Year 9 Assessment

# A Guide for Parents

Ringwood School: Key Stage 3 Assessment

Ringwood School systematically tracks and monitors every student's achievement in order to recognise where they are making good progress or to implement relevant intervention, when necessary, should concerns come to light. Once a term, this information will be sent home to parents.

Our assessment system for Key Stage Three is designed to identify whether your child is making good progress in year 7, 8 and 9 and is therefore on track to meet their GCSE targets at the end of year 11.

In year 7, each student will be assigned to a flightpath. These give a challenging and realistic indication of the GCSE outcomes that students should be aiming to achieve. The flightpaths are subject specific and are determined using students' prior attainment, nationally benchmarked targets and teachers' professional judgement.

These flightpaths map progress from Key Stage 2 to Key Stages 3 and 4 as shown below:
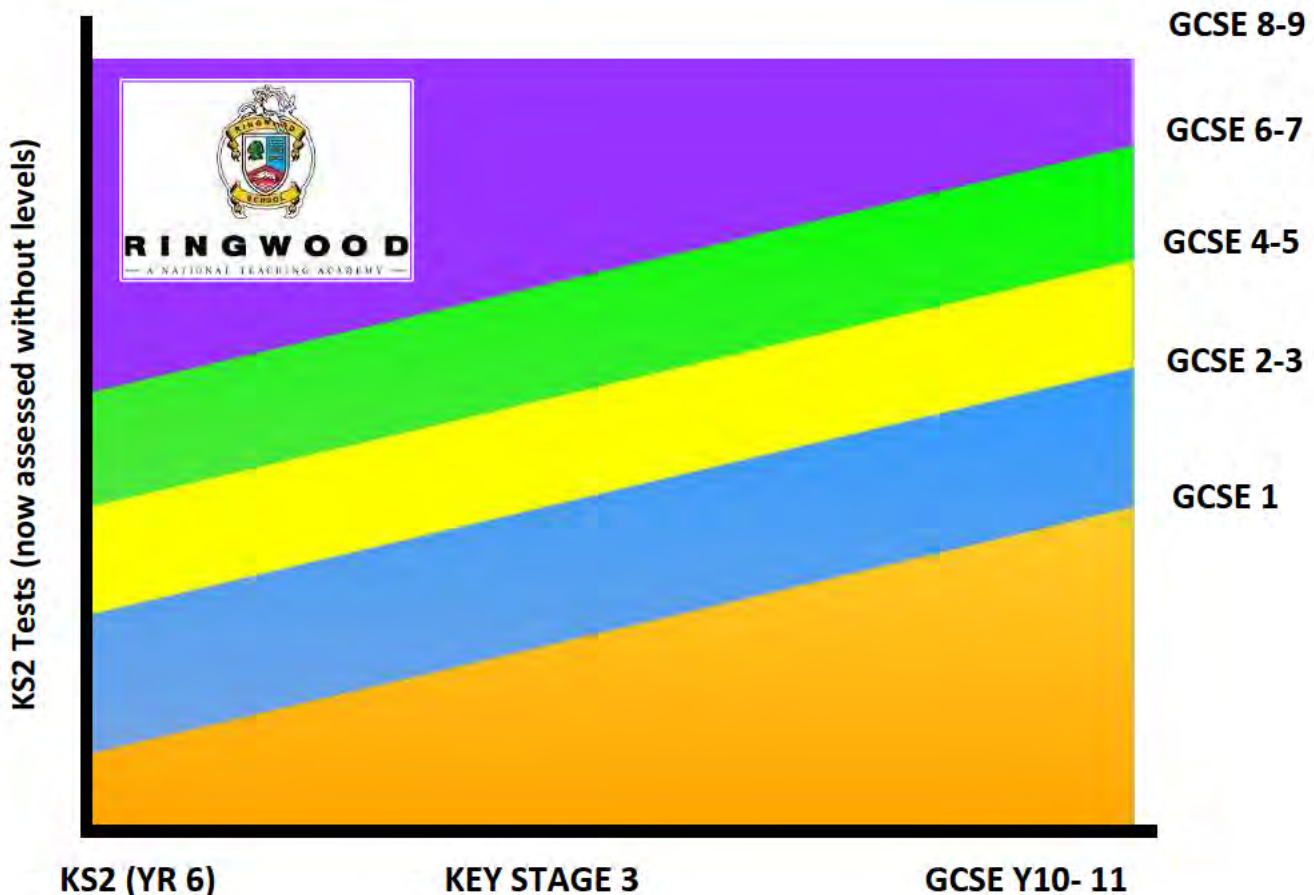
Each flightpath has a set of assessment descriptors, which reflect the skills, knowledge and understanding a student will demonstrate if they are working in that particular flightpath. These will be used by your child's teacher when assessing work completed in class and for home learning to identify the skills and knowledge your child has mastered and what they need to do to continue to make progress. Each piece of work will test some of the descriptors, but over time and using a range of types of assessment, your child's progress related to all of the descriptors will be carefully considered by their teacher. The standard your child has achieved in all of these assessments will then be used to determine the progress they are making.

This information will be reported to you and your son or daughter using these terms:

Above Flightpath	On Flightpath	Below Flightpath	Well Below Flightpath
(If they are working above the flightpath above the one they are targeted to be in)	**(If they are working in the flightpath that they are targeted to be in)**	**(If they are working in the flightpath below the one they are targeted to be in)**	**(If they are working in a flightpath more than one underneath the one they are targeted to be in.)**

In this way, we are always looking at the **progress** students are making towards a challenging, realistic GCSE target. On students' work, you will see feedback which refers to next-steps targets. It will directly reference the assessment descriptors by showing students what they can now do and what they need to focus on next to improve and make even better progress.

The links between the old and new GCSE grade structures are shown below:

U	G	F	E	D	C	B	A	A*

0	1	2	3	4	5	6	7	8	9

Talking to your child about their progress:

When a progress check is sent home, you may find some of the following questions useful when discussing it with your child:

- Which subject are you particularly pleased with? What is going well in this subject?
- Is there anything you do in these lessons which you could start to do in lessons which you don't find so easy?
- What are you going to work on next, to help you continue to make good progress?
- How can you stretch yourself to make the most progress possible?
- What do you think is hindering your progress in this subject?
- Are there any surprises here? If so, what do you think might help to explain them?

Please see the separate page which defines the five attitudinal areas which form part of the progress checks.

If you have any questions about our KS3 assessment approach, please talk to one of the leadership team

STARs attitude descriptors KS3 and KS4: Progress Checks

Attitude to learning in the classroom	Attitude to learning at home
The student:	The student:
enters the classroom appropriately and is ready to learn	is organised and meets deadlines
is equipped and organised, bringing everything they need to the lesson	takes pride in producing home learning which shows that effort has been put in to it
is engaged in the lesson and is ready to contribute and participate	takes opportunities to address previously set targets when completing HL
asks questions which show they are aiming to think like a scholar, pushing the learning of themselves and others forward	
tracks the teacher	follows up on things they don't understand
works to ensure work is organised, clearly presented and complete	aims to use an appropriate written style in their home learning
is resourceful when they are stuck and tries to become unstuck	
responds to the feedback they are given, making sure they are clear about what they need to work on and actively trying to achieve targets they have been set	seeks help when required, to enable them to complete their home learning appropriately
understands and agrees that effort and practice are important, in order for them to get better at something	
aims to communicate, whether that is in writing or verbally, in an academic way, using terminology, form and style appropriately	
shows respect to their peers and their teachers	

The student demonstrates the majority of these attributes:

Always   Mostly   Sometimes   Rarely

Year 9 English Writing: Assessment Descriptors

	Students will:							
	AO5	AO5	AO5	AO5	AO6	AO6	AO6	AO6
	Skill # 1	Skill # 2	Skill # 3	Skill # 4	Skill # 5	Skill # 6	Skill # 7	Skill # 8
	Communicate clearly, effectively and imaginatively	**Adapt tone, style and register for different forms, purposes, and audiences**	**Organise information and ideas, using structural and grammatical features**	**Use a range of language features to present ideas**	**Use a wide range of vocabulary for clarity, purpose and effect**	**Use a range of sentence structures for clarity, purpose and effect**	**Use a range of punctuation with accuracy and for effect**	**Show accurate spelling**
Mastery	Communication of ideas is exceptional, subtly shaping the reader's response and making for a compelling read.	Tone, style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract.	Highly structured and developed writing, incorporating a range of integrated and complex ideas with subtly integrated discourse markers.	Manipulative and subtly presented complex and original ideas with an exceptional range of devices e.g. satire, irony.	Extensive and ambitious vocabulary with sustained crafting of linguistic devices; uses Standard English consistently and appropriately.	Uses a full range of appropriate sentence forms for effect, and in an exceptional, varied and original way, enhancing meaning and feelings in text. Sentence demarcation is consistently secure and consistently accurate.	Use punctuation in an original, manipulative, thoughtful way, intending to enhance meaning and create effect.	Spell perfectly, including complex words with difficult sounds and rules.
Secure	Communication of ideas is sophisticated and impressive, resulting in a significant impact on the reader.	Tone, style and register consistently match purpose, form and audience, and are highly effective.	Writing is engaging with a range of detailed connected ideas, and coherent paragraphs with integrated discourse markers.	Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices e.g. figurative language, extended metaphors.	Increasingly sophisticated use of varied vocabulary choices throughout the response, using Standard English appropriately.	Uses a variety of controlled sentence forms for impressive effect. Sentence demarcation is secure and accurate.	Make impressive use of a range of complex punctuation for effect.	Generally accurate spelling, including complex and irregular words.
Developing	Communication is clear, thoughtful and effective.	Tone, style and register are shown with confidence and are generally matched to purpose, form and audience.	Writing is engaging with a range of connected ideas, and paragraphs are usually coherent with range of discourse markers.	Confident use of a range of devices which have been crafted to engage the reader e.g. emotive language, some figurative language.	Varied use of vocabulary, with deliberate vocabulary choices evident throughout the majority of a piece of writing using Standard English with some confidence.	Uses a variety of sentence forms for effect. Sentence demarcation is mostly secure and mostly accurate.	Confidently and accurately use a range of punctuation for effect.	Spell effectively with mistakes only on complex words.
Foundation	Communication is mostly successful, with ideas communicated clearly and at times effectively.	Sustained attempt to match purpose, form and audience; some control of register.	Increasing variety of linked and relevant ideas, with some use of paragraphs and some use of discourse markers.	A clear ability to use common devices for effect is demonstrated e.g. rhetorical questions, but they are not always consistently used.	Some varied use of vocabulary with some evidence of Standard English in use.	Attempts a variety of sentence forms. Sentence demarcation is mostly secure and sometimes accurate.	Range of punctuation is used, mostly with success.	Some accurate spelling of more complex words.
Entry	Simple success in communication of ideas.	Simple awareness of purpose, form and audience; limited control of register.	One or two relevant ideas, simply linked, with a random paragraph structure.	Some use of devices in writing e.g. adjectives, senses, adverbs.	Simple vocabulary; simple linguistic devices.	Simple range of sentence forms. Occasional use of sentence demarcation.	Some evidence of conscious punctuation. Use basic punctuation with some accuracy.	Accurate basic spelling.

