identify a bacteria cell.</p> <p>To deduce the function of each specialised cell based on structure.</p> <p>To label the parts of a microscope.</p> <p>To state what an electron microscope is and why we use it.</p> <p>To know the difference between a chemical and physical change</p> <p>Identify inherited features in plants and animals that vary between offspring.</p> <p>To describe the size and structure of the atom</p> <p>To identify that the nucleus contains chromosomes which carry inherited genetic information?</p> <p>State the meaning of the terms element, compound and mixture</p> <p>To apply the terms frequency, wavelength and amplitude to different waveforms.</p> <p>To predict the changes caused by forces</p> <p>To describe the relationship work done = force × distance.</p> <p>To describe properties of solids, liquids and gases and give examples</p> <p>To describe the changes of state</p> <p>To calculate GPE using the equation</p> <p>To calculate KE using the equation</p> <p>To compare the transfer of energy by thermal conduction and by radiation.</p> | <p>To describe the reaction of metals with water</p> <p>To recall that metals can be ordered according to their reactivity</p> <p>To explain the functions of organelles in bacteria cells.</p> <p>To explain how the structure of each specialised cells enables it to carry out its function.</p> <p>To safely use a microscope to magnify objects.</p> <p>To make scientific drawings of objects under the microscope.</p> <p>To be able to define isotopes</p> <p>To research the properties of an electron microscope</p> <p>To Explain how inherited differences arise by genetic material from both parents combining.</p> <p>To explain that chromosomes are made of genes containing DNA, and describe the structure of DNA.</p> <p>Scale and measurement<br/>To Carry out a practical to investigate the freezing temperature of stearic acid</p> <p>To draw an appropriate graph to display results</p> <p>To Calculate input and output energies using the efficiency equation</p> <p>How do sound waves travel through the ear.</p> <p>To explain the difference between mass and weight.</p> <p>To explain what is meant by the conservation of energy</p> | <p>To synthesise chemical symbol equations from given reactants.</p> <p>Analyse and evaluate theories of what caused the extinction of the dinosaurs</p> <p>Compare and contrast eukaryotic and prokaryotic cells.</p> <p>To justify which microscope would be used to view a particular specimen.</p> <p>To describe how identical twins occur and analyse data about their features.</p> <p>To explore ethical issues around selective breeding.</p> <p>To calculate magnification using measured image sizes</p> <p>To analyse and interpret results</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>To explain these properties using the 'particle model'</p> <p>Analyse energy changes in systems</p> <p>To explain how energy is wasted and dissipated in open systems</p> <p>To explore the concept of a gravitational field and weight.</p> |



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|  |  | <p>To describe energy changes in a closed system</p> <p>To explain how wasted energy can be reduced</p> <p>To calculate height and mass using the GPE calculation</p> <p>Calculate mass and velocity using the KE equation</p> <p>To explain how to increase efficiency</p> <p>To describe the ways in which energy is stored.</p> |  |
|--|--|--|--|