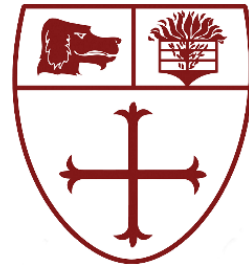


**DYSON PERRINS CE ACADEMY**

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**LIFE IN ALL ITS FULLNESS**



## **Subject Assessment Criteria**

**Year 9**

## **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.

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### Key Stage 3 Assessment Criteria Subject: Art Year 9

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 9-21	Make a few comments on the differences between other artists' work and describe similarities and differences between my own and other artists' work.	Experiment and work responsibly with materials, tools and equipment to refine ideas	Record and made notes about the primary sources that are appropriate to my ideas.	Produce a response with some understanding of the formal elements.
Test 1				
Test 2				
Test 3				
Approaching 22-48	Purposefully select an artist's work and analyse it to some extent and use this understanding to generate an idea of my own.	Purposefully select and experiment with different materials in a competent but somewhat predictable fashion to realise my ideas.	Purposefully select and explore a range of methods to convey my ideas – thumb-nail studies, different compositions and annotation to describe my intentions.	Purposefully select and use my knowledge of the formal elements to articulate my ideas in an increasingly skilful manner in my final outcome(s.)
Test 1				
Test 2				
Test 3				
Meeting 49-62	Effectively identify why ideas and meanings in other artists' work are subject to different interpretations. Use this understanding to extend my practical work.	Consistent well control a range of materials and techniques and my ideas are refined and explored in a measured way as my work progresses.	Consistently well respond to my sources, using my research, with increasing skill and reflection as my work progresses.	Consistently demonstrate within the body of my work, a clear progression of ideas that realises my intentions and shows a reasonable understanding of the formal elements
Test 1				
Test 2				
Test 3				
Above 63-76	Analyse and comment on my own and others' work, appreciating how codes and conventions are used to express ideas in different genres, styles and traditions	Express my ideas in often original ways. Utilise what I have learned from taking creative risks, in the development of my ideas.	Research, document and present information in ways that are appropriate to my intentions and create highly skilful recordings.	Think carefully about the final selection of my work and the method of its presentation showing an excellent understanding of the formal elements.
Test 1				
Test 2				
Test 3				
Well-above 77-84	Develop my ideas in a sophisticated manner, through focused, sustained and perceptive investigations of wide-ranging sources. Use this comprehensive understanding to transform my thinking and practical work	Develop a range of sophisticated ideas, through purposeful selection and rigorous, creative experimentation and by subtly refining and modifying my work as it progresses.	Select and organise information that has been generated from my extensive research and, through perceptive and rigorous reflection. Record my ideas with considerable finesse and confidence.	Produce personal, original and imaginative outcomes that realise my intentions in a sophisticated and coherent manner and show an excellent understanding of the formal elements
Test 1				
Test 2				
Test 3				