Year 9 English Reading: Assessment Descriptors

Year 9	Lang AO1 (a)	Lang AO1 (b) Lit AO1 (b)	Lang AO2 (a) Lit AO2	Lang AO2 (b) Lit AO2	Lang AO3	Lang AO4 Lit AO1 (a)	Lit AO3	Lang AO2 (c) Lit AO2
	Skill # 1	Skill # 2	Skill # 3	Skill # 4	Skill # 5	Skill # 6	Skill # 7	Skill # 8
	Identify and interpret explicit and implicit information and ideas	**Select and synthesise evidence from different texts**	**Explain and comment upon how writers use language to achieve effects and influence readers**	**Explain and comment upon how writers use structural features to achieve effects and influence readers**	**Compare writers' ideas and perspectives and how these are conveyed across two or more texts**	**Evaluate texts critically and deduce/infer information to produce an informed personal response**	**Show understanding of the relationships between texts and the contexts in which they were written**	**Apply subject terminology effectively**
Mastery	Read and appreciate with critical opinion to reach a perceptive interpretation of text(s).	Embed a judicious range of quotations which supports the point accurately.	Shows a detailed appreciation and perceptive understanding of language, analysing the effects of the writers' choices of language.	Shows a detailed appreciation and perceptive understanding of structural features, analysing the effects of the writers' choices of structural features.	Shows a perceptive understanding of the differences between ideas and perspectives presented by this and/or different writers.	Critically evaluates the text in a detailed and perceptive way, offering a perceptive, personal response within a coherent and detailed interpretation of texts.	Offer sustained exploration of contextual/generic factors with detailed links between context, wider text and task.	Use a full range of subject terminology with accuracy.
Secure	Begin to read with clear critical opinion to reach a thoughtful interpretation of text(s).	Select a thoughtful range of quotations, which are usually embedded appropriately to support the point being made.	Shows a thoughtful understanding of language, analysing the effects of the writers' choices of language.	Shows a thoughtful understanding of structural features, analysing the effects of the writers' choices of structural features.	Shows a thoughtful understanding of the differences between ideas and perspectives presented by this and/or different writers.	Evaluates the text in a thoughtful way, offering an appropriate, personal response within an appropriate interpretation of texts.	Offer thoughtful consideration of contextual/generic factors with considered and specific links between context, wider text and task.	Use a range of subject terminology appropriately.
Developing	Identifies most relevant points clearly to present a sensible interpretation of text(s).	Use quotations that clearly supports the point being made.	Shows a clear understanding of language, clearly explaining the effects of the writers' choices of language.	Shows a clear understanding of structural features, clearly explaining the effects of the writers' choices of structural features.	Shows a clear understanding of the differences between ideas and perspectives presented by this and/or different writers.	Begins to evaluate the text in a clear way, offering a consistent personal response within a sensible interpretation of texts.	Offer clear understanding of contextual/generic factors shown by comments that link context, wider text and task.	Use a range of subject terminology.
Foundation	Identifies some relevant points to present an interpretation of text(s).	Use relevant quotations, sometimes accurately, to support the point being made.	Identify various features of writers' language, with some explanation of the effect of writers' choices of language.	Identify various features of writers' structural features, with some explanation of the effect of writers' choices of structural features.	Shows some understanding of the differences between ideas and perspectives presented by this and/or different writers.	Will sometimes evaluate the text as a means of offering a sense of a personal response within some interpretation of texts.	Offer some exploration of contextual/generic factors in comments that are broadly connected to context, wider text and task.	Uses some subject terminology.
Entry	Identifies the simple and most obvious points to offer a broad interpretation of the text.	Use limited or no quotations that attempt to support the point being made.	Identify some basic features of writers' language and make simple comments on the effect of writers' choices of language.	Identify some basic features of writers' structural features and make simple comments on the effect of writers' choices of structural features.	Shows simple, sometimes limited understanding of the differences between ideas and perspectives presented by this and other writers.	Make simple, sometimes limited comments that may occasionally evaluate the text as a means of interpretation and personal response.	Make limited attempt at exploring contextual/generic factors based upon context, wider text and task.	Apply some simple terminology, albeit rarely.

Year 9 Mathematics: Algebra

BAND	SKILLS
ENTRY	Use an understand coordinates in the first quadrant
FOUNDATION	Collect like terms Use to write expressions to describe e.g. the perimeter of a shape, angles in a shape (solving equations will come later) Solve a single step linear equation Use an understand coordinates in all four quadrants Understand the inequality symbols Expanding brackets
DEVELOPING	Substitute positive and negative integers into simple formulae Substitute into expressions and worded problems Term-to-term rule (include Fibonacci) Position-to-term rule Create and extend sequences from practical situations Write an expression for nth term and use to find specific terms or justify why a number may not be in the sequence Expanding brackets Solve two step linear equation Solve a linear equation involving one bracket Solve a linear equation with the unknown on both sides Understand the difference between an expression and an equation Write an expression to describe a given situation (this was introduced in ALG2) Form an equation and solve. Include angle facts and properties of shape. Conversion graphs Use graphs to solve problems in real-life context Name horizontal and vertical lines Use tables to plot graphs of the form y=mx+c and x + y = 6 Investigate lines with different values of c Investigate lines with different gradients Represent an inequality on a number line Rearrange an equation involving one step Rearrange an equation involving two steps
SECURE	Explore nth term of a quadratic sequence Explore $(x + 6)^2$ and $(x + 6)(x - 6)$ etc. Solve a linear equation involving a bracket on both sides Solve a linear equation where the answer is a fraction or a negative Form an equation and solve. Include angle facts and properties of shape. Understand that the greater the value of m, the steeper the line Recognise that y=mx+c is the general equation for a straight line Be able to use line graphs in a real life context Use tables to extend knowledge of graphs to quadratics and cubic functions Solve linear inequalities Rearrange an equation involving multi-steps, squares and square roots

MASTERY	Substitute into expressions involving powers
	Explore formulae from other subjects e.g. suvat equations
	Iteration
	Factorising
	Solve a quadratic equation by factorizing
	Solve simultaneous linear equations, including substitution and graphically
	Form an equation involving more demanding formulae and solve.
	Be able to draw a line given a value of m and c.
	Use tables to extend knowledge of graphs to reciprocals, exponentials and circular graphs
	Use tables to extend knowledge of graphs to trigonometric graphs
	Graph linear inequalities to identify a region
	Write the inequalities that describe a region
	Rearrange an equation involving multi-steps, squares and square roots

Year 9 Mathematics: Probability

BAND	SKILLS
ENTRY	Use words to describe probability
FOUNDATION	Use and know the probability scale
	List all outcomes from an event
	Calculate basic probability
	Be able to fill in a Venn diagram
DEVELOPING	List all outcomes from two events (outcome tables)
	Calculate the probability of not
	Expected number
	Construct and use a Venn diagram to state values
SECURE	Understand relative frequency and that different outcomes might result from repeating an experiment
	Complete tree diagrams
MASTERY	Use tree diagrams to work out probabilities

Year 9 Mathematics: Number

BAND	SKILLS
ENTRY	Round to the nearest 1, 10, 100
	Rounding to decimal places
	Prime
FOUNDATION	Multiplying and dividing whole numbers
	Negative Numbers: +, -, x, ÷
	Round to significant figures
	Divisibility tests
	Factors - HCF
	Multiples - LCM

	Square and square root - with and without calculator
	Cube and cube root - with and without calculator
	Triangular Numbers
DEVELOPING	Solve word problems with negative numbers in a range on real life contexts
	Estimation and checking the appropriateness of answer
SECURE	Multiplying and dividing decimals
	Be able to solve problems like: If 234 x 56 = 13104 work out 2.34 x 5.6 = ? and 1310.4 ÷ 2.34 = ?
	Simplify whole numbers
	Evaluate indices whole numbers
	Convert between ordinary numbers and standard form
MASTERY	Upper and lower bounds
	Simplify power zero and negative indices
	Evaluate indices power zero and negative indices
	Multiply and divide standard form without a calculator
	Understand how standard form is entered on the calculator

Year 9 Mathematics: Ratio, Proportion and Rates of Change

BAND	SKILLS
ENTRY	Recognising and using simple fractions
	Find equivalent fractions
	Recognising, understanding and using simple percentages
FOUNDATION	Adding and subtracting fractions with the same denominator
	Fractions of quantities
	Equivalent percentages, fractions and decimals
	Express one quantity of another as a percentage
	Percentages of quantities
	Ratio and proportion problems including recipe questions, ratio as a scale on a map, best buys including inverse
DEVELOPING	Convert between mixed and improper fractions
	Adding and subtracting fractions with different denominators
	Increase by a fraction e.g. 52 x 1½
	Multiplying and dividing fractions
	Percentage increase and decrease extending to multipliers for more able
	Writing and simplify ratios
	Share in a given ratio
	Unitary method to solve problems e.g. If 5 cakes cost £2.50, what will one cost? Extend to what will 3 cost?
	Ratio and proportion problems including recipe questions, ratio as a scale on a map, best buys including inverse
	Distance time graphs
	Force area graphs
SECURE	Solve problems using four rules of fractions
	Compound Percentages using decimal multiplier and indices
	Calculating speed, distance and time
	Converting units of speed
	Solve problems involving speed by comparing graphs, converting speeds
	On a speed - time graph, the area under the graph is the distance

	Mass volume graphs
	Calculating density, mass and volume
	Convert units of the density
	Calculating pressure, force and area
	Convert units of pressure
MASTERY	Reverse Percentages
	Direct Proportion using x∞y, x=kxy
	Inverse Proportion using x∞1/y, x=k/y
	The gradient on a distance - time graph is the speed
	Solve problems including density
	Solve problems involving pressure

Year 9 Mathematics: Statistics

BAND	SKILLS
ENTRY	Revise construction and interpretation of bar charts, pictograms, tables, and duel bar graphs Read and interpret line graphs
FOUNDATION	Interpret pie charts Calculate mean, mode, median and range for a data set
DEVELOPING	Construct pie charts Construct and interpret two way tables Interpret stem and leaf diagrams Understand Scattergraphs compare two sets of numerical data Comment on the relationship between the sets of data using correlation Construct a Scattergraph Use basic averages to compare two sets of data Plan how to carry out and record a survey and comment on sources of bias Knowledge of sources of data (primary and secondary) Knowledge of questionnaires
SECURE	Draw and use a line of best fit (extrapolate?) Frequency diagrams/polygons Calculate mean, mode, median and range for a frequency table Estimate the mean and median from large grouped data sets Find median, quartiles and interquartile range from data, cumulative frequency curves and box plots Use two graphs to compare and comment on sets of data
MASTERY	Cumulative Frequency graphs Box plots Use median and IQR to compare two data sets Use two graphs to compare and comment on sets of data

Year 9 Mathematics: Geometry and Measures

BAND	SKILLS
ENTRY	Finding the perimeter of simple shapes Finding area by counting squares Recognise reflective symmetry in 2D shapes Construct circles Constructing squares, rectangles and triangles Construct nets of cubes and other 3D shapes
FOUNDATION	Naming angles Constructing and measuring angles Straight line Triangle - angle reasoning Point - angle reasoning Vertically opposite - angle reasoning Special triangles -angle reasoning Properties of 3D shapes Understand congruence of shapes Know special properties of quadrilaterals Squares/rectangles Know the definitions of a circles and name its parts Converting between metric units Recognise reflective symmetry in 3D shapes Recognise and state order of rotational symmetry Reflecting simple shapes in mirror lines Reflection Translation using vectors Rotation Compass bearings
DEVELOPING	Parallel lines Interior, exterior and sum of angles in polygons Solving problems involving more than one angles properties, justifying and explain reasoning Solve problems using side and angle properties of special shapes particularly quadrilaterals, and special triangles Plans and elevations Area of triangles Compound shapes Parallelograms Trapezium Kite Finding areas and circumference Finding the surface area of cuboids and triangular prisms Finding the volume of prisms (including cuboids) Converting between units of area Enlargement Positive scale factor and centre of enlargement Finding scale factors Finding centres of enlargement

	Using and understanding bearings
	Use isometric papers to draw 3D shapes (assumed knowledge at GCSE)
	Make simple scale drawings
	Use and interpret map and scale drawings
SECURE	Use angle properties to form and solve equations
	Functional problems involving area and perimeter
	Parts of circles
	Compound shapes with circles
	Volume and surface area of cylinders
	Volume of cones
	Volume and surface area of spheres
	Converting between units of volume
	Fractional scale factor
	Negative scale factor
	Use a combination of transformations
	Finding and using scale factors between similar shapes
	Constructions including bisectors of lines and angles
	Construction of special triangles and angles
	Loci of lines, points and simple shapes
	Using a range of constructions to create a region that satisfies a number of loci rules
	Use Pythagoras to find the hypotenuse
	Use Pythagoras to find any missing length of a right angled triangle
	Knowledge of Pythagorean triples
	Use Pythagoras to help solve worded problems in context with and without a diagram
	Label sides of a right angled triangle
	Knowledge of sine, cos and tan and recognise when to use each ratio
MASTERY	Use facts from area, perimeter and volume to solve problems involving prisms, cones and spheres and unknown lengths
	Understand the implications of enlargement on area and volume
	Linear, area and volume scale factor
	Problem solving with loci
	Use sin, cos and tan to find a missing length
	Use sin, cos and tan to find a missing angle
	Use trigonometry to solve problems in context
	Use a combination of Pythagoras and trigonometry to solve problems
	Solve Pythagoras and trigonometry problems in 2D and 3D

Year 9 Science: Assessment Descriptors

These descriptors all relate to content covered in Year 9, a list of which appears below.

Flightpath:	Descriptor:	
Mastery	Outstanding depth of knowledge and understanding with an increasing range of abstract ideas. Explain and link complex or abstract ideas. Apply theory in new and abstract contexts. To use mathematical procedures to use data effectively. To use ingenuity in practical design, demonstrate practical excellence and communicate practical ideas fluently.	
Secure	Detailed depth of knowledge and understanding. Explain a wide range of abstract ideas. Apply theory in a greater range of new contexts. To use mathematical procedures to use data effectively. Demonstrates practical excellence and communicate effectively.	
Developing	Competent depth of knowledge and understanding. Consistently uses appropriate vocabulary to describe and explain ideas. Apply theory to a given context. To use mathematical procedures to use data with limited support. Demonstrates good practical skills and communicates clearly.	
Foundation	Some knowledge and understanding of some basic scientific ideas. Can use appropriate vocabulary when describing simple ideas. Limited application of theory. Can use basic maths with support. Safely carries out practical work and communicates some ideas.	
Entry	Limited knowledge and understanding of basic scientific ideas. Describe simple ideas. Some use of scientific vocabulary. Limited use of maths skills. Safely carries out practical work with support.	
Biology: Cell structures and the respiration reaction Immunity and infectious disease Photosynthesis Ecosystems and biodiversity Health in the media – scientific communication	**Chemistry:** Atomic Structure Ionic bonding Hydrocarbons, combustion reactions and fractional distillation Reactivity series, and displacement reactions Measuring the rate of reaction Collision theory	**Physics:** Contact and non-contact forces Heat Transfer Waves and the wave equation Electrical Circuits Speed and velocity Energy including, conservation and dissipation, GPE and KE

Year 9 MFL: Assessment Descriptors

	AT1 – Listening	AT2 – Speaking	AT3 - Reading	AT4 – Writing
Mastery (8-9)	Excellent understanding of clear standard speech using familiar language across a range of specified contexts. Excellent identification of the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising three time frames. The listener can deduce meaning from a variety of short and longer spoken texts, involving some complex and unfamiliar language and more abstract material, including short narratives and authentic material. The listener recognises and responds to key information, important themes and ideas in more extended spoken text, including authentic sources (spoken by native speakers at reduced speed), adapted as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.	Excellent language with a variety of linguistic structures and a good range of vocabulary. References to past and future, as well as present events are sometimes successful. There are some minor errors and other, more major, errors occur when complex structures and/or vocabulary are attempted. The message is conveyed with very little ambiguity. The speaker asks questions and replies to nearly all questions clearly and consistently develops most answers within a reasonably natural conversation. He/she gives and justifies opinions convincingly. Consistently good pronunciation and intonation throughout, with only the occasional lapse. Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.	Excellent understanding and response to different types of written language and of general and specific details within texts using high frequency familiar language across a range of contexts. Excellent identification of the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events. The reader deduces meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes. The reader recognises and responds to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from adapted literary texts. The reader demonstrates full understanding by being able to scan for particular information, organise and present relevant details, draws inferences in context and recognises implicit meaning where appropriate. The reader translates a short passage from French into English to express the same meaning clearly without translating word for word.	An excellent response which is fully relevant and detailed, conveying a lot of information clearly. Opinions are expressed and justified. Very good variety of appropriate vocabulary and complex structures. There are references to three time frames, which are nearly always successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. Excellent knowledge of vocabulary and structures; translations into the TL are virtually faultless.

			The reader shows independent interest and curiosity for the countries where the language is spoken and uses their own time to explore the culture and current affairs of those countries by reading authentic materials.	
Secure (6-7)	Very good understanding of clear standard speech using familiar language across a range of specified contexts. Very good identification of the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising two or more time frames. The listener can deduce general meaning from a variety of short and longer spoken texts, involving some complex and unfamiliar language and more abstract material, including short narratives and authentic material. The listener recognises and responds to most key information, important themes and ideas in more extended spoken text, including authentic sources (spoken by native speakers at reduced speed), adapted as appropriate, by being able to answer questions, extract information.	Very good language with a variety of linguistic structures and a range of vocabulary. References to more than two time frames are attempted and are sometimes successful. Errors are generally minor or more major when they occur using complex structures and/or vocabulary. The message is usually conveyed with little ambiguity. The speaker asks at least one question, replies to most questions clearly and develops some answers in extended sequences of speech. He/she gives and justifies opinions. Generally good pronunciation and intonation but with some inconsistency in more challenging language. Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.	Very good understanding and response to different types of written language and of general and specific details within texts using high frequency familiar language across a range of contexts. Very good identification of the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events. The reader mostly deduces meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes. The reader recognises and responds to the majority of the key information, important themes and ideas in more extended written text and authentic sources, including some extracts from adapted literary texts. The reader demonstrates solid understanding by being able to scan for particular information, organise and present relevant details, draws inferences in context and recognises implicit meaning where appropriate. The reader translates a short passage from French into English and mostly expresses the same meaning without translating word for word.	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Quite a lot of information is conveyed. Opinions are expressed and justified. Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional errors. There are references to at least three different time frames which are often successful. There may be occasional major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register are appropriate. Very good knowledge of vocabulary and structures; translations into the TL are highly accurate.

| Developing (4-5) | Good understanding of clear standard speech using familiar language across a range of specified contexts. Good identification of the overall message, key points, details and opinions in a variety of short and medium-length spoken passages, recognising two or more different time frames. The listener can deduce general meaning from a variety of short and longer spoken texts, involving some complex and unfamiliar language and some abstract material. The listener recognises and responds to some key information, important themes and ideas in more extended spoken text, including authentic sources (spoken by native speakers at normal speed), adapted as appropriate, by being able to answer questions and extract information. | Good language with some attempts at more complex structures which are sometimes successful. References to two or more time frames are made and are occasionally successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension. The message is mostly conveyed although there may be some ambiguity. The speaker is able to ask at least one simple question and gives understandable replies to most questions and develops at least one answer in extended sequences of speech. He/she gives some opinions, often justifying them. Generally good pronunciation and intonation with some errors. Reasonable exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace. | Good understanding and response to different types of written language and of general and specific details within texts using high frequency familiar language across a range of contexts. Good identification of the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events. The reader sometimes deduces meaning from a variety of short and longer written texts from a range of specified contexts, including more accessible authentic sources involving occasional complex language. The reader recognises and responds to some of the key information, important themes and ideas in more extended written text and authentic sources. The reader demonstrates some understanding by being able to scan for particular information, organise and present relevant details. The reader translates a short passage from French into English and sometimes expresses the same meaning with some word for word translation. | A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified. Some variety of appropriate vocabulary and structures. Longer and more complex sentences are attempted, using appropriate linking words, often successfully. There are references to at least two different time frames, although these may not always be successful. Reasonably accurate. There may be some major errors, and frequent minor errors and the intended meaning is sometimes unclear. The style and register may not always be appropriate. Good knowledge of vocabulary and structures; translations into the TL are generally accurate. |
| Foundation (2-3) | Basic understanding of clear standard speech using familiar language. Some identification of the overall message, key points, details and opinions in a variety of short and slightly longer spoken passages. The listener can deduce general meaning from a variety of short and slightly longer spoken texts. The listener recognises and responds to some key information, important themes and ideas in short to medium length texts by | Basic language which involves mainly simple linguistic structures and vocabulary, with some repetition, but there may be attempts to use more complex linguistic structures and more varied vocabulary. There may be some success in using 2 time frames but there may be errors, some of which impede comprehension. The message is partially conveyed or conveyed and information lacks clarity from time to time. The speaker attempts to ask at least one simple question, | Some understanding and response to different types of written language and of general and specific details within texts using high frequency familiar language across a range of contexts. Some identification of the overall message, key points, details and opinions in a variety of short written passages, involving mainly simple language. The reader recognises and responds to some of the key basic information, important | A basic response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed. The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register. Verb and tense formations are sometimes correct. Limited knowledge of vocabulary and structures; translations into the TL are often inaccurate. |

	being able to answer questions and extract information.	although this might not always be successful, and gives understandable replies to most questions. The replies may be short and/or repetitive but occasionally extended. Students can give additional details when prompted. Gives opinions; some of which are simply justified. Reasonable pronunciation and intonation but some inconsistency at times. Basic exchange in which the speaker may show some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.	themes and ideas in short, simple texts. The reader demonstrates basic understanding by being able to scan for particular information. The reader attempts to translate a short passage from French into English and sometimes expresses the same meaning with regular word for word translation.	
Entry (1)	Limited understanding of clear standard speech using familiar language. Some identification of the overall message, key points, details and opinions in some short spoken passages. The listener recognises and responds to some key information, important themes and ideas in short texts by being able to answer basic questions and extract basic information.	Limited language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which often impede communication. The speaker replies to some questions but the answers are likely to be short and/or repetitive with occasional attempts at longer responses. He/she has only limited success in giving additional details. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives basic opinions. Pronunciation not always understandable and comprehension is sometimes delayed. Limited exchange in which the speaker may show a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times with inability to answer some questions.	Limited understanding and response to different types of written language and of general details within texts using high frequency familiar language across a range of contexts. Limited identification of the overall message, key points and opinions in a variety of short written passages, involving simple language. The reader recognises and responds to a limited amount of the key basic information, important themes and ideas in short, simple texts. The reader demonstrates limited understanding and struggles to scan for particular information. The reader attempts to translate a short passage from French into English, but the meaning is often unclear with regular word for word translation.	A limited response which conveys a very small amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed. The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register. There is only limited success with verb and tense formations. Very limited knowledge of vocabulary and structures; translations into the TL are highly inaccurate

Year 9 History: Assessment Descriptors

Flightpath:	Assessment descriptors:
Mastery	**Knowledge and understanding:** starting to construct analytical narrative. Ranking importance with sustained judgement. Judgement on most significant turning point. **Sources:** explains similarity/difference using specific contextual knowledge. Sets questions, devises answers independently. Evaluates a source for usefulness using author, context, nature, origin or purpose as well as using contextual knowledge. **Interpretations:** is able to make an accurate, informed and substantiated judgement in response to an interpretation.
Secure	**Knowledge and understanding:** linked explanation (PEEL) and maybe able to rank order in terms of importance (addresses significance) Explaining similarity/differences between events with explicit, sustained and direct comparison. Explains turning points or consequences. **Sources:** explains similarity/difference using author, audience, time and place. Sets questions and devising answers (with prompting) Makes valid inferences about usefulness of a source **Interpretations:** uses knowledge to corroborate or challenge interpretations.
Developing	**Knowledge and understanding:** Can write an answer in the PEE structure. Writes a multi-causal, not linked. Explains similarity/ difference and recognises turning points. **Sources:** can explain similarity or difference using provenance. Can make inferences and generates questions from the sources. Can make inferences about why sources are useful from the provenance with reasons and links these to the content of the source **Interpretations:** starting to explain the similarity /difference between interpretations
Foundation	**Knowledge and understanding**: is able to write in the PEE structure. **Sources:** understands key messages and ideas Makes inferences and these are supported. Describing similarity or difference. Can make inferences about why sources are useful from the provenance with reasons but unlinked to the content of the source **Interpretations:** Is able to identify similarity or difference between interpretations.
Entry	**Knowledge and understanding:** Is able to write a detailed description describing several features. Will be able to offer a basic explanation of 1 reason. **Sources**: makes valid inferences but these are unsupported. Can identify valid similarities or differences. Is able to describe the source/idea/inferences recognise sources are useful for something but provide just stock evaluation **Interpretations:** understands that there are different interpretations.

KS3 Geography: Assessment Descriptors

	1: Knowledge	2: Geographical Understanding	3: Applying knowledge and understanding	4: Skills and techniques	5: SPGST
Mastery	Demonstrate **a detailed** breadth and depth of knowledge of: - Locations, places, processes, environments. - Different scales, including global. - Social, political and cultural contexts.	Demonstrate a **sophisticated** geographical understanding of: - Concepts and how they are used in relation to places, environments and processes. - the inter-relatiosnhip between places, people, environments and processes. - changes in places and processes over space and time. - the inter-relationship between geographical phenomena at different scales and in different contexts.	**Precisely** apply **relevant** knowledge and understanding. Skills and approaches are appropriately and creatively **applied** to real world contexts. To interpret, analyse and evaluate geographical **information and issues in a sophisticated manner** to make well-evidenced arguments and judgements drawing on their **detailed** geographical knowledge and understanding.	**Judiciously** select, adapt and use a variety of skills (cartographic, graphical, numerical, statistical and use of qualitative and quantitative data) and techniques to investigate questions, hypotheses and issues and communicate findings. The range of skills includes maps, Geographical Information Systems (GIS) and researching secondary evidence including digital sources.	In the context of the level of demand of the question, learners spell, punctuate and use grammar with consistent accuracy and also use specialist terminology with consistent accuracy.
Secure	Demonstrate a **wider** breadth and depth of knowledge of: - Locations, places, processes, environments. - Different scales, including global. - Social, political and cultural contexts.	Demonstrate a **detailed** geographical understanding of: - Concepts and how they are used in relation to places, environments and processes. - the inter-relatiosnhip between places, people, environments and processes. - changes in places and processes over space and time. - the inter-relationship between geographical phenomena at different scales and in different contexts.	Apply **relevant** knowledge and understanding. Skills and approaches are appropriately **applied** to real world contexts. To interpret, analyse and evaluate geographical **information and issues in a detailed manner** to make well-evidenced arguments and judgements drawing on their **wider** geographical knowledge and understanding.	Select, adapt and use a **variety** of skills (cartographic, graphical, numerical, statistical and use of qualitative and quantitative data) and techniques to investigate questions, hypotheses and issues and communicate findings. The range of skills includes maps, Geographical Information Systems (GIS) and in researching secondary evidence including digital sources.	In the context of the level of demand of the question, learners spell, punctuate and use grammar with consistent accuracy and also use specialist terminology with consistent accuracy.

Developing	Demonstrate a **range** of knowledge of: - Locations, places, processes, environments. - Different scales, including global. - Social, political and cultural contexts.	Demonstrate a **clear** geographical understanding of: - Concepts and how they are used in relation to places, environments and processes. - the inter-relatiosnhip between places, people, environments and processes. - changes in places and processes over space and time. - the inter-relationship between geographical phenomena at different scales and in different contexts.	Apply knowledge and understanding. **Relevant** skills and approaches are appropritately used in a real world context. To interpret, analyse and evaluate geographical **information and issues in a clear manner** to make well-evidenced arguments and judgements drawing on their **range of** geographical knowledge and understanding.	Select and use a variety of **relevant** skills (cartographic, graphical, numerical, statistical and use of qualitative and quantitative data) and techniques to investigate questions, hypotheses and issues and communicate findings. The range of skills includes maps, Geographical Information Systems (GIS) and in researching secondary evidence including digital sources.	In the context pf the level of demand of the question, learners spell, punctuate and use grammar with considerable accuracy and also use specialist terminology with considerable accuracy.
Foundation	Demonstrate **limited** knowledge of: - Locations, places, processes, environments. - Different scales, including global. - Social, political and cultural contexts.	Demonstrate a **limited** geographical understanding of: - Concepts and how they are used in relation to places, environments and processes. - the inter-relatiosnhip between places, people, environments and processes. - changes in places and processes over space and time. - the inter-relationship between geographical phenomena at different scales and in different contexts.	**Limited** skills and approaches are appropritately used in a real world context. To interpret and evaluate geographical **information and issues in a limited manner** to make **brief** arguments and judgements drawing on their **limited** geographical knowledge and understanding.	**Use** a **limited** range of skills (cartographic, graphical, numerical, statistical and use of qualitative and quantitative data) and techniques to investigate questions, hypotheses and issues and communicate findings. The range of skills includes maps, Geographical Information Systems (GIS) and in researching secondary evidence including digital sources.	In the conxtext of the level of demand of the question, learners spell, punctuate and use grammar with reasonable accuracy and also use specialist terminology with reasonable accuracy; any errors do not hinder meaning in the response.
Entry	Demonstrate **some** knowledge of: - Locations, places, processes, environments. - Different scales, including global. - Social, political and cultural contexts.	Demonstrate **a basic** geographical understanding of: - Concepts and how they are used in relation to places, environments and processes. - the inter-relationship between places, people, environments and processes. - changes in places and processes over space and time. - the inter-relationship between geographical phenomena at different scales and in different contexts.	**Basic** skills and approaches are used in a real world context. To interpret and evaluate geographical **information and issues in a basic manner** to make **brief** arguments and judgements drawing on their **basic** geographical knowledge and understanding.	**Use** a variety of **basic** skills (cartographic, graphical, numerical, statistical and use of qualitative and quantitative data) and techniques to investigate questions, hypotheses and issues and communicate findings. The range of skills includes maps, Geographical Information Systems (GIS) and in researching secondary evidence including digital sources.	In the conxtext of the level of demand of the question, learners spell, punctuate and use grammar with reasonable accuracy and also use specialist terminology with reasonable accuracy; any errors do not hinder meaning in the response.

The BIG picture	Demonstrate breadth and depth of knowledge of: - Locations, places, processes and environments. - Different scales, including global. - Social, political and cultural contexts. *Know like a geographer*	Demonstrate geographical understanding of: - Concepts and how they are used in relation to places, environments and processes. - The inter-relatiosnhip between places, people, environments and processes. - Changes in places and porcesses over space and time. - The inter-relationship between geographical phenomena at different scales and in different contexts. *Think like a geographer*	Apply knowledge, understanding, skills and approaches appropritately and creatively to real world contexts. To interpret, analyse and evaluate geographical information and issues to make well-evidences arguments and judgements drawing on their geographical knowledge and understanding. *Apply like a geographer*	Select, adapt and use a variety of skills (cartographic, graphