

**DYSON PERRINS CE ACADEMY**

---

**LIFE IN ALL ITS FULLNESS**



## **Subject Assessment Criteria**

**Year 8**

## **Introduction**

The purpose of the booklet is to provide students and parents with an overview of how students' progress will be assessed in each subject throughout the year. Students will be formally assessed at the end of each learning cycle (three times per year) and parents will receive a report which details their attainment and progress.

In addition to this, students will receive regular formative feedback from their teachers based on their work in class and at home. Teachers are unlikely to use our attainment bands as part of this feedback but will focus on how secure students are in meeting the criteria within this booklet.

## **Attainment bands**

Throughout Key Stage 3 (yrs7-9), students' knowledge, skills and understanding in each subject will be graded as meeting one of five attainment bands. The attainment bands show the extent to which a student is meeting the learning expectations for their age.

- Working towards expectations
- Approaching expectations
- Meeting expectations
- Above expectations
- Well above expectations

The expectations are more challenging as students move through Key Stage 3 so a student who is meeting expectations in Year 7 and continues to meet expectations in Year 8 is making the desired progress.

## **Contents Page**

Key Stage 3 Assessment Criteria Subject: Art .....	4
Key Stage 3 Assessment Criteria Subject: Computer Science .....	5
Key Stage 3 Assessment Criteria Subject: Design & Technology .....	7
Key Stage 3 Assessment Criteria Subject: Drama .....	8
Key Stage 3 Assessment Criteria Subject: Food and Nutrition.....	9
Key Stage 3 Assessment Criteria Subject: English .....	10
Key Stage 3 Assessment Criteria Subject: Geography.....	11
Key Stage 3 Assessment Criteria Subject: History.....	12
Key Stage 3 Assessment Criteria Subject: Maths .....	14
Key Stage 3 Assessment Criteria Subject: Modern Foreign Languages .....	15
Key Stage 3 Assessment Criteria Subject: Music.....	17
Key Stage 3 Assessment Criteria Subject: Physical Education .....	18
Key Stage 3 Assessment Criteria Subject: RE .....	20
Key Stage 3 Assessment Criteria Subject: Science .....	21
Key Stage 3 Assessment Criteria Subject: Textiles .....	22

### Key Stage 3 Assessment Criteria Subject: Art Year 8

Assessment Objective / Theme				
	AO1	AO2	AO3	AO4
Age Related Expectations	Develop ideas from sources  I can:	Refine work, explore and experiment  I can:	Record observations  I can:	Present a personal and meaningful response which links to AO1/2/3  I can:
Working towards	Make a few comments on the differences between other artists' work.	Experiment with a few materials to express my ideas.	Gather visual resources and responded to them in several materials.	Produce a response with a basic awareness of the formal elements.
Approaching	Comment on the ideas, methods and approaches used in other artists' work and place these works in context.	Appreciate the range of possibilities that different materials can offer. Use materials with increasing skill.	Improve the accuracy of my studies when recording from; observation, memory and imagination.	Produce an individual response that has been informed, to some extent, by the artists I have studied and shows an awareness of the formal elements.
Meeting	Explore the context of a particular art work and analyse it in reasonable depth. Use this understanding to generate ideas of my own.	Appreciate the potential of different materials. Evaluate my work and make appropriate refinements.	Gather resources, both primary and secondary, and respond to them in different materials in line with my intentions.	Produce a personal response with some expertise in using the formal elements and an acknowledgement of artists and artwork that have been influential in my journey.
Above	Effectively explain how my understanding of the work of others affects my own ideas, values and practice.	Effectively take some creative risks when exploring, experimenting with materials, techniques and processes as I respond to my ideas.	Convincingly record my ideas and observations in a confident manner, through independent and sustained research that is relevant to my intentions.	Effectively produce imaginative, coherent outcomes that clearly grow out of my research and experimentation and reveal a thorough understanding of the formal elements
Well-above	Convincingly engage with a wide range of artists' work, identifying why ideas and meanings are subject to different interpretations. Use this understanding to extend my own thinking and practical work.	Extend my ideas and sustain my investigations by responding to new possibilities and meanings through my extensive experimentation and exploration of materials, techniques and processes.	Gather wide-ranging research appropriate to my intentions. Respond to these sources in a mature and confident manner expressing my observations in a range of media; drawing could include line, colour, tonal and textural studies.	I am in command of my creative practice, recognising and using a variety of strategies to develop ideas that clearly reflect my intentions and reveal a thorough understanding of the formal elements.

### Key Stage 3 Assessment Criteria Subject: Computer Science Year 8

YR8 Computer Science Assessment Criteria						
	Hardware & Software	Computational thinking and logic gates	Communications and Networks	Graphics	AI	Programming
<b>Well above</b>	Fully knows the roles and differences of RAM / ROM. Can fully explain CPU functionality, including 'Fetch, Decode, Execute', referring to the correct components.	Fully understands and can confidently use all three gates in circuits (AND, OR and NOT) to complete working circuits. Can use Truth Tables effectively to solve problems.	Fully understands how to use technology safely, respectfully, responsibly and securely. Also, for protecting their online identity and privacy. Gives realistic, detailed examples and consequences for both. No doubt of being safe, respectful etc. in all areas.	Fully understands how data is represented / manipulated in binary digits, with reference to image. Can create, reuse and repurpose assets (primary & secondary) covering legislation. High level of editing / effective use of a range of tools & effects. Suitable for audience and purpose. Exported suitable format.	Fully understands how to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy using realistic examples and consequences for both. A well written structured piece of work. No doubt of being safe, respectful etc. in all areas.	Fully evidenced ability to use two or more programming languages, at least one of which is textual, to solve a variety of computational problems. (flowol/python/hour of code). Use logical reasoning to compare the utility and code of alternative algorithms for the same problem. In-depth description / comparison, full evidence of understanding of 'utility'.
<b>Above</b>	Clearly knows differences of RAM / ROM in storing instructions. Can explain CPU function, referring to FDE in some detail	Clearly understands all three gates (AND, OR, NOT) and some uses in circuits. Is aware of Truth Tables and can use them to answer some problems	Clearly understands how to use technology safely, respectfully, responsibly and securely. Also, for protecting their online identity and privacy. Gives realistic examples and consequences for both, lacks detail. No doubt of being safe, respectful etc. in most areas.	Clearly understands how data is represented / manipulated in binary digits, with some reference to image. Can create, reuse and repurpose assets (primary & secondary) covering legislation. Appropriate editing / good use of tools & some effects. Suitable for audience and purpose. Exported suitable format.	Clearly understands how to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy using realistic examples and consequences, may lack some detail. No doubt of being safe, respectful etc. in most areas.	Clearly evidence of ability to use two or more programming languages, at least one of which is textual, to solve a variety of computational problems. (flowol/python/hour of code). Clear use of logical reasoning to compare the utility and coding of alternative algorithms for the same problem. Clear description / comparison, clear evidence of understanding of 'utility'.
<b>Meeting</b>	Can show an understanding of how internal components function individually (CPU)	Can state what the GATES are, attempts to complete working circuits using most of the 3 GATES. Attempts to use Truth Tables, mostly work	Understands at least 2-3 ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy. Suggests some examples. Mainly no doubt of being safe, respectful etc.	Understands how data is represented using binary digits, unclear between text / sound / image. Can create and reuse assets (primary or secondary). Suitable for audience and purpose. Exported suitable format. Some testing for trustworthiness.	Understands how to use a combination of the following (at least 2-3). Use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy. Provides examples. Can demonstrate how they would stay safe online briefly.	Evidence of ability to use two or more programming languages, at least one of which is textual, to solve a variety of computational problems. (flowol/python/hour of code). Use logical reasoning to compare the utility (not just the actual coding) of alternative algorithms for the same problem. Description / comparison, with evidence of understanding of 'utility'.