**Key Stage 3 Assessment Criteria Subject: Computer Science Year 9**

YR9 Computer Science Assessment Criteria						
	Computer Crime and Cyber Security	Data Rep	Coms and Networks	Python	Digital Artefacts	Animation
<b>Well above</b>	<p>Is fully aware of how to stay safe online whilst using technology, can spot the dangers and knows how to report concerns. (Includes Malware, Hacking, Email scams, Computer Misuse Act 1990). Fully understands what Copyright is and can follow legislation within their work. (Knows about and can use Advanced Search and Creative Commons. Is aware of the difference between Primary and Secondary Sources) Can discuss and include what GDPR is. Fully understands health and safety in an office/classroom/environment with regards to lighting, seating, rests, monitor positions and disposal.</p>	<p>Fully understands binary addition and can translate between binary and decimal confidently. Completes a series of tasks effectively and can confidently explain the overflow error. Can confidently demonstrate binary shifts (positive and negative). Can fully state how binary is represented as numbers, sound and images.</p>	<p>Fully understands hardware and software components that make up computer systems, and differences between them. Fully understands storage device differences, characteristics, and reasons for use. Fully understands internal components and how they function together.</p>	<p>Fully Designed, used with confidence and evaluated with understanding. Models the state &amp; behaviour of real-world problems with advanced formulae and additions. Model used for predicting / solving problems. Use logical reasoning to compare the utility (not just the actual coding) of alternative algorithms for the same problem. Detailed description / comparison, clear evidence of understanding of 'utility'. Has used at least two programming languages, one textual, solves a variety of complex problems. Effective use of all three Boolean operators in own programming. Clear, detailed explanation.</p>	<p>Can fully create, reuse and repurpose assets (primary &amp; secondary). High level of editing / effective use of a range of tools &amp; effects. Suitable for audience and purpose. Exported suitable format. Thoroughly tested for trustworthiness.</p>	<p>Fully detailed planning which includes timeframe, description of movement, positioning on stage, technical details e.g. layers / names; other detail. Most / all aspects resemble the final product. Clear evidence of using the plan. Detailed evaluation of using the plan to make the product, and the effectiveness of the plan, with suggestions for improvement.</p>
<b>Above</b>	<p>Clearly shows how to stay safe online whilst using technology, can spot the dangers and knows how to report concerns. (Includes Malware, Hacking, Email scams, Computer Misuse Act 1990). Clearly understands what Copyright is and can follow legislation within their work. (Knows about and can use Advanced Search and Creative Commons. Is aware of the difference between Primary and Secondary Sources) Can discuss and include what GDPR is. Clearly understands health and safety in an office/classroom/environment with regards to lighting, seating, rests, monitor positions and disposal.</p>	<p>Clearly understands binary addition and can translate between binary and decimal confidently. Completes some tasks well Is aware of the overflow error and can explain it. Can clearly state how binary is represented as numbers, sound and images. Can demonstrate binary shifts (positive and negative)</p>	<p>Clearly understands hardware, software, input/process/output. Correctly identifies all input / outputs. Clear understanding of storage device differences, and characteristics. Clearly understands how internal components function together.</p>	<p>Designed, used with confidence. Models the state &amp; behaviour of real-world problems with advanced formulae. Clearly attempts to make predictions / solve problems. Use logical reasoning to compare the utility (not just the actual coding) of alternative algorithms for the same problem. Basic description / comparison of 'utility'. Has used at least two programming languages, one textual, solves a variety of basic problems. Understands all three Boolean operator. All three evident in own programming. Basic explanation.</p>	<p>Can clearly create, reuse and repurpose assets (primary &amp; secondary). Appropriate editing / good use of tools &amp; some effects. Suitable for audience and purpose. Exported suitable format. Mostly tested for trustworthiness.</p>	<p>Clearly planned product including timeframes, suggestions of movement, colour. Many aspects resemble final product. Evidence of using the plan. Evaluation in some detail. Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</p>

	<b>Computer Crime and Cyber Security</b>	<b>Data Rep</b>	<b>Coms and Networks</b>	<b>Python</b>	<b>Digital Artefacts</b>	<b>Animation</b>
<b>Meeting</b>	Understands how to stay safe online whilst using technology, can spot the dangers and knows how to report concerns. (Includes some: Malware, Hacking, Email scams, Computer Misuse Act 1990). Understands what Copyright is and can follow legislation within their work. (Knows about and can use Advanced Search and Creative Commons. Is aware of the difference between Primary and Secondary Sources) May discuss GDPR. Understands health and safety in an office/classroom/environment with regards to lighting, seating, rests, monitor positions and disposal.	Can demonstrate binary addition and can translate between binary and decimal by answering some questions (maybe errors). Understands how binary is represented as numbers and maybe as sound or images. Can demonstrate binary shifts (positive and/or negative)	Understands hardware vs software. Correctly identifies most input / outputs. Some understanding of storage device differences. Has some understanding how internal components function individually. Understands input/process/output	Can set up a model to show the state & behaviour of real-world problems i.e. includes the required basic functions / formulae. Has attempted predictions / solving problems. Uses logical reasoning to compare the coding of alternative algorithms for the same problem, with basic descriptions. Has used two programming languages, one textual, solves some problems. Some prompt needed. Understands all three Boolean operators. Most evident and mainly accurate in own programming, able to recognize in coding. Includes explanation.	Can create and reuse assets (primary or secondary). Suitable for audience and purpose. Exported suitable format. Some testing for trustworthiness.	Planning includes timeframe. Planning somewhat resembles final product (evidence of using the plan). Evaluation lacks some elements e.g. creating the plan / using the plan, suggested improvements. Created, specific audience. Missing either re-use, revise or re-purpose. Attention to trustworthiness, design and usability.
<b>Approaching</b>	Has some understanding of how to stay safe online whilst using technology, can spot some dangers and might know how to report concerns. Can state what Copyright is but may not apply this in work (Knows about and can use Advanced Search and Creative Commons. Possibly knows what Primary and Secondary Sources are). Understands health and safety in an office/classroom/environment with regards to lighting, seating, rests, monitor positions and disposal.	Some understanding of binary addition by completing some basic tasks. Demonstrates an understanding of how binary is represented as numbers and maybe in images/sound. Demonstrates some binary shifts (positive or negative)	Some understanding of hardware vs software. Some input / output devices correct. Some understanding of storage device differences. Some understanding of 'process', CPU function and FDE.	Some evidence of modelling i.e. some formulae / functions although not complete / accurate. Some evidence of predicting / solving problems. Has used one programming language, solved / attempted a few basic problems. May have needed guidance.	Some evidence of creating an asset with some editing. Audience and purpose considered although is not clear. Some evidence of File formats.	Some planning of timeframe included, AND / OR some resemblance of final product (little evidence of using the plan). Limited / no evaluation. Created a digital artefact, no specific audience. Some attention to trustworthiness, design.
<b>Working towards</b>	A limited understanding of how to stay safe online whilst using technology, and may be able to report concerns. Has heard of Copyright but may not apply this in work. Can use Secondary Sources in work but may not reference correctly. Has some knowledge of health and safety in the classroom with regards to lighting, seating, rests, monitor positions and disposal.	Limited understanding of binary addition by completing tasks, there may be some errors. Limited understanding of how binary is represented in numbers and maybe some images/sound. Can attempt some binary shifts.	Difficulty explaining hardware vs software. Although limited, can name some hardware and software. Unsure of input / output. Limited understanding of 'processing'. Limited understanding of hardware vs software. Unsure of CPU function.	Limited evidence of using/modelling i.e. lacks formulae / functions. Attempted to use one programming language to solve a couple of problems. No evidence of own programming / guidance given. Solutions mainly inaccurate	Limited evidence of creating or reusing an asset, no evidence of editing. Some suitability for audience and purpose. No export / file format not suitable for use. No testing for trustworthiness.	Limited evidence of timeframe AND / OR little resemblance of final product (little evidence of using the plan). Limited / no evaluation. Created a digital artefact, no specific audience. Limited attention to trustworthiness, design.

### Key Stage 3 Assessment Criteria Subject: Design & Technology Year 9

	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 but 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>• <b>Recycle</b></li> <li>• <b>Refuse</b></li> <li>• <b>Reduce</b></li> <li>• <b>Repair</b></li> <li>• <b>Rethink</b></li> <li>• <b>Repair</b></li> </ul>	I can <b>sketch</b> my <b>design ideas</b> with <b>some accuracy and add colour</b> neatly.	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 but 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 me 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 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 <b>competently, 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 at <b>all times</b> .
	I can use a wide <b>range</b> of <b>appropriate sources</b> of information to <b>develop my ideas</b> .	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 <b>choice</b> .	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, efficiently and safely</b> . I can <b>independently</b> follow instructions and use the method to produce a <b>very successful final pieces</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 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 throughout</b> and ensure a ' <b>tidy as you go</b> ' approach

### Key Stage 3 Assessment Criteria Subject: Drama Year 9

Age Related Expectations	CREATING	PERFORMING	RESPONDING/EVALUATING
<b>Working towards</b>	I can communicate effectively and make a positive contribution to a group by inputting ideas to convey meaning.	I can apply performance skills effectively to portray convincing characters.	I can analyse and evaluate drama and make thoughtful comments, sometimes using dramatic terminology.
<b>Approaching</b>	I can demonstrate good communication skills and begin to generate a range of clear and interesting ideas for performance or production to convey meaning effectively.	I can apply a range of performance skills effectively to portray convincing and believable characters as well as artistic intentions.	I can provide detailed analysis and evaluation of drama making insightful comments using dramatic terminology.
<b>Meeting</b>	I can demonstrate leadership skills and generate an extensive range of excellent ideas for performance or production to convey meaning.	I can apply a wide range of skills successfully to convey convincing and believable characters/or design skills realising credible artistic intentions.	I can analyse and evaluate drama using sophisticated, analytical dramatic terminology with technical accuracy.
<b>Above</b>	I can demonstrate confident leadership to generate an extensive range of excellent ideas for performance or production skills to convey meaning successfully.	I can apply an extensive range of performance skills successfully to portray a wide range of engaging, credible characters or designs applying artistic intentions through an awareness of stage craft.	I can rigorously analyse and evaluate drama using sophisticated, dramatic terminology with technical accuracy and fluency.
<b>Well-above</b>	I can demonstrate outstanding leadership to help generate highly creative and surprising ideas for performance or production skills to convey meaning successfully.	I can apply complex performance or production skills expertly to portray a wide range of engaging and realistic characters or designs applying a sophisticated use of stage craft.	I can rigorously analyse and evaluate drama (performance/production) using sophisticated, dramatic terminology with technical accuracy, fluency and creativity.



### Key Stage 3 Assessment Criteria Subject: English Year 9

	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> <li>• Context is identified</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>
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> <li>• Context is mainly factual</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>
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> <li>• Writer's intentions are identified</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>
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> <li>• Writer's intentions are explained</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>
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> <li>• Writer's intentions are critically explored</li> </ul>	<ul style="list-style-type: none"> <li>• Sophisticated use of narrative features e.g. cyclical; dual-narratives; perspective shifts; motifs</li> <li>• Engaging with opposing views for effect and to develop their responses e.g. <i>discrediting opposing arguments</i></li> <li>• Uses sophisticated phrase level descriptive methods e.g. <i>extended metaphors</i></li> </ul>

### Key Stage 3 Assessment Criteria Subject: Food and Nutrition Year 9

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

### Key Stage 3 Assessment Criteria Subject: Geography Year 9

Age Related Expectations	Knowledge	Understanding	Geographical enquiry and skills
Working towards	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.
Approaching	Has extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global.	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.
Meeting	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
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 the opinions of stakeholders. Appreciate the need for a more sustainable approach to planning and management of environments, and evaluate 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.
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, with consideration towards unfamiliar contexts. 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.	Plan and conduct an independent geographical enquiry, identify appropriate hypotheses or key questions, and provide detailed supporting predictions. Accurately collect primary and secondary data, collate and present their findings, analyse their data, interpret the results and substantiate their conclusions with precise links to geographical theories. Understand how to critically evaluate their enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions. Demonstrate an extensive range of sophisticated maps and graphs and use statistical calculations to analyse the data displayed, recognising why anomalies might exist.

### Key Stage 3 Assessment Criteria Subject: History Year 9

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	<p>You demonstrate some knowledge and superficially cover the key points with a lack of depth, balance, historical detail and clear understanding.</p> <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>	<p>a. You analyse with some explanation, some causes/consequences of historical events and different types of causes/consequences are identified.</p> <p>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.</p> <p>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.</p> <p>d. You can describe how aspects of society have changed and stayed the same, by connecting events over time.</p> <p>e. You describe how historical experiences/ideas/beliefs or attitudes were similar or different with supporting evidence but without clear conclusions.</p> <p>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.</p>	<p>The question is addressed but your ideas are not developed beyond copying text / sources or stating the obvious.</p>
Approaching	<p>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.</p> <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>	<p>a. You analyse and partly explain different types of some causes/consequences of historical events and links between different causes are identified.</p> <p>b. You compare reasons for and against judging something as important and offer a judgment on the extent of importance, with some supporting evidence.</p> <p>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.</p> <p>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).</p> <p>e. You explain how historical experiences/ideas/beliefs or attitudes were similar or different with supporting evidence and clear conclusions.</p>	<p>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.</p>

		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.	
Meeting	<p>You demonstrate good subject knowledge which covers most of the key points with relevant and a mostly accurate range of evidence.</p> <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>	<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>	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.
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. 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. 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 consider the views of different historians, showing knowledge of those historians and awareness of the reasons why it is difficult to evaluate causes/consequences. Other arguments are tackled and rejected for defensible reasons. You compare causes/consequences with other periods of history.</p> <p>b. You show significance as varying over time and from group to group. You apply and justify significance criteria (e.g. remembered, remarkable, resonant, resulting in change, revealing) to events/people over a chronological range.</p> <p>c. You explain a range of reasons why different interpretations have been constructed that take in to account the period in which the interpretation is created and the period that it refers to. You can evaluate arguments in differing interpretations and 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. You can explain why some changes are more significant.</p> <p>e. Building on below, you consider more subtle conclusions. You make a clear overall judgement.</p> <p>f. Building on the level below, you can also form an overall judgement on source utility that takes all features of the source into account. Excellent contextual knowledge is used in the process of analysing the sources.</p>	<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.</p>
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### Key Stage 3 Assessment Criteria Subject: Maths Year 9

Assessment Objective / Theme					
Age Related Expectations	Number	Algebra	Geometry	Ratio and Proportion	Statistics and Probability
Working towards	Understand types of number (primes, multiples and factors). Arithmetic with fractions. Understand and use the HCF and LCM of numbers.	Interpret straight line graphs.	Understand and identify faces, edges and vertices. Know the names of common prisms and non-prisms. Identify 2D shapes within 3D shapes. Work out missing lengths given area and/or volume. Construct 3D shapes from nets. Use basic angle rules, including with special quadrilaterals. Identify the order of rotational symmetry of a shape.	Find percentage changes. Direct proportion problems and graphs. Conversion graphs. Unit pricing problems ("best buy"). Work with speed, distance and time.	Relative frequency. Expected number of outcomes. Independent events.
Approaching		Change the subject of a formula. Compare functions to linear sequences and finding the rule for the nth term.	Calculate the volume and surface area of cuboids and cylinders. Construct the net of a given 3D shape. Construct and use scale drawings. Find the result of rotating shapes. Identify the hypotenuse of a right-angled triangle. Translate points and shapes by a given vector. Enlarge shapes by a positive scale factor.	Calculate percentage increases and decreases. Use percentages over 100%. Solve ratio problems given the whole or a part. Explore financial mathematics.	
Meeting	Understand and use standard form.	Solve equations and inequalities with unknowns on both sides. Find and use the equation of a straight line. Drawing and reading from graphs of quadratic functions. Representing inequalities.	Calculate the volume of any prism. Construct perpendiculars and bisectors. Enlarge shapes by a positive scale factor from a given point. Calculate missing sides in right-angled triangles. Calculate the lengths of missing sides in similar shapes.	Use multipliers in variety of contexts. Simple inverse proportion.	
Above	Understand types of number (including rational and irrational numbers).	Reduce equations to the form $y=mx+c$ . Interpreting graphs of functions (e.g. reciprocal functions).	Work out the surface area of any prism. Understand congruency. Exploring congruency via construction. Find angles using algebraic methods. Understand variance and invariance in the context of transformations.	Solve "reverse percentage" problems. Solve problems involving density. Work with compound units.	
Well-above		Solve a pair of simultaneous equations using graphical methods. Change the subject of a complex formula. Understand the gradients of perpendicular lines.	Explore volume of cones, spheres and complex shapes. Explore the locus of a path. Develop geometrical proofs. Find the result of a series of transformations. Use Pythagoras' Theorem in 3D shapes. Enlarge shapes by a negative scale factor. Explore ratios in similar triangles.	Work with repeated percentage change. Inverse proportion graphs. Converting compound measures.	Tree diagrams.

### Key Stage 3 Assessment Criteria Subject: Modern Foreign Languages Year 9

Age Related Expectations	Listening AO1	Speaking AO2	Reading AO3	Writing AO4
Working towards	<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 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 understand and note main points, details and opinions.</li> <li>I am beginning to choose what I want to read</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 at least 3 short sentences (with 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>
Approaching	<ul style="list-style-type: none"> <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 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> <li>I can attempt a question.</li> </ul>	<ul style="list-style-type: none"> <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 four sentence paragraph [40 words] from memory in the present tense giving information about myself or other people.</li> <li>I can give a variety of opinions and 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>
Meeting	<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 and ask a specific question.</li> <li>I can respond to an unpredictable question with 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 90-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>



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 tenses.</li> <li>I can take part in conversations about past, present and future events in a range of situations of 6-7 exchanges and speak with increasing confidence.</li> <li>I can ask a specific question with some confidence and intonation.</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 &amp; 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 needs of the task.</li> <li>I can add extra details at every opportunity.</li> <li>My sentences are more complex with at least 3 tenses.</li> <li>I can add 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 odd basic mistakes but few mistakes in more complex sentences.</li> <li>I can translate longer paragraphs with use of 3 tenses, time phrases and opinions.</li> </ul>
Well-above	<ul style="list-style-type: none"> <li>I can understand longer passages &amp; conversations containing predictable information. This will include opinions, vocabulary and structures from several topics, which might include 4 or more tenses.</li> <li>I can understand familiar language in new contexts.</li> <li>I can pick out specific details, including points of view.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer a wider range of questions across many topics, using formal and informal modes of address.</li> <li>I can use key high-frequency verb forms with a combination of 4 different tenses.</li> <li>I can take part in conversations about past, present and future events in a range of situations of at least 8 exchanges and speak with good pronunciation and intonation.</li> <li>I can use my understanding of grammar in new situations.</li> <li>I can use classroom language with confidence.</li> <li>I can ask a specific question with confidence and good intonation.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand longer texts from a wide range of contexts. I can understand and translate some complex language and structures.</li> <li>I can understand and respond to extracts from abridged and adapted literary texts with more accuracy.</li> <li>I can read and understand different texts (past, present or future events).</li> <li>I can understand familiar language in new contexts.</li> <li>I can pick out specific details, including points of view.</li> <li>I can use context and grammar to work out the meaning of words I do not understand.</li> </ul>	<ul style="list-style-type: none"> <li>I can use an extensive range of vocabulary appropriate to the needs of the task including idiomatic phrases.</li> <li>I can add extra details at every opportunity with some confidence.</li> <li>My sentences are more complex with at least 4 tenses.</li> <li>I can add an extensive range of connectives.</li> <li>My work includes complex opinions and reasons expressed through use of opinion and oppositional phrases.</li> <li>I can translate paragraphs with use of 4 tenses, time phrases and opinions with greater accuracy.</li> <li>I can write in paragraphs, talking in 3 timeframes (past, present and future).</li> <li>I can translate short passages into French and into English (using a dictionary).</li> <li>I can write a 150-word paragraph from memory using a wide range of vocabulary &amp; grammar to express my ideas &amp; opinions.</li> <li>I can adapt constructions from my textbook/worksheets.</li> <li>My vocabulary is good and allows me to vary my language. I am starting justify my opinions beyond simple language.</li> <li>My accuracy is generally good but there may be lapses when I use several tenses in one text.</li> </ul>

### Key Stage 3 Assessment Criteria Subject: Music Year 9

Assessment Objectives/Theme				
Age Related Expectations	PERFORMING  I can...	COMPOSING  I can...	LISTENING  I can...	EVALUATION  I can...
Working towards	<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 sounds</li> <li>• Hear and describe the mood of the music</li> </ul>	<ul style="list-style-type: none"> <li>• Make basic improvements to my work by acting on feedback</li> </ul>
Approaching	<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>
Meeting	<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> </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>
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>
Well-above	<ul style="list-style-type: none"> <li>• Adapt my performance to different styles</li> <li>• Perform with a personal style</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a musically coherent piece of music</li> <li>• Compose using my own ideas selected and adapted from different styles</li> <li>• Develop, extend and/or discard ideas based on their impact</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and critique the music that I listen to</li> <li>• Recognise the quality of musical devices and characteristics that are used</li> <li>• Use comparisons to make judgements</li> <li>• Relate music to its origins and context</li> <li>• Use my understanding of different styles and musical history to form opinions</li> </ul>	

### Key Stage 3 Assessment Criteria Subject: Physical Education Year 9

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. 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. 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. 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>I show ability to;</p> <ul style="list-style-type: none"> <li>• Follow rules and regulations.</li> <li>• Show awareness of safety.</li> </ul>	<p>I can regularly;</p> <p>Make connections between my knowledge of health and how it applies to physical activity.</p>

	Often able to replicate basic skills within practices and competition	<ul style="list-style-type: none"> <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>	Work at a high intensity level in lessons within the sporting activity requirements
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 9

Assessment Objective/Theme			
Age Related Expectations	Keywords	Explain	Evaluate
Working towards	Knowledge of some keywords for all topics studied. Keywords sometimes used inaccurately.	Works in simple sentences. Some inaccuracies in spelling or grammar. Limited understanding shown.	Can give own opinion simply. Many SPAG errors.
Approaching	Knowledge of some keywords, particularly Christianity. Some accurate use.	Works in sentences. Simple reasons given for points made. Answers show something worthy of credit.	Can give more than one viewpoint simply. Some SPAG errors.
Meeting	Ability to select keyword to definition in multiple-choice questions. Regular use of keywords.	Can write points with development to express AO1 knowledge. Occasional use of religious references.	Can write four points of view simply using FARM structure. Some use of religious references.
Above	Ability to select keyword to definition in multiple-choice questions. Knowledge of a range of keywords and accurate use of them.	Can write points accurately using PEE to show AO1 knowledge. Regular use of religious references.	Can write in 4xPEE paragraphs and accurately applies religious references to show in depth knowledge. Judgement call made.
Well-above	Knowledge of a range of keywords and accurate use of them, sometimes examples are linked to them.	Can write fully developed paragraphs in PEE. Regular use of keywords and religious references to show in depth knowledge of religion.	Can write in 4xPEE and accurately apply and explain religious references. Evaluation is show throughout the answer and a clear judgement call provided.

### Key Stage 3 Assessment Criteria Subject: Science Year 9

	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>	<b>Required Practical</b>
<b>Age Related Expectations</b>	<b>The study of living things and how they interact with each other and their environment</b>	<b>The study of materials, their properties and how they react with other materials.</b>	<b>The study of forces and energy and their interactions and effects.</b>	<b>Investigations.</b>
Working towards	<p>Identify plant, animal and bacterial cells.</p> <p>Give examples of substances that diffuse into and out of cells.</p> <p>Describe the main systems in the human body and their functions.</p> <p>Give risk factors associated with cardiovascular disease, Type 2 diabetes, lung diseases and cancers.</p> <p>Label the main organs of a plant and describe their functions.</p> <p>Describe the organs that make up the plant transport system.</p>	<p>Use the names and symbols of the first 20 elements in the periodic table, the elements in Groups 1 and 7, and 0.</p> <p>Recall what atomic number represents.</p> <p>Describe the structure of the atom.</p> <p>Describe some observations when metals react with acids.</p> <p>Use information to list metals in order of reactivity.</p>	<p>Describe, for common situations, the changes involved in the way energy is stored when a system changes.</p> <p>Describe the main energy resources available for use on Earth.</p> <p>Name the changes of state.</p> <p>Describe the simple properties of solids, liquids, and gases.</p> <p>State that the density of a material is the mass per unit volume.</p> <p>State that the internal energy of a system increases as it is heated.</p> <p>Describe a gas as consisting of a large number of rapidly moving particles.</p>	<p>RP1: Use a light microscope to observe, draw and label a selection of plant and animal cells.</p> <p>A magnification scale must be included.</p> <p>RP3: Investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.</p> <p>RP4: Use qualitative reagents to test for a range of carbohydrates, lipids and proteins.</p> <p>RP5: Investigate the effect of pH on the rate of reaction of amylase enzyme.</p> <p>RP14: an investigation to determine the specific heat capacity of one or more materials.</p>
Approaching	<p>Label diagrams of bacterial cells.</p> <p>Describe where stem cells can be found in animals and plants.</p> <p>Correctly use a microscope to observe cells under different magnifications.</p> <p>Explain how specialised cells are adapted for their function.</p> <p>Explain the terms cell, tissue, organ, organ system and organism, and be able to give examples of each.</p> <p>Describe the functions of the organs in the digestive system, and the gas exchange system.</p> <p>Name the three types of enzymes involved in digestion, including the names of the substrates, products and where the enzymes are produced.</p> <p>Describe and label a diagram of the heart and circulatory system.</p> <p>Give examples of communicable and non-communicable diseases.</p> <p>Describe the effects of diet, smoking, alcohol and exercise on health.</p>	<p>Name compounds of these elements from given formulae or symbol equations.</p> <p>Write word equations for reactions.</p> <p>Use the periodic table to identify number of protons in different elements.</p> <p>Recall the different charges of the particles that make up an atom.</p> <p>Work out the products of a neutralisation reaction.</p> <p>Explain how reactivity of metals can be worked out using observations of displacement reactions</p> <p>Recall the pH scale and typical values for acidic, neutral and alkaline solutions.</p> <p>Describe what happens in a neutralisation reaction.</p>	<p>Describe how the energy stored in a system changes when it is heated.</p> <p>State the equations used to find efficiency.</p> <p>Distinguish between energy resources that are renewable and energy resources that are non-renewable.</p> <p>Outline the behaviour of particles in solids, liquids, and gases.</p> <p>Describe density as a property of a material and not a particular object.</p> <p>Describe how the internal energy of an object can be increased by heating.</p> <p>State that as the temperature of a gas in a sealed container increases, the pressure of the gas increases</p>	<p>To include: Benedict's test for sugars; iodine test for starch; and Biuret reagent for protein.</p> <p>RP5: Investigate the effect of pH on the rate of reaction of amylase enzyme.</p> <p>RP14: an investigation to determine the specific heat capacity of one or more materials.</p>

	Describe some causes of cancer, eg viruses, smoking, carcinogens and ionising radiation.			
Meeting	<p>Describe the function of the main organelles. Describe the differences between differentiation in plants and in animals. Describe how stem cells could be used to help treat some medical conditions, and the ethical issues concerning the use of stem cells from embryos in medical research and treatments. Describe the differences between eukaryotic and prokaryotic cells. Describe the differences in magnification and resolution of light and electron microscopes. Carry out calculations using the formula:</p> $real\ size = \frac{image\ size}{magnification}$ <p>Describe and explain how an exchange surface is made more effective. Describe the effects of different concentrations of solutions on cells in terms of osmosis. Describe the functions of the digestive system to digest and absorb foods. Describe the role of enzymes and bile in digestion. Explain how the heart and blood vessels are adapted for their function. Explain how each blood component is adapted for its function. Explain how diet, stress and life situations can affect physical and mental health. Describe the difference between benign and malignant tumours. Identify the tissues in a leaf and describe their functions. Relate the structure of each tissue to its function in photosynthesis. Describe where active transport occurs in humans and plants and what is transported.</p>	<p>Describe, explain and give examples of the specified processes of separation. Describe how and why the atomic model has changed over time. Write formulae and balanced chemical equations for reactions. Describe why atoms have no overall charge. Calculate the numbers of protons, neutrons and electrons in an atom or ion, given its atomic number and mass number for the first 20 elements. Represent the electronic structures of the first twenty elements of the periodic table in diagrams. Explain the differences between metals and non-metals on the basis of their characteristic physical and chemical properties. Explain how properties of the elements in Group 0 depend on the outer shell of electrons of the atoms. Describe the reactions of the first three alkali metals with oxygen, chlorine and water. Describe the nature of the compounds formed when chlorine, bromine and iodine react with metals and non-metals. Work out the products of a neutralisation reaction, and reactions between metals and oxygen. Explain how reactivity of metals can be worked out using observations of displacement reactions. Describe how to make a soluble salt from a reaction between an acid and a base. Link the reactivity of metals to the way they are extracted from their compounds.</p>	<p>Calculate how energy is redistributed in a system when it changes. Calculate the kinetic energy of a moving object, stored by a stretched spring and an object raised above ground level. Calculate the amount of elastic potential energy stored in a stretched spring. Calculate the amount of gravitational potential energy gained by an object raised above the ground level. Calculate the amount of energy stored in or released from a system as its temperature changes can be calculated using the equation: Define specific heat capacity. Carry out calculations to determine power, using energy transferred divided by time and work done divided by time. Describe, in terms of energy stores/work done, what happens when an appliance is working. Describe how energy transfers can be reduced in a number of ways. Calculate the efficiency of a machine as either a decimal or a percentage. Compare the ways that different energy resources are used. The uses to include transport, electricity generation and heating. Describe the changes in behaviour of the particles in a material during changes of state. Calculate the density of materials. Describe the energy changes by heating between objects within the same system. Describe pressure as being caused by collisions of gas particles with the walls of its container.</p>	RP 17: Use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular shaped objects.

Above	<p>Explain the need for differentiation in a multicellular organism.</p> <p>Describe in simple terms how nerve cells genetically identical to a patient could be obtained.</p> <p>Rearrange the equation for real size to calculate image size or magnification.</p> <p>Calculate and compare surface area: volume ratios.</p> <p>Explain how the small intestine and lungs in mammals, and roots and leaves in plants, are adapted for exchange of substances.</p> <p>Explain why enzymes are specific and are denatured by high temperatures and extremes of pH.</p> <p>Calculate the rate of enzyme controlled reactions.</p> <p>Describe the function of the pacemaker cells and coronary arteries.</p> <p>Explain how cancer may spread to form a secondary tumour in another part of the body.</p> <p>Describe the role of stomata and guard cells to control water loss and gas exchange.</p> <p>Explain why active transport requires energy.</p> <p>Compare transpiration and translocation.</p>	<p>Describe the difference between the plum-pudding model of the atom and the nuclear model of the atom.</p> <p>(HT only) write balanced half equations and ionic equations where appropriate.</p> <p>Explain how the position of an element in the periodic table is related to the arrangement of electrons in its atoms and hence to its atomic number.</p> <p>Predict properties of elements from given trends down the group to which it belongs.</p> <p>Explain how properties of the elements in Group 1 depend on the outer shell of electrons of the atoms.</p> <p>Explain how properties of the elements in Group 7 depend on the outer shell of electrons of the atoms.</p> <p>Use ionic equations to describe neutralisation reactions.</p> <p>Explain the terms oxidation and reduction in terms of electrons and oxygen.</p>	<p>Evaluate the use of various types of insulation in the home.</p> <p>Describe ways to increase the efficiency of an intended energy transfer.</p> <p>Compare the use of different fuels for heating homes and transport. Determine the most suitable fuel for a particular use depending on the characteristics of the fuel.</p> <p>Explain the behaviour of a material in terms of the arrangement of particles within it.</p> <p>Explain why some materials will float on water.</p> <p>Describe the changes in the size of intermolecular forces during changes of state.</p> <p>Outline Brownian motion and how this provides evidence for the particle nature of matter.</p>	
Well-above	<p>Evaluate risks and benefits, as well as the social and ethical issues concerning the use of stem cells from embryos in medical research and treatments.</p> <p>Apply knowledge of osmosis to unfamiliar situations and make predictions.</p> <p>Use the lock and key theory and collision theory to explain enzyme action.</p> <p>Explain why there are more stomata on the lower surface of a leaf.</p> <p>Explain the relationship between active transport and oxygen supply and numbers of mitochondria in cells</p>	<p>Describe why the evidence from the scattering experiment led to a change in the atomic model.</p> <p>Suggest suitable separation techniques for mixtures when given appropriate information.</p> <p>Calculate the relative atomic mass of an element given the percentage abundance of its isotopes.</p> <p>Predict possible reactions and probable reactivity of elements from their positions in the periodic table.</p> <p>Use ionic equations to show displacement reactions.</p> <p>Explain what makes an acid strong, and how this is different to a concentrated acid.</p>	<p>Explain how the National Grid system is an efficient way to transfer energy.</p> <p>Describe, with examples, the relationship between the power ratings for domestic electrical appliances and the changes in stored energy when they are in use.</p> <p>Interpret data on efficiencies of different machines.</p> <p>Evaluate the use of different energy resources for a given situation, e.g. generating electricity in remote locations including ethical and environmental issues.</p> <p>Explain in detail why the density of a material changes during a change of state, using a particle model.</p> <p>Use the concepts of kinetic and potential energy to explain changes in internal energy.</p> <p>Explain Brownian motion in terms of particle behaviour and collisions, relating the speeds of smoke particles and air molecules.</p>	



### Key Stage 3 Assessment Criteria Subject: Textiles Year 9

	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 but 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>● <b>Recycle</b></li> <li>● <b>Refuse</b></li> <li>● <b>Reduce</b></li> <li>● <b>Repair</b></li> <li>● <b>Rethink</b></li> <li>● <b>Repair</b></li> </ul>	I can <b>sketch</b> my <b>design ideas</b> with <b>some accuracy and add colour</b> neatly.	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 but 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 <b>6 R's</b> can be achieved in technology.	I can <b>draw my 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 <b>organised and tidy 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 <b>wide range</b> of <b>appropriate sources</b> of information to <b>develop my ideas</b> .	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 <b>choice</b>	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, efficiently and safely</b> . I can <b>independently</b> follow instructions and use the method to produce a <b>very successful final pieces</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 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 throughout</b> and ensure a ' <b>tidy as you go</b> ' approach

