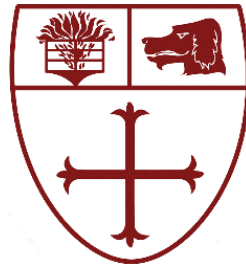


DYSON PERRINS CE ACADEMY

LIFE IN ALL ITS FULLNESS



Subject Assessment Criteria

Year 7

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 | 6 |
| Key Stage 3 Assessment Criteria Subject: Drama..... | 7 |
| Key Stage 3 Assessment Criteria Subject: English..... | 8 |
| Key Stage 3 Assessment Criteria Subject: Food and Nutrition..... | 9 |
| Key Stage 3 Assessment Criteria Subject: Geography..... | 10 |
| Key Stage 3 Assessment Criteria Subject: History..... | 11 |
| Key Stage 3 Assessment Criteria Subject: Maths | 13 |
| Key Stage 3 Assessment Criteria Subject: Modern Foreign Languages | 14 |
| Key Stage 3 Assessment Criteria Subject: Music..... | 15 |
| Key Stage 3 Assessment Criteria Subject: PE | 16 |
| Key Stage 3 Assessment Criteria Subject: RE | 17 |
| Key Stage 3 Assessment Criteria Subject: Science | 18 |
| Key Stage 3 Assessment Criteria Subject: Textiles | 19 |

Key Stage 3 Assessment Criteria Subject: Art Year 7

| | | 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 | | Describe, in a basic way, what I think and feel about artists' work. | Experiment with basic materials. | Use different materials in a basic manner to record my ideas. | Produce a basic personal response. |
| Test 1 | | | | | |
| Test 2 | | | | | |
| Test 3 | | | | | |
| Approaching 22-48 | | Make a few comments on differences between artists' work and described similarities and differences between my own and other artists' work. | Experiment and am able to 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 that also realises my intentions |
| Test 1 | | | | | |
| Test 2 | | | | | |
| Test 3 | | | | | |
| Meeting 49-62 | | 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 | | | | | |
| Above 63-76 | | Effectively identify why ideas and meanings in other artists' work are subject to different interpretations. Use this understanding to extend my practical work. | Consistently well control of a range of materials and techniques and my ideas are refined and explored in a measured way as my work progresses. | Consistently respond to my sources, using my research, with increasing skill and reflection as my work progresses. | Consistently well 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 | | | | | |
| Well-above 77-84 | | 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 work in a highly developed manner | Think carefully about the final selection of my work and the method of its presentation and produce highly developed work |
| Test 1 | | | | | |
| Test 2 | | | | | |
| Test 3 | | | | | |

Key Stage 3 Assessment Criteria Subject: Computer Science Year 7

| YR7 Computer Science Assessment Criteria | | | | |
|--|---|--|--|--|
| | UCSER | Office skills | Projects (Animation, IMP and Flowol) | Understanding computers |
| Well above | Fully understands how to use technology safely, respectfully, responsibly and securely. Fully articulates how to protect their online identity and privacy using realistic examples. Confidently recognises inappropriate content, contact and conduct and is aware of the consequences. Knows how to report concerns | Creates a fully suitable, effective spreadsheet using the correct data and makes suitable predictions (formulae, functions, layout, goal seek, graphs, headings, data type and formatting of cells (Conditional formatting)) for a specific audience and purpose. Has produced and formatted a well written letter, including a suitable logo (correct file type). | A fully designed product, used with confidence and evaluated with understanding. Models the state & behaviour of real-world problems and sound software features. All elements planned and included for the final product. | Fully understands the components that make up computer systems, and differences between them. Understands storage device differences, some characteristics, and some reasons for use. Understands internal components and how they function together. Fully understands how data is represented / manipulated in binary digits (0-255), with reference to text, sound and image. Can convert binary to denary to binary confidently and completes binary addition. |
| Above | Clearly understands how to use technology safely, respectfully, responsibly and securely. Clearly states how to protect their online identity and privacy using realistic examples and consequences. Clearly knows how to protect their online identity and privacy using realistic examples and consequences. Knows how to report concerns and to whom | Clearly creates an appropriate spreadsheet for a specific audience and purpose. Some evidence of using the correct data (formulae, layout, headings, data type and formatting of cells). Has made some suitable predictions and included a usable graph. Has written and formatted a letter, including a logo, which has been saved/exported the logo with a suitable file type. | A clearly designed product with evaluation. Models the state & behaviour of real-world problems and sound software features. All elements planned and included for the final product. | Clearly understands hardware, software, input/process/output. Correctly identifies all input / outputs. Understands storage device differences, and some characteristics. Has reasonable understanding how internal components function together (CPU). Clearly understands how data is represented / manipulated in binary digits (0-255), with reference to text, sound and/or image. Converts binary to denary to binary and completes binary addition. |
| Meeting | Can stay safe online using suitable passwords and demonstrates how to be responsible. Can list a few reasons about how to protect themselves whilst online (including online identity and privacy). Knows how to report concerns | Can create a spreadsheet for a particular audience and purpose. Can provide evidence of data, formulae, layout, headings, formatting of cells, data, data types and graphs. Can make predictions and test the data. Can edit a provided letter with some improvements. Can source a logo and import into the letter. | Designed. Design has been used and evaluated. Basic accurate plan that models the state & behaviour of real-world problems | Understands hardware vs software. Can correctly identify most input / outputs. Can understand some storage device differences and how internal components function individually. Understands input/process/output. Can represent numbers as binary digits (0-255), with some reference to text or sound or image) and converts binary-denary-binary and demonstrates how to add binary. |
| Approaching | Has shown some understanding of how to use technology safely or respectfully or responsibly or securely. Some understanding of how to protect online identity / privacy and to stay safe online. | Edited the provided spreadsheet reusing own elements (formatting cells, layout, data etc.). Some evidence of predictions verbally or written. Has shown how to edit a provided letter using formatting and layout skills. | Some evidence of design / using. Plan somewhat reflects the state & behaviour of the final product. Some assets. Some planning of tools / effects. | Understands hardware vs software. Some input / output devices correct. Some examples of storage device differences. Some understanding of 'process'. Some understanding that data is represented using binary digits (binary values e.g. 8,4,2,1) . Some examples of converting binary-denary and adding binary values and recognise patterns. |
| Working towards | Limited understanding of how to use technology safely or respectfully or responsibly or securely. Limited understanding of how to protect online identity / privacy | Edited the provided spreadsheet (formatting cells, data etc.). Formula may have been attempted but doesn't always work. Locates and saves the provided letter | Limited evidence of planning / using. Limited assets. Limited planning of tools / effects i.e. lacks sufficient detail to create the product. | Limited understanding of hardware vs software, but provides examples of hardware and software. Limited understanding of input / output and 'processing'. Limited understanding of how data is represented in binary digits/binary values e.g. 8,4,2,1. Limited examples of converting binary-denary. Limited ability to add binary values or recognise patterns |

Key Stage 3 Assessment Criteria Subject: Design & Technology Year 7

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

Key Stage 3 Assessment Criteria Subject: Drama Year 7

| Age Related Expectations | CREATING | PERFORMING | RESPONDING |
|--------------------------|--|---|--|
| Working towards | I can create drama which shows my research, exploring different characters and plots with help from my teacher. I experiment with some sound, lights, props or costume. | I can perform drama by staying in role in my group, sustaining some mood or atmosphere and taking part in whole class activities such as hot-seating. | I respond to drama by using some drama terms when evaluating performances, offering some ideas as to how it can be improved. |
| Approaching | I can create drama that shows my research and my ideas in the group. I can devise a simple script and experiment with dialogue, space and sound. | I can perform drama by co-operating with others, showing a character through my words and gestures. I understand how to create some tension in my performance. | I respond to drama by accepting others' comments about my work to help improve it. I recognise different genres such as soap and melodrama. |
| Meeting | I can create drama which is original in how it presents emotions. I challenge others' ideas sensitively and contribute to script work. I am starting to use symbols as a way of showing a feeling or idea. | I can perform drama by showing a clear and committed character, and by communicating, what the playwright wants me to in a script. | I respond to drama by discussing how it engaged the audience, whether the effects used in it were suitable and by knowing the features of different types of drama. |
| Above | I can create drama which, after research, shows I have thought about and experimented with what I want to perform for a specific purpose and audience. It uses structure, language, gestures, style in a unique or sometimes abstract way so that I use colour or objects to represent a theme. | I can perform drama by working responsibly and sensitively in my group, taking part in a full-length piece and by incorporating technical resources to enhance my performance. | I respond to drama by analysing how plots and characters work in different types of drama and by identifying how other groups achieved certain effects and if they were successful or not, and why. |
| Well-above | I can create drama which shows I have thoroughly developed my ideas based on research and knowledge, taking risks and shaping both the drama and others in my group very well. | I can perform drama by working really well to perform independently with good control over my voice, movement and words and show insight, originality and inspiration to others. | I respond to drama by clearly evaluating my contribution to the performance and writing in detail about how successful it was and why, showing a good knowledge of a range of theatre. |

Key Stage 3 Assessment Criteria Subject: English Year 7

| Age Related Expectations | Reading Skills: | Writing Skills: |
|--------------------------|--|--|
| Working towards | <ul style="list-style-type: none"> Key ideas from the text are identified Paraphrasing and retelling is used, rather than evidence | <ul style="list-style-type: none"> Attempts to write in the form e.g. speech, letter, description Block writing An idea |
| Approaching | <ul style="list-style-type: none"> Key ideas from the text are identified Evidence is used from the text | <ul style="list-style-type: none"> Uses some features of the form e.g. speech, letter, description Uses a paragraph |
| Meeting | <ul style="list-style-type: none"> Key ideas from the text are identified Evidence is used from the text Some inferences are made | <ul style="list-style-type: none"> Use the appropriate features for the form e.g. speech, letter, description Every paragraph uses a relevant signpost to order their ideas e.g. <i>firstly, secondly (transactional) preposition for description/narrative</i> Logical order of ideas e.g. <i>beginning, middle and end (descriptive/narrative); introduction and conclusion (transactional)</i> Uses one or two phrase level descriptive methods |
| Above | <ul style="list-style-type: none"> Key ideas from the text are identified Evidence is used from the text Inferences are developed: 'as' and 'because' | <ul style="list-style-type: none"> Every paragraph uses signposts which are connected e.g. <i>referring back to my initial point;</i> Sequence ideas for effect e.g. <i>in narrative writing starting with a flashback/in medias res</i> Uses a range of phrase level descriptive methods |
| Well-above | <ul style="list-style-type: none"> Key ideas from the text are identified Evidence is used from the text More than one inference is developed: 'as' and 'because' | <ul style="list-style-type: none"> Every paragraph uses a sophisticated signpost which are connected and link across the text e.g. <i>referring back to my initial point</i> Wide range of sequenced ideas for effect. Uses a wide range of phrase level descriptive methods |

Key Stage 3 Assessment Criteria Subject: Food and Nutrition Year 7

| AREs | Eatwell Guide | Nutrition | Skills | Independence | Equipment | Time Management | Final Product | Hygiene and safety |
|------------------------|--|--|--|---|--|---|--|---|
| Working towards | 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 |
| Approaching | 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. |
| Meeting | 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. |
| Above | 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. |
| Working above | 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: Geography Year 7

| Assessment Objective / Theme | | | |
|------------------------------|---|--|---|
| Age Related Expectations | Knowledge | Understanding | Geographical enquiry and skills |
| Working towards | Has simple and limited knowledge about individual places and environments. | Shows basic understanding using simple description. Can identify similarities and differences and simple patterns in the environment. | Uses basic skills with limited accuracy to investigate places and environments. Asks and answers basic questions, makes simple observations, using sources such as simple maps, atlases, globes, images and aerial photos. |
| Approaching | 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 |
| Meeting | 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. |
| Above | 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. |
| Well-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 |

Key Stage 3 Assessment Criteria Subject: History Year 7

| Strands | 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 |
|---------------------------------|---|--|---|
| Age Related Expectations | | | |
| 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"> • You may include chronological inaccuracies. • You mention some of the key concepts/words. • You view historical topics in isolation. | <p>a. You attribute causation/consequence to a single factor, usually short- term. b. You rely on a personal preference or anecdotal evidence as the basis for significance. c. You can describe one interpretation of the past/an event. d. You can identify changes but don't connect them to see patterns. e. You understand how historical experiences were similar. f. You can make generic comments on aspects of the content, nature, origin and purpose of a source. You read the source at face value.</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"> • You include some historical detail but could be developed further. • Most of the key concepts/words are mentioned. • Makes some links within the topic. | <p>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 describe how aspects of society have changed or stayed the same, by connecting events over time. 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</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> |
| 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"> • You include some specific detail with detailed chronological understanding of many areas. • Key concepts are all covered and demonstrates some understanding of these. • Makes links within the topic. | <p>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.</p> | <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.</p> |
| 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> | <p>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.</p> | <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</p> |

| | | | |
|-------------------|--|--|--|
| | <ul style="list-style-type: none"> • There may be some evidence of wider reading. • You demonstrate understanding of key concepts. • You may bring in contextual detail from other areas of the course. | <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>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.</p> | <p>historical vocabulary is incorporated into your answers.</p> |
| 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"> • There is evidence of independent study and wider reading of material from suitably challenging sources. • You demonstrate developed understanding of key concepts. • You make detailed links between different periods of study. | <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> | <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> |

Key Stage 3 Assessment Criteria Subject: Maths Year 7

| Assessment Objective / Theme | | | | |
|------------------------------|--|--|---|--|
| Age Related Expectations | Number | Algebra | Geometry | Statistics and Probability |
| Working towards | Understand place value. Compare and order numbers. Round to positive powers of ten. Represent decimals on number lines. Formal methods for adding integers. Multiply by 10, 100 and 1000. Multiplication and division methods. Add/subtract fractions with a common denominator. Mental arithmetic strategies. Types of number. | Use single function machines. Understand equality and fact families. | Area of rectangles. Draw and measure lines and angles using ruler and protractor. Understand and use notation for lines and angles. | |
| Approaching | Convert between simple fractions, decimals and percentages. Equivalent fractions. Methods for adding integers and decimals. Introduction to the order of operations. Four operations with directed numbers. | Describe and continue linear sequences. Use series of 2 function machines. Form and solve one-step equations. | Area of triangles. Understand parallel and perpendicular. Recognise types of triangle, quadrilateral and other polygons. | Range and median. Interpret pie charts. |
| Meeting | HCF and LCM. Find fractions and percentages of amounts. Order of operations. Add/subtract fractions with simple different denominators. Prime factorisation. Powers and roots. | Describe and continue non-linear sequences. Form and substitute into expressions. Collect like terms. Solve two-step equations. | Area of parallelograms. Draw triangles using SSS, SAS, ASA. Calculate angles at a point, on a straight line and vertically opposite. Calculate missing angles in triangles and quadrilaterals. | Find the mean. Draw and interpret pie charts. Venn diagrams. Probability of a single event. |
| Above | Round to one significant figure. Convert any fraction, decimal and percentage. Improper fractions. Add/subtract fractions with any denominator. Venn diagrams for HCF and LCM. | Represent functions graphically. | Area of a trapezium. Parallel lines rules. Angles in a polygon. | Understand and use set notation. |
| Well-above | Explore and using standard form. Addition in standard form. Negative square roots. | Algebraic HCF and LCM. Add/subtract simple algebraic fractions. | Proof of angles rules. | |

Key Stage 3 Assessment Criteria Subject: Modern Foreign Languages Year 7

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

Key Stage 3 Assessment Criteria Subject: Music Year 7

| Assessment Objective / Theme | | | | |
|------------------------------|--|---|--|---|
| Age Related Expectations | PERFORMING | COMPOSING | LISTENING | EVALUATION |
| Working towards | <ul style="list-style-type: none"> • Keep the pulse (heart beat) • Sing high and low notes to make a melody | <ul style="list-style-type: none"> • Use simple musical symbols to communicate my ideas • Make a sound story – beginning, middle and end • | <ul style="list-style-type: none"> • Recognise and name common sounds • Hear and describe the mood of the music | <ul style="list-style-type: none"> • Make basic improvements to my work by acting on feedback |
| Approaching | <ul style="list-style-type: none"> • Sing in tune • Perform simple rhythms and melodies | <ul style="list-style-type: none"> • Combine two ideas at the same time • Improvise and repeat these ideas | <ul style="list-style-type: none"> • Hear a combination of ideas and explain the mood they create | <ul style="list-style-type: none"> • Show you how I completed my performance or composition |
| Meeting | <ul style="list-style-type: none"> • Perform in a group ‘in time’ • Perform and adapt dynamics and tempo to create particular effects • Perform using graphic notation • Perform from memory • Understand my role | <ul style="list-style-type: none"> • Put ideas into bigger patterns/structures • Make changes to create new ideas • Create similar and contrasting musical ideas to suit different occasions • Use a variety of musical elements successfully | <ul style="list-style-type: none"> • Describe, compare and evaluate different kinds of music using musical vocabulary. • Explain and compare musical devices • Discuss when, where and why a particular piece/style of music was made • | <ul style="list-style-type: none"> • Suggest improvements to my own and others’ work and comment on how it has been achieved • Compare my work to others and make changes that will improve my work |
| Above | <ul style="list-style-type: none"> • Perform using more complex notation (e.g. trad/tab) • Lead others • Perform in the style of other musicians • Cover my own and others’ mistakes • | <ul style="list-style-type: none"> • Choose suitable notations to communicate my compositions • Compose using different stylistic features | <ul style="list-style-type: none"> • Analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard | <ul style="list-style-type: none"> • Compare my own or others’ work to specific styles of music • Change my own and others’ work to recreate a style |
| Well-above | <ul style="list-style-type: none"> • Adapt my performance to different styles • Perform with a personal style | <ul style="list-style-type: none"> • Compose a musically coherent piece of music • Compose using my own ideas selected and adapted from different styles • Develop, extend and/or discard ideas based on their impact | <ul style="list-style-type: none"> • Evaluate and critique the music that I listen to • Recognise the quality of musical devices and characteristics that are used • Use comparisons to make judgements • Relate music to its origins and context • Use my understanding of different styles and musical history to form opinions | |

Key Stage 3 Assessment Criteria Subject: PE Year 7

| Assessment Objective - 3 Pillars of Progression | | | |
|---|---|---|---|
| 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"> - Follow rules and regulations. - Show awareness of safety. - Show resilience in stressful situations. - Give and accept feedback. - Understand or use any tactics - Make correct decisions within a competitive environment. | <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"> - Follow rules and regulations. - Show awareness of safety. - Show resilience in stressful situations. - Give and accept feedback. - Understand or use any tactics | <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"> - Follow rules and regulations. - Show awareness of safety. - Show resilience in stressful situations. - Give and accept feedback. - Understand or use any tactics | <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"> - Follow rules and regulations. - Show awareness of safety. - Show resilience in stressful situations. - Give and accept feedback. - Understand and use any tactics - Make correct decisions within a competitive environment. | <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> |
| 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"> - Follow rules and regulations. - Show awareness of safety. - Show resilience in stressful situations. - Give and accept feedback. - Understand and use any tactics - Make correct decisions within a competitive environment. | <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 7

| Assessment Objective / Theme | | | | |
|------------------------------|--|---|---|---|
| Age Related Expectations | Keywords | Define | Explain | Evaluate |
| Working towards | Some knowledge and understanding of basic subject specific keywords (particularly from Christianity). | Can define some keywords; sometimes there maybe inaccuracies in the explanation. | Can express a point of view simply with some inaccuracies in knowledge. | Can give own opinion simply. |
| Approaching | Knowledge of basic keywords from Christianity and one other religion. | Can give definition of some keywords simply. | Can give simple reasons for a point made. | Can give their own opinion and one other viewpoint simply. |
| Meeting | Can recall and use world religion keywords accurately. (Leader, symbol, founder, place of worship, follower, symbol, Holy book). | Can define keywords from a range of topics accurately. | Can give reasons for points given, occasionally using examples. | Can simply present three viewpoints (agree, disagree, I think). |
| Above | Can accurately recall keywords from all world religions and use them successfully in writing. | Can define a range of keywords accurately and use examples to support explanation. | Can write in PEE format simply. | Can write 3 x viewpoints in detail (simple use of PEE). |
| Well-above | Can accurately recall and apply keywords with developed explanations. | Can define keywords and support with example and accurately use in written work to construct a detailed answer. | Can write an in-depth explanation using PEE accurately. | Can write 3 x viewpoints using PEE in detail. |

Key Stage 3 Assessment Criteria Subject: Science Year 7

| Age Related Expectations | Biology | Chemistry | Physics | Working Scientifically |
|--------------------------|---|---|--|--|
| | 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 organs are in the human body. Describe how living things are adapted to help them survive. Name the parts of the digestive, circulatory and respiratory system. | Describe observations during a chemical reaction. State some processes used to separate mixtures. Give a simple description of how rocks form. | Measure distances and times and state the equation for speed. Describe simply what a distance-time graph shows. State some properties about sound waves. | Present results in tables. State simply what the results show. Suggest simple explanations. |
| Approaching | Describe organs and systems in the human body including the circulatory system. Identify the food chains and webs in an ecosystem. Describe how features are inherited, and how the environment can affect these. | Describe differences between the properties of metals and non-metals. State definitions of elements, compounds and mixtures Describe different methods to separate mixtures. Describe the rock cycle. | Identify different ways to transfer energy. State the equations for speed and use a distance-time graph to describe a journey. Describe some forces and their effects. Describe how sound waves travel. | Present results in graphs Identify patterns in results data, and give reasons for them. |
| Meeting | Describe how the circulatory system and skeleton/muscles work. Explain how organs in the digestive, circulatory and respiratory system work together to perform their function. | Distinguish between chemical reactions and physical changes. Order metals in terms of their reactivity. Describe how the periodic table is organised. Explain how properties make materials suitable for different uses. Use the rock cycle to explain how different rocks have formed. | Calculate speed and interpret distance - time graphs. Describe how forces deform objects and the difference between balanced and unbalanced forces. Describe the effects of some drag forces. | Present data appropriately. Analyse patterns in data. Draw conclusions and justify them. Estimate risks and examine consequences. |
| Above | Explain how parts of organ systems are adapted for their function. Link the structure of some organs to their functions in the human body. Explain how enzymes are involved in digestion. | Classify substances using their properties. Identify appropriate separating methods. Make predictions using the reactivity series. Use word equations to represent chemical reactions. | Compare the advantages and disadvantages of energy resources. Describe relative motion. Explain the effects of some drag forces. Explain the different properties of sound, in terms of waves. Describe how magnets and electromagnets can be used. | Identify limitations in results data. Explain conclusions in detail. Use risk assessment strategies to work safely. |
| Well-above | Explain the functions of different parts of the human body and plants, and suggest how other processes may affect the organ systems. | Explain, and justify, why different separating techniques are needed. Use symbol equations to represent chemical reactions. | Compare energy transfer to energy conservation. Explain what relative motion is and how it can be calculated. Use the speed equation to explain unfamiliar situations and analyse journeys. Explain the difference between plastic and elastic materials. Explain how a compass and an electromagnet work. | Evaluate the validity of results data and how well it supports the conclusions made. Suggest how scientific discoveries can affect society. |

Key Stage 3 Assessment Criteria Subject: Textiles Year 7

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