	Hardware & Software	Computational thinking and logic gates	Communications and Networks	Graphics	AI	Programming
<b>Working Towards</b>	Attempts to list what ROM or RAM are (talk4write)	A limited attempt to verbally state what a Gate is (one example) and attempts to complete a circuit that works (lacks some understanding). No Truth Tables used	Limited recognition of inappropriate content, contact and conduct. Not sure how to report concerns, or the need to.	Limited understanding as to how data is represented / manipulated in binary digits. Can create or reuse an asset, no evidence of editing. Some suitability for audience and purpose. No export / file format not suitable for use.	Has included a limited understanding of how to use technology safely or respectfully or responsibly or securely. Unclear how to protect online identity / privacy.	Guided use of two or more programming languages, at least one of which is textual, to solve a variety of computational problems. (flowol/python/hour of code). Use logical reasoning to compare the utility (not just the actual coding) of alternative algorithms for the same problem. Limited description / comparison of the utility of alternative same-problem algorithms, limited evidence of understanding of 'utility'.

### Key Stage 3 Assessment Criteria Subject: Design & Technology Year 8

	Research	Material Properties	6R's	Designing	Practical skills	Equipment	Time Management	Final Piece	Hygiene and Safety
Working Towards	I can use the <b>internet</b> to search for images to <b>inspire</b> my project.	I know the <b>names</b> of the materials I am using in D&T.	I know that it is important to <b>care</b> for our <b>environment</b> .	I can <b>trace</b> from images to create my design.	I can use the tools and machines with <b>some help and direction to cut and drill accurately</b> . I can follow instructions with <b>some help</b> to complete each step of the making process.	I can <b>choose and use</b> tools and machines as <b>directed carefully</b> to make a product.	I can <b>meet time targets with some help</b> but <b>need to improve</b> on my time keeping.	I can fix the different components together with help to make a product. I can also add finishes such as paint or varnish and laminate Artwork.	I can follow <b>basic rules</b> to keep the DT workshop <b>safe and clean</b> when directed to do so.
Approaching	I can <b>present</b> my research <b>neatly</b> in my booklet and use this visual information to help me <b>design</b> .	I can give two <b>properties</b> of the materials I am using in DT.	I know what the 6R's are: <ul style="list-style-type: none"> <li>Recycle</li> <li>Refuse</li> <li>Reduce</li> <li>Repair</li> <li>Rethink</li> <li>Repair</li> </ul>	I can <b>sketch</b> my <b>design ideas</b> with <b>some accuracy</b> and add colour <b>neatly</b> .	I can use the tools and machines with a <b>little help and direction to cut and drill accurately</b> . I can follow instructions with a <b>little help</b> to complete each step of the making process.	I can choose & use equipment as <b>directed with safety &amp; care</b> .	I can <b>follow time targets</b> with a <b>little help</b> but <b>need to further improve</b> on my time keeping.	I can fix the different components together with a little help to make a product. I can also add finishes such as paint or varnish and laminate Artwork.	I can follow <b>basic rules</b> to keep the DT workshop <b>safe and clean</b> with little direction.
Meeting	I can gather and present my research from <b>more than one source</b> and use research to <b>help</b> me design.	I can <b>explain</b> why I am using a certain <b>materials</b> in DT and give 3 <b>properties</b> of that material.	I can give one <b>example</b> of how each of the 6 R's can be achieved in technology.	I can <b>draw</b> my <b>own ideas</b> and <b>annotate</b> them as well as <b>explain</b> the techniques I will use. I can identify <b>design problems</b>	I can use the tools and machines with <b>accuracy</b> . I can follow instructions <b>effectively</b> to complete each step of the making process.	I can competently, <b>accurately and safely</b> choose and use the correct equipment.	I can <b>follow time targets efficiently</b> to complete each step of the making process to a <b>good standard</b> .	I can accurately fix the different components together to make a product. I can also neatly add finishes such as paint or varnish and laminate Artwork.	I can keep my work area in the DT workshop organised and tidy <b>most of the time</b>
Above	I can gather and use research from <b>various sources</b> and <b>evaluate</b> my results.	I can <b>explain</b> where materials come from and whether they are <b>man-made or natural</b> .	I can <b>confidently explain</b> in my written work how I could make my product sustainable.	I can use things I know about <b>existing products</b> when developing my designs. Show that I <b>understand limitations</b> (eg. in cost, time and materials) in my <b>specification and annotation</b> .	I can <b>confidently and accurately</b> use the tools and machines. I can <b>confidently</b> follow instructions to complete each step of the making process.	I can choose and use the necessary equipment <b>confidently</b> , using it safely and correctly without help.	I can <b>manage my own time</b> making any necessary changes to improve my time management for the future.	I can confidently and accurately fix the different components together to make a product. I can also neatly add finishes such as paint or varnish and laminate Artwork.	I can keep a <b>tidy and organised</b> work area in the DT workshop <b>at all times</b> .
	I can use a wide range of <b>appropriate sources</b> of information to <b>develop</b> my ideas.	I can <b>describe</b> the <b>process</b> of how <b>materials</b> are <b>manufactured</b> and <b>justify</b> reasons for their choice.	I can <b>confidently and independently</b> explain in my written work how I could make my product sustainable.	I can use things I know about <b>existing products</b> when developing my designs. Show that I clearly <b>understand limitations</b> in my <b>specification and annotation</b> .	I can <b>independently use the tools and machines</b> , efficiently and safely. I can <b>independently</b> follow instructions and use the method to produce a <b>very successful final pieces</b>	I can competently <b>choose and use</b> the correct equipment	I can <b>create and follow my own time targets</b> effectively and efficiently to produce a final piece of a <b>high standard on time</b> .	I can work <b>confidently with precision &amp; accuracy</b> to produce a <b>very high quality product</b> .	I can work <b>tidily and efficiently</b> throughout and ensure a ' <b>tidy as you go</b> ' approach

### Key Stage 3 Assessment Criteria Subject: Drama Year 8

Age Related Expectations	CREATING	PERFORMING	RESPONDING/EVALUATING
Working towards	I listen to and co-operate with others, sometimes suggesting ideas to develop my own role. I can create a character who is different from myself. I can stay focused for most of the time in rehearsal.	I remember most of my part and stay in role for most of my performance. I can speak in role and show some support for others on stage. I am aware of what I want to communicate to an audience.	I can identify features of good performance work. I am able to discuss some aspects and can write in full sentences about my strengths and weaknesses and identify targets for improvement.
Approaching	I can stay focused throughout rehearsal and suggest some ideas to develop the work and roles. I can create a well-developed character with a viewpoint different from my own and shape work into a satisfactory dramatic structure.	I can speak clearly and use movement and gesture to show a character. I can stay in role on stage and provide reasonable support for others in performance. I can convey ideas to an audience through my stage work.	I can identify strengths and weaknesses in both my work and that of others. I can discuss and write thoughtfully about the skills and processes of drama in my log book. My writing shows a reasonable level of literacy.
Meeting	I suggest lots of ideas to develop work and roles, helping others sensitively in rehearsal. I can create drama in a variety of styles and devise a range of well-developed characters with extended roles. I can use some exploratory drama techniques.	I have good voice and movement skills and can convey well-sustained and convincing characters with confidence and some originality. I support others well on stage. I can convey complex ideas to an audience through my stage work.	I can compare drama interpretations, approaches and styles. My evaluations show a high level of understanding of the skills and processes of drama through extended discussion and a good level of literacy.
Above	I can lead others sensitively, keeping a positive working atmosphere and making contributions which significantly improve the effectiveness of the work. I can develop a variety of characters and create and explore drama for a range of purposes.	I have excellent control over all aspects of stage performance, showing confidence, originality and commitment in role. I provide sensitive support for others on stage, and my performance has a major contribution in conveying the play's intentions to an audience.	I can analyse and evaluate play scripts, styles and genres perceptively. I discuss and can communicate thoughts and ideas as well as write analytically and in depth about drama skills, processes and techniques using drama terminology and show a high level of literacy.
Well-above	I work with total commitment and sensitivity in a group, leading and inspiring others. I experiment creatively with drama conventions and techniques, using my own initiative to develop work with a high degree of originality.	I have complete control over all aspects of stage performance and can display originality and create impact within a range of acting styles. I support other performers superbly and demonstrate a very high level of audience awareness.	I show an excellent understanding of drama genres, styles, conventions and techniques. My discussion and writing is perceptive, analytical and detailed, showing original insight. I use drama terminology with accuracy and display excellent literacy skills.



### Key Stage 3 Assessment Criteria Subject: Food and Nutrition Year 8

AREs	Eatwell Guide	Nutrition	Skills	Independence	Equipment	Time Management	Final Product	Hygiene and safety
<b>Working towards</b>	I know the colours for the Eatwell Guide and can name at least 1 food for each section	Have a basic knowledge of the sources and function in the body of 1 nutrient	I can recognise that different skills are used in different recipes	I can produce simple recipes with a lot of help	I can use equipment as directed to prepare basic ingredients	I can meet time targets with help	I can produce edible products with help	I can follow basic rules to keep the kitchen safe and clean with direction
<b>Approaching</b>	I know the colours for the Eatwell Guide and can name at least 3 foods for each section	I can name 2 nutrients, their food sources and function in the body	I can name 2 skills used in different recipes	I can follow instructions with some help to produce recipes.	I can choose & use equipment as directed with safety & care.	I can follow time targets with a little help	I can handle ingredients & equipment safely to produce edible products.	I can follow basic rules to keep the kitchen safe and clean with little direction.
<b>Meeting</b>	I know the colours, main nutrient and correct label for each section of the Eatwell Guide. I can name at least 5 foods for each section	I can name the micro & macronutrients. I can name 1 food source and 1 deficiency disease	I can name the food skills used in different recipes	I can follow instructions and use the method confidently with little help to produce recipes.	I can competently, accurately and safely choose and use the correct equipment.	I can manage my own time making any necessary changes to improve my time management for the future.	I can produce products of an acceptable standard	I can keep a tidy and organised kitchen area at all times.
<b>Above</b>	I know the colours, main nutrient plus its function and correct label for each section of the Eatwell Guide. I can identify a variety of foods for each section	I can explain the function and sources of the micro and macronutrients and name 2 deficiency diseases	I can name and explain the food skills used in different recipes	I can follow instructions and use the method to produce successful recipes.	I can select & use a range of equipment	I can create and follow my own time targets	I can select & use a range of ingredients with some precision to produce recipes that are of a high standard	I can keep a tidy kitchen area at all times organising my surface and sink area in the most hygienic way.
<b>Working above</b>	I know the colours, main nutrient plus its function, deficiency and excess and correct label for each section of the Eatwell Guide. I can identify a variety of foods for each section	I can name all the different micro and macronutrients. I can explain the function, source and deficiency for each nutrient	I can name and explain the food skills used in different recipes and give examples of appropriate products	I can independently follow instructions and use the method to produce very successful recipes	I can competently choose and use the correct equipment with precision	I can create and follow my own time targets effectively and efficiently	I can work confidently with precision & accuracy to produce very exceptional products	I can work tidily and efficiently throughout and ensure a 'clean as you go' approach

### Key Stage 3 Assessment Criteria Subject: English Year 8

	Reading Skills:	Writing Skills:
Age Related Expectations		
Working towards	<ul style="list-style-type: none"> <li>Key ideas from the text are identified</li> <li>Paraphrasing and retelling is used, rather than evidence</li> <li>Simple methods: e.g. 'describe', 'says', 'writes' are identified</li> </ul>	<ul style="list-style-type: none"> <li>Uses some features of the form e.g. speech, letter, description</li> <li>Uses a paragraph</li> </ul>
Approaching	<ul style="list-style-type: none"> <li>Key ideas from the text are identified</li> <li>Evidence is used from the text</li> <li>Simple methods: e.g. 'describe', 'says', 'writes' are identified</li> <li>Simple effect is identified: scary, funny, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use the appropriate features for the form e.g. speech, letter, description</li> <li>Every paragraph uses a relevant signpost to order their ideas e.g. <i>firstly, secondly (transactional) preposition for description/narrative</i></li> <li>Logical order of ideas e.g. <i>beginning, middle and end (descriptive/narrative); introduction and conclusion (transactional)</i></li> <li>Uses one or two phrase level descriptive methods</li> </ul>
Meeting	<ul style="list-style-type: none"> <li>Key ideas from the text are identified</li> <li>Evidence is used from the text</li> <li>Some inferences are made</li> <li>Methods are identified using terminology</li> <li>Effect on the reader is identified</li> </ul>	<ul style="list-style-type: none"> <li>Every paragraph uses signposts which are connected e.g. <i>referring back to my initial point;</i></li> <li>Sequence ideas for effect e.g. <i>in narrative writing starting with a flashback/in medias res</i></li> <li>Uses a range of phrase level descriptive methods</li> </ul>
Above	<ul style="list-style-type: none"> <li>Key ideas from the text are identified</li> <li>Evidence is used from the text</li> <li>Inferences are developed: 'as' and 'because'</li> <li>Methods are identified using terminology</li> <li>Explanation of the effect on the reader: why they would feel that way</li> </ul>	<ul style="list-style-type: none"> <li>Every paragraph uses sophisticated signpost which are connected and link across the text e.g. <i>referring back to my initial point</i></li> <li>Wide range of sequenced ideas for effect e.g.</li> <li>Uses a wide range of phrase level descriptive methods</li> </ul>
Well-above	<ul style="list-style-type: none"> <li>Key ideas from the text are identified</li> <li>Evidence is used from the text</li> <li>More than one inference is developed: 'as' and 'because'</li> <li>Wide range of methods</li> <li>More than one effect is discussed</li> </ul>	<ul style="list-style-type: none"> <li>Every paragraph embeds sophisticated signpost which are connected and link across the text e.g. <i>referring back to my initial point</i></li> <li>Confident use of narrative feature to move a narrative/response forward</li> <li>Can communicate opposing ideas to develop their responses</li> <li>Uses appropriate phrase level descriptive methods</li> </ul>

### Key Stage 3 Assessment Criteria Subject: Geography Year 8

Assessment Objectives/Theme			
Age Related Expectations	Knowledge	Understanding	Geographical enquiry and skills
Working towards	Has begun to develop knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Limited and incomplete understanding of places; how and why they are similar and different, and how and why they are changing. Some understanding of the links between places, people and environments	Able to investigate places and environments with limited accuracy, by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently
Approaching	Has more detailed knowledge of the world, including globally significant physical and human features	Accurate and appropriate understanding of places; how and why they are similar and different, and how and why they are changing. Clear understanding of the links between places, people and environments.	Carries out more accurate investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can construct coherent arguments to draw conclusions supported by evidence. They explain their opinions, and recognise why others may have different points of view.
Meeting	Has extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global.	Relevant and comprehensive understanding of physical and human processes which lead to the development of, and change in, a variety of geographical features, systems and places. Very good understanding of complex interactions and the impact such links have on people and environments.	Able, with increasing independence, to choose and use a wide range of data and skills to help investigate, interpret, make judgements and draw well evidenced conclusions about geographical questions, issues and problems. They can construct sustained and convincing arguments and express and engage with different points of view.
Above	Has a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global.	Deeper and more perceptive understanding of the processes that lead to geographical changes and the multilinked nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and applied understanding	Able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material
Well-above	Accurately recall the precise characteristics of physical and human environments across a variety of spatial settings, using detailed knowledge of case studies supported by comprehensive terminology	Demonstrate an understanding of more complex geographical processes. Understand how human processes interact with physical processes to develop more complex geographical patterns. Assess the values and attitudes involved in managing and making decisions, appreciating that the opinions of stakeholders will vary considerably. Appreciate the need for a more sustainable approach to the planning and management of environments, and evaluate the costs and benefits.	Plans and conducts an independent geographical enquiry. Identifies appropriate hypotheses or key questions, and provides detailed supporting predictions. Accurately collects primary and secondary data, and collates and analyses it. Uses a range of sophisticated maps and graphs to analyse data. Interprets the results and substantiates their conclusions with links to geographical theories. Able to critically evaluate their enquiry and make suggestions for improving it.

### Key Stage 3 Assessment Criteria Subject: History Year 8

Age Related Expectations	Strand 1: Historical Knowledge	Strand 2: Conceptual understanding a. causation b. significance c. interpretations d. change/continuity e. similarity/difference f. evidential understanding	Strand 3: Communication
Working towards	You demonstrate some knowledge and superficially cover the key points with a lack of depth, balance, historical detail and clear understanding. <ul style="list-style-type: none"> <li>You may include chronological inaccuracies.</li> <li>You mention some of the key concepts/words.</li> <li>You view historical topics in isolation.</li> </ul>	a. You analyse more than one cause/consequence and present it with some explanation. b. You can give or describe reasons why some people or events are significant. c. You can describe different interpretations. d. You can identify changes but don't connect them to see patterns. e. You understand how Historical experiences were similar with supporting evidence. f. You can identify the uses and/or limitations of either the content, nature, origin or purpose of a source without explanation. You begin to make inferences from the source content	The question is addressed but your ideas are not developed beyond copying text / sources or stating the obvious.
Approaching	You demonstrate reasonable subject knowledge of most key points, although some areas are understood better than others and you include relevant and mostly accurate evidence. <ul style="list-style-type: none"> <li>You include some historical detail but could be developed further.</li> <li>Most of the key concepts/words are mentioned.</li> <li>Makes some links within the topic.</li> </ul>	a. You analyse with some explanation, some causes/consequences of historical events and different types of causes/consequences are identified. b. You can explain some reasons, without criteria, why an event/person was significant, and can begin to place the event/person's significance in a wider context. c. You can explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection. This may remain quite simplistic and generalised. d. You can describe how aspects of society have changed and stayed the same, by connecting events over time. e. You describe how historical experiences/ideas/beliefs or attitudes were similar or different with supporting evidence but without clear conclusions. f. You can analyse and evaluate (explain) the uses and/or limitations of either the content, nature, origin or purpose of a source. You make supported inferences from the source content.	Your answers will address the question but may have some sections, which are unfocused. Your answer will contain relevant historical ideas but may not be sufficiently focused to deal with the question with the rigour that was intended. Your written work may lack coherence and organisation into paragraphs.
Meeting	You demonstrate good subject knowledge which covers most of the key points with relevant and a mostly accurate range of evidence. <ul style="list-style-type: none"> <li>You include some specific detail with detailed chronological understanding of many areas.</li> <li>Key concepts are all covered and demonstrates some understanding of these.</li> <li>Makes links within the topic.</li> </ul>	a. You analyse and partly explain different types of some causes/consequences of historical events and links between different causes are identified. b. You compare reasons for and against judging something as important and offer a judgment on the extent of importance, with some supporting evidence. c. You can explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection. This will move beyond generalised comments by linking features of the interpretation together. d. You can explain the nature of change with confidence, stating why it may be different for different groups in society. You can use the language of change to talk about developments and how they are measured in different ways. (e.g. political, economic, pace, extent). e. You explain how historical experiences/ideas/beliefs or attitudes were similar or different with supporting evidence and clear conclusions.	Your answers will be coherent and will address the question. You develop some areas of the question, although this may not be consistent throughout the answer. Your work will be structured into paragraphs but the focus may be unclear. Appropriate historical vocabulary is included and generally used accurately in your work.

		f. You can analyse and evaluate (explain) the uses and/or limitations of some aspects of the content, nature, origin, purpose of a source. You make a range of supported inferences from the source content.	
Above	<p>You demonstrate very good subject knowledge that covers all key points with a wide range of relevant, specific and chronologically accurate detail.</p> <ul style="list-style-type: none"> <li>• There may be some evidence of wider reading.</li> <li>• You demonstrate understanding of key concepts.</li> <li>• You may bring in contextual detail from other areas of the course.</li> </ul>	<p>a. You analyse and explain different types of causes/consequences of historical events and they are ranked by their importance. Most causes/consequences are explained with an explanation of some links between the actions of historical figures and the historical context.</p> <p>b. You analyse significance in terms of short-term, medium-term and long-term impact, with supporting evidence.</p> <p>c. You explain some reasons why different interpretations have been constructed that take into account the period in which the interpretation is created and/or the period that it refers to. You recognise that some interpretations are more/less valid without much justification.</p> <p>d. You can analyse most aspects of pace, nature and extent of change.</p> <p>e. You explain how historical experiences/ideas/beliefs or attitudes were similar and different with supporting evidence and clear conclusions. A limited range of features are considered.</p> <p>f. You can analyse and evaluate (explain) the uses and limitations of most aspects of the content, nature, origin and purpose of a source. You go beyond issues of reliability in your explanation.</p>	You establish a clear argument. Your written answers are clearly expressed and show reasonable organisation in the presentation of material. You use clear paragraphs containing developed and well-informed points. Key historical vocabulary is incorporated into your answers.
Well-above	<p>You demonstrate outstanding historical knowledge covering all key points and many additional ones with relevant, specific and chronologically accurate detail.</p> <ul style="list-style-type: none"> <li>• There is evidence of independent study and wider reading of material from suitably challenging sources.</li> <li>• You demonstrate developed understanding of key concepts.</li> <li>• You make detailed links between different periods of study.</li> </ul>	<p>a. You analyse and explain different types of causes/consequences of historical events and they are ranked by their importance. All causes/consequences are explained with an explanation of the links between the actions of historical figures and the historical context.</p> <p>b. You analyse the significance of a person or event based on more than one criteria, but without the application of further criteria seen in the level above.</p> <p>c. You explain some reasons why different interpretations have been constructed that take into account the period in which the interpretation is created and/or the period that it refers to. You are beginning to evaluate arguments in differing interpretations in integrate your own knowledge to establish the validity of a given interpretation.</p> <p>d. You can analyse all aspects of the pace, nature and extent of change and continuity.</p> <p>e. You explain the extent to which historical experiences/ideas/beliefs or attitudes were similar and different with supporting evidence and clear conclusions. A wide range of features are considered.</p> <p>f. You can analyse and evaluate (explain) the uses and limitations of all aspects of the content, nature, origin and purpose of a source. You use relevant and precise references to source content and reliability in your explanation.</p>	You establish a clear argument and communicate it effectively. Your written answers are clearly expressed and show reasonable organisation in the presentation of material. Your ideas are divided into clear paragraphs, each with a clear focus, containing developed and well-informed points. You make use of challenging historical terminology, which is incorporated into answers.

### Key Stage 3 Assessment Criteria Subject: Maths Year 8

Assessment Objective / Theme					
Age Related Expectations	Number	Algebra	Geometry	Ratio and Proportion	Statistics and Probability
Working towards	Develop mental strategies. Convert between metric measures and units.	Distinguish between equations, expressions, formulae and identities.	Understand and use parallel lines. Work out angles in quadrilaterals. Recognise line symmetry in polygons and other shapes. Reflect shapes in horizontal and vertical lines.	Understand ratio and its link to multiplication. Use ratio notation. Develop understanding of fractions, decimals and percentages.	Draw and interpret scatter graphs. Understand and use primary and secondary sources of data. Collect data, including using questionnaires.
Approaching	Multiply and divide a fraction by an integer. Convert between numbers in ordinary and standard form. Compare numbers in standard form. Estimation, including rounding to a given number of decimal places. Use the order of operations.	Plot and interpret straight line graphs. Expand, and factorise into, single brackets. Form and use expressions, formulae and identities. Form and solve equations and inequalities without brackets.	Find and use the sum of interior and exterior angles of a polygon. Calculate the area of a trapezium. Calculate the area of compound shapes. Reflect shapes in horizontal, vertical and diagonal lines.	Reduce ratios to simplest form. Draw and interpret scale diagrams and maps. Evaluate percentage increases and decreases.	Understand correlation. Design and use one and two-way tables. List outcomes using sample space diagrams. Interpret and construct statistical diagrams, including multiple bar charts and pie charts. Find the mean and modal class of grouped data.
Meeting	Multiply and divide a fraction by a fraction. Understand and use reciprocal. Calculate with numbers given in standard form, with and without a calculator. Use significant figures.	Understand and use the equations of a straight line. Make links between direct proportion and straight lines of the form $y = kx$ . Form and solve equations and inequalities with brackets. Generate sequences using more complex rules, e.g. with brackets and squared terms, in words and algebraically.	Calculate the circumference of a circle. Prove simple geometric facts. Calculate the area of a circle, and the area of parts of circle.	Solve ratio problems. Use scale factors, linking to ratio, to solve simple direct proportion problems. Convert between currencies, including using graphs. Use multipliers to solve percentage problems. Express one number as a percentage of another.	Draw and use lines of best fit. Understand grouped and ungrouped, discrete and continuous data. Find probabilities using tables and Venn diagrams. Compare distributions using charts and measures. Identify misleading graphs. Choose the appropriate average.
Above	Use error interval notation. Multiply and divide mixed numbers.	Find the mid-point and gradient of a line segment. Solve equations and inequalities with unknowns on both sides. Find the rule for the $n$ th term of a linear sequence. Model situations using expressions, formulae and graphs. Form expressions using indices. Understand and use the addition and subtraction rules of indices.	Perform standard constructions including perpendiculars. Understand and use the properties of diagonals of quadrilaterals.	Express any ratio in the form 1:n. Explore direct proportion graphs.	Find unknown data values given the mean or changes in the mean. Explore histograms for unequal groups. Find the median from a table of values.
Well-above	Understand and use surd notation. Understand and use negative and simple fractional indices.	Explore non-linear graphs. Expand a pair of binomials. Explore powers of powers. Multiply and divide simple algebraic fractions.	Convert between units of area and volume.	Finding the original given any percentage.	Use the product rule for counting.

### Key Stage 3 Assessment Criteria Subject: Modern Foreign Languages Year 8

Age Related Expectations	Listening AO1	Speaking AO2	Reading AO3	Writing AO4
Working towards	<ul style="list-style-type: none"> <li>I can understand the main ideas</li> <li>I can understand short sentences and questions when they are spoken clearly.</li> </ul>	<ul style="list-style-type: none"> <li>I am starting to apply pronunciation patterns to new words.</li> <li>I can say longer phrases with written support with some hesitation.</li> </ul>	<ul style="list-style-type: none"> <li>I can read and understand short sentences.</li> <li>I can use reference material to find out the meaning of new words.</li> </ul>	<ul style="list-style-type: none"> <li>I can write some words from memory.</li> <li>I can spell most of the vocabulary we have learnt from memory.</li> </ul>
Approaching	<ul style="list-style-type: none"> <li>I can understand a range of statements and questions.</li> <li>I can understand familiar classroom instructions and language.</li> </ul>	<ul style="list-style-type: none"> <li>I can say longer phrases <b>without</b> written support with some hesitation.</li> <li>I can use familiar classroom language.</li> <li>I can understand basic questions &amp; take part in short conversations (2-3 exchanges) with hesitation. I need a few prompts to help.</li> </ul>	<ul style="list-style-type: none"> <li>I can read short passages and understand main ideas.</li> <li>I can understand simple opinions.</li> </ul>	<ul style="list-style-type: none"> <li>My level of accuracy is good but I often have to look at my book to check spellings or verb endings.</li> <li>I am using simple sentences to convey basic information.</li> <li>I can write more sentences if I use reference material.</li> <li>I can write at least 4 short sentences (only a few mistakes). I may need a few prompts to help.</li> <li>I can link my sentences with simple connectives</li> <li>I can give simple opinions.</li> </ul>
Meeting	<ul style="list-style-type: none"> <li>I can understand short passages which are spoken at near normal speed.</li> <li>I can note the main points.</li> <li>I can note a wider variety of opinions and reasons with quantifiers.</li> <li>I am beginning to pick out some details.</li> </ul>	<ul style="list-style-type: none"> <li>I can have conversations made up of 4 – 5 exchanges with hesitation.</li> <li>I can have conversations made up of 4 – 5 exchanges with increasing confidence.</li> <li>Although there is still some hesitation, I express myself mostly in full sentences. I need a few prompts to help.</li> <li>I can give a wider variety of opinions and reasons with quantifiers.</li> </ul>	<ul style="list-style-type: none"> <li>I can note main points, details and opinions.</li> <li>I am beginning to choose what I want to read</li> <li>I can use a glossary or dictionary to look up new words.</li> <li>I can read/understand short stories/non-fictional texts.</li> <li>I am beginning to use context to work out what new words mean.</li> </ul>	<ul style="list-style-type: none"> <li>I can write at least six sentence paragraph [40 words] from memory in the present tense giving information about myself or other people.</li> <li>I can give a wider variety of opinions &amp; reasons with quantifiers.</li> <li>I vary my sentences by adding more details and linking words.</li> <li>My level of accuracy is good but I often have to look in my book to check my spellings.</li> <li>I am beginning to use reference material to expand my vocabulary.</li> <li>When writing from memory, my accuracy is satisfactory although I sometimes make mistakes but the meaning is still clear.</li> </ul>
Above	<ul style="list-style-type: none"> <li>I can understand people talking in 2 timeframes (e.g. two out of present, past or future time frames).</li> <li>I can note more complex details.</li> </ul>	<ul style="list-style-type: none"> <li>My accuracy is satisfactory but I sometimes make mistakes when I speak in the two-time frames.</li> <li>I can have conversations in a range of situations of 5-6 exchanges including two time frames.</li> <li>I speak with some hesitation and I still mispronounce unfamiliar words.</li> <li>I can respond to an unpredictable question with some details.</li> </ul>	<ul style="list-style-type: none"> <li>I can read and understand different texts in two timeframes e.g. two out of present, past or future time frames).</li> <li>I can note more complex details.</li> <li>I am quite confident about using reference materials.</li> <li>I am starting to use the context to deduce the meaning of new words.</li> </ul>	<ul style="list-style-type: none"> <li>I can translate sentences into target language and into English but will have to use reference material.</li> <li>I can write a 50-word paragraph using a range of vocabulary and two time frames (past/present or future tenses) to express my ideas and opinions.</li> <li>I make mistakes when using two time frames but the meaning is still clear (some verbs in both time frames are correct).</li> </ul>

Well-above	<ul style="list-style-type: none"> <li>I can understand details in a short passage/conversation on familiar topics with predictable information, opinions and the use of 3 tenses.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer questions, which will involve familiar topics.</li> <li>I can develop my answers on familiar topics using a range of verbs and 3 or more tenses.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand key points in factual &amp; imaginative texts, including authentic materials.</li> <li>I can deal with longer texts with a greater amount of unfamiliar language and identify 3 or more tenses.</li> <li>I can translate longer texts that contain a range of tenses, and a variety of irregular verbs.</li> </ul>	<ul style="list-style-type: none"> <li>I can use an extensive range of vocabulary appropriate to the needs of the task.</li> <li>I can add extra details at every opportunity.</li> <li>My sentences are more complex using at least 3 tenses.</li> <li>I can use a larger range of connectives.</li> <li>I can use complex opinions &amp; reasons expressed through use of opinion and personal opinion phrases.</li> <li>I may make the odd basic mistake but make very few mistakes in more complex sentences.</li> <li>I can translate longer paragraphs with use of 3 or more tenses, time phrases and opinions.</li> <li></li> </ul>
------------	---	---	--	--



### Key Stage 3 Assessment Criteria Subject: Music Year 8

Age Related Expectations	PERFORMING I can...	COMPOSING I can...	LISTENING I can...	EVALUATION I can...
Working towards	<ul style="list-style-type: none"> <li>Keep the pulse (heart beat)</li> <li>Follow the general shape of a melody</li> </ul>	<ul style="list-style-type: none"> <li>Choose sounds from different sources.</li> <li>Create short melodic ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and name common sounds and give basic descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>Attempted to make improvements to my work by acting on feedback</li> </ul>
Approaching	<ul style="list-style-type: none"> <li>Recognise where the strong beats occur and respond accordingly.</li> <li>Sing high and low notes to make a melody</li> </ul>	<ul style="list-style-type: none"> <li>Use simple musical symbols to communicate my ideas</li> <li>Make a sound story – beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and name common instruments</li> <li>Hear and describe the mood of the music with an understanding of the basic elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>Make basic improvements to my work by acting on feedback, specifically in relation to the elements of music.</li> </ul>
Meeting	<ul style="list-style-type: none"> <li>Sing in tune</li> <li>Perform simple rhythms and melodies</li> </ul>	<ul style="list-style-type: none"> <li>Combine two ideas at the same time</li> <li>Improvise and repeat these ideas</li> </ul>	<ul style="list-style-type: none"> <li>Hear a combination of ideas and explain the mood they create</li> </ul>	<ul style="list-style-type: none"> <li>Show you how I completed my performance or composition</li> </ul>
Above	<ul style="list-style-type: none"> <li>Perform in a group 'in time'</li> <li>Perform and adapt dynamics and tempo to create particular effects</li> <li>Perform using graphic notation</li> <li>Perform from memory</li> <li>Understand my role</li> </ul>	<ul style="list-style-type: none"> <li>Put ideas into bigger patterns/structures</li> <li>Make changes to create new ideas</li> <li>Create similar and contrasting musical ideas to suit different occasions</li> <li>Use a variety of musical elements successfully</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Describe, compare and evaluate different kinds of music using musical vocabulary.</li> <li>Explain and compare musical devices</li> <li>Discuss when, where and why a particular piece/style of music was made</li> </ul>	<ul style="list-style-type: none"> <li>Suggest improvements to my own and others' work and comment on how it has been achieved</li> <li>Compare my work to others and make changes that will improve my work</li> </ul>
Well-above	<ul style="list-style-type: none"> <li>Perform using more complex notation (e.g. trad/tab)</li> <li>Lead others</li> <li>Perform in the style of other musicians</li> <li>Cover my own and others' mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Choose suitable notations to communicate my compositions</li> <li>Compose using different stylistic features</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard</li> </ul>	<ul style="list-style-type: none"> <li>Compare my own or others' work to specific styles of music</li> <li>Change my own and others' work to recreate a style</li> </ul>

### Key Stage 3 Assessment Criteria Subject: Physical Education Year 8

Assessment Objective / Theme			
Age Related Expectations	MOTOR COMPETENCY	RULES/REGS/STRATEGIES/TACTICS	HEALTH AND FITNESS
Working towards	<p>I find it difficult to: perform core skills in practice or competition</p> <p>Replicate basic skills and develop the ability to use these within the environment in which they are engaged.</p>	<p>I find it difficult to:</p> <ul style="list-style-type: none"> <li>Follow rules and regulations.</li> <li>Show awareness of safety.</li> <li>Show resilience in stressful situations.</li> <li>Give and accept feedback.</li> <li>Understand or use any tactics</li> <li>Make correct decisions within a competitive environment.</li> </ul>	<p>I find it difficult to consistently:</p> <p>Make connections between my knowledge of health and how it applies to physical activity.</p> <p>Work at a moderate intensity level in lessons within the sporting activity requirements.</p>
Approaching	<p>I can perform very few core skills in practice or competition.</p> <p>Sometimes able to replicate basic skills within practices.</p>	<p>I struggle to consistently;</p> <ul style="list-style-type: none"> <li>Follow rules and regulations.</li> <li>Show awareness of safety.</li> <li>Show resilience in stressful situations.</li> <li>Give and accept feedback.</li> <li>Understand or use any tactics</li> </ul>	<p>I sometimes display:</p> <p>connections between my knowledge of health and how it applies to physical activity.</p> <p>Working at a moderate intensity level in lessons within the sporting activity requirements</p>
Meeting	<p>I can perform some core skills in practice but little accuracy and consistency in competition.</p> <p>Consistently able to replicate basic skills within practices.</p>	<p>I show a limited ability to consistently;</p> <ul style="list-style-type: none"> <li>Follow rules and regulations.</li> <li>Show awareness of safety.</li> <li>Show resilience in stressful situations.</li> <li>Give and accept feedback.</li> <li>Understand or use any tactics</li> </ul>	<p>I can often;</p> <p>Make connections between my knowledge of health and how it applies to physical activity.</p> <p>Work at a moderate intensity level in lessons within the sporting activity requirements</p>
Above	<p>I can perform some core skills but little use of advanced skills in practice and in competition.</p> <p>Often able to replicate basic skills within practices and competition</p>	<p>I show ability to;</p> <ul style="list-style-type: none"> <li>Follow rules and regulations.</li> <li>Show awareness of safety.</li> <li>Show resilience in stressful situations.</li> <li>Give and accept feedback.</li> <li>Understand and use any tactics</li> </ul>	<p>I can regularly;</p> <p>Make connections between my knowledge of health and how it applies to physical activity.</p> <p>Work at a high intensity level in lessons within the sporting activity requirements</p>

		<ul style="list-style-type: none"> <li>• Make correct decisions within a competitive environment.</li> </ul>	
Well-above	<p>I can perform many core skills and some advanced skills in practice and in competition.</p> <p>Consistently able to replicate basic skills within practices and competition.</p> <p>Consistently able to refine and adapt skills and techniques within competition and practice.</p>	<p>I show good ability to consistently;</p> <ul style="list-style-type: none"> <li>• Follow rules and regulations.</li> <li>• Show awareness of safety.</li> <li>• Show resilience in stressful situations.</li> <li>• Give and accept feedback.</li> <li>• Understand and use any tactics</li> <li>• Make correct decisions within a competitive environment.</li> </ul>	<p>I can always;</p> <p>Make connections between my knowledge of health and how it applies to physical activity.</p> <p>Work at a high intensity level in lessons within the sporting activity requirements</p>

### Key Stage 3 Assessment Criteria Subject: RE Year 8

Assessment Objective / Theme				
Key Skills	Keywords	Define	Explain	Evaluate
<b>Age Related Expectations</b>				
Working towards	Knowledge of basic keywords used regularly in RE (particularly Christianity).	Can define some keywords simply.	Can give some simple reasons for points made.	Can give own viewpoint and one other simply.
Approaching	Basic knowledge and understanding of a range of keywords (A range from the 6 world religions).	Can define a range of keywords accurately.	Can give reasons for points made and occasionally uses supporting examples.	Can give three points of view simply (agree, disagree, I think).
Meeting	Can accurately recall and apply essential keywords from topic keyword list.	Can define a range of keywords and link examples to support definitions.	Can write simply using PEE.	Can write in 3 x PEE paragraphs (two different points of view and own opinion).
Above	Can accurately recall and apply keywords from the keyword list for all topics studied.	Can accurately define, and link examples to each word on the topic keyword list and use accurately as part of an extended answer.	Can give detailed explanations writing in PEE.	Can write in 3 x PEE paragraphs in detail. (two different points of view and own opinion).
Well-above	Can accurately recall and apply keywords from the keyword list for all topics and use them to write a developed answer.	Can accurately define, and link examples to each word on the topic keyword list and use accurately as part of an extended answer that links other topic keywords.	Can link religious references or case studies to an answers whilst writing in PEE.	Can write 3 x PEE in detail and conclude to suggest the strength of the argument presented.

### Key Stage 3 Assessment Criteria Subject: Science Year 8

	Biology	Chemistry	Physics	Working Scientifically
Age Related Expectations	The study of living things and how they interact.	The study of materials, their properties and how they react.	The study of forces and energy and their interactions and effects.	Skills:
Working towards	State what the common parts of a cell are. Describe how some features are inherited. Give one disadvantage and one advantage of selective breeding.	State a cause of global warming. Describe some resources that humans make use of. State the three states of matter, and draw particle diagrams. Recognise some types of chemical reaction.	State some properties about light waves. State some ways in which heat is transferred. State simply what work and power are. List examples of insulators and conductors.	Follow a given method to investigate a theory. Link results to the theory tested.
Approaching	Describe why respiration and photosynthesis are necessary. Recognise the different parts of a cell.	State some impacts of global warming. Describe the particles in the three states of matter. Describe differences between the properties of acids and alkalis. Describe what combustion and chemical reactions are.	Describe how light waves travel. Describe the ways in which heat is transferred. Use equations to calculate work and power. Identify components in an electrical circuit and the difference between series and parallel circuits.	Plan a simple investigation to test a theory. Identify variables. Identify potential sources of error.
Meeting	Describe the processes of digestion, photosynthesis, respiration and inheritance and explain why these are key process. Describe differences in animal and plant cells, and give some functions of the cell parts. Explain why children are similar to, but not identical to their parents.	Explain the greenhouse effect Describe the carbon cycle. Describe how resources can be conserved by recycling. Use particle models to explain elements, compounds, mixtures and molecules. Explain what an exothermic and an endothermic reaction is.	Describe reflection and refraction. Describe the uses and dangers of some waves. Explain how heat is transferred. Calculate work and power, with units. Use models to describe and explain features of series and parallel circuits, Calculate resistance and power. Describe how electricity is generated in a power station.	Test hypotheses, by planning a valid investigation. Construct explanations, using data quotes. Critique claims and discuss limitations of evidence. Review theories.
Above	Explain the importance of photosynthesis and respiration. Describe the sequence of events in reproduction in mammals and plants. Explain natural selection. Use diagrams to predict inheritance patterns. Describe how genetic information is stored.	Suggest climate change could be reduced. Use results to identify exothermic and endothermic reactions. Explain how chemical and physical changes happen. Use word equations to describe reactions.	Explain the different properties of light in terms of waves. Explain how heat can be conserved in houses. Explain what work and power are. Explain how current flows and explain the difference between potential difference, resistance and current. Relate electricity use to costs.	Identify types of relationship between variables. Explain why evidence supports a claim. Identify limitations in claims and investigations, and their influence on the strength of theories.
Well-above	Explain the links between photosynthesis, digestion, breathing and respiration Evaluate the usefulness of DNA technology. Link the presence of certain genes to the features inherited by offspring. Link ideas of adaptation and extinction.	Evaluate recycling of resources to conserve finite resources. Use symbol equations to represent chemical reactions. Apply your knowledge of particles to explain the properties of materials.	Explain how light and sound are reflected and refracted in different situations. Explain how machines reduce work done. Predict the current in different circuits, and use models to explain how current flows.	Evaluate the method and results from investigations and suggest improvements with reasons. Suggests reasons for errors/anomalies.

### Key Stage 3 Assessment Criteria Subject: Textiles Year 8

AR Es	Research	Properties of materials	6R's	Designing	Textiles skills	Equipment	Time Management	Final Piece	Hygiene and Safety
Working Towards	I can use the <b>internet</b> to search for images to <b>inspire</b> my project.	I know the <b>names</b> of the materials I am using in D&T.	I know that it is important to <b>care</b> for our <b>environment</b> .	I can <b>trace</b> form an <b>existing design</b> .	I can use the sewing machine with <b>some help and direction</b> . I can produce textiles samples with a <b>lot of help</b>	I can <b>choose and use</b> equipment as <b>directed carefully</b> to make basic samples and final pieces	I can <b>meet time targets with some help</b> but need to <b>improve</b> on my time keeping.	I can use different fabrics, components and equipment <b>safely with some direction</b> to produce a textile item	I can follow <b>basic rules</b> to keep the textiles room <b>safe and clean</b> when directed to do so
Approaching	I can <b>present</b> my research <b>creatively</b> in my booklet and use this visual information to help me <b>design</b> .	I can give two <b>properties</b> of the materials I am using in DT.	I know what the 6R's are: <b>Recycle, Refuse, Reduce, Repair, Rethink, Repair</b>	I can <b>sketch</b> an <b>existing design</b> .	I can use the sewing machine with a <b>little help and direction</b> . I can follow instructions with <b>some help</b> to carry out textiles techniques.	I can choose & use equipment as <b>directed with safety &amp; care</b> .	I can <b>follow time targets</b> with a <b>little help</b> but need to <b>further improve</b> on my time keeping.	I can use different fabrics and components and equipment <b>safely</b> to produce a textile item	I can follow <b>basic rules</b> to keep the textiles room <b>safe and clean</b> with little direction.
Meeting	I can gather and present my research from <b>more than one source</b> and use research to help me <b>design</b> .	I can <b>explain</b> why I am using a certain <b>materials</b> in DT and give 3 <b>properties</b> of that material.	I can give one <b>example</b> of how each of the 6 R's can be achieved in technology.	I can <b>draw</b> my <b>own ideas</b> and <b>annotate</b> them <b>explain</b> the techniques I will use. I can identify <b>design problems</b>	I can <b>thread up</b> the sewing machine and use it safely with some direction. I can follow instructions and use the method <b>competently, with some help</b> to carry out textiles techniques	I can competently, <b>accurately and safely</b> choose and use the correct equipment.	I can <b>follow time targets efficiently</b> to produce samples and final pieces of a <b>good quality within the time given</b> .	I can choose appropriate materials, components & equipment to create products of an <b>acceptable standard</b>	I can keep my work area organised and tidy <b>most of the time</b>
Above	I can gather and use research from <b>various sources</b> and <b>evaluate</b> my results.	I can <b>explain</b> where materials come from and whether they are <b>man-made or natural</b> .	I can <b>produce designs</b> that are <b>sustainable</b> .	I can use things I know about <b>existing products</b> when developing my designs. Show that I <b>understand limitations</b> (eg. in cost, time and materials) in my <b>specification</b> and <b>annotation</b> .	I can <b>independently</b> thread up and select the correct settings <b>safely and efficiently</b> . I can follow instructions and use the method confidently <b>with little help</b> to carry out textiles techniques	I can choose and use the necessary equipment <b>confidently, using it safely and correctly without help</b> .	I can <b>manage my own time</b> making any necessary changes to improve my time management for the future.	I can <b>select &amp; use</b> a range of materials, components & equipment with some <b>precision</b> to produce textile item that are of a <b>good standard</b>	I can keep a <b>tidy and organised work area</b> at <b>all times</b> .
Well Above	I can use a <b>wide range</b> of appropriate sources of information to develop my ideas.	I can <b>describe</b> the <b>process</b> of how materials are <b>manufactured</b> and <b>justify</b> reasons for their <b>choice</b> .	I can analyse the work of others <b>identifying sustainable practice</b> .	I can <b>communicate</b> using a variety of <b>media</b> and (Drawings, collage, CAD, Serif Suite/Photoshop) I <b>considered</b> the needs of a range of users.	I can <b>independently</b> use the sewing machine for a <b>variety of techniques efficiently and safely</b> . I can <b>independently</b> follow instructions and use the method to produce <b>very</b>	I can <b>competently choose and use</b> the correct equipment	I can <b>create and follow my own time targets</b> effectively and efficiently to produce samples and final pieces of a <b>high standard on time</b> .	I can work <b>confidently with precision &amp; accuracy</b> to produce very <b>high quality</b> textile item	I can work <b>tidily and efficiently</b> throughout and ensure a 'tidy as you go' approach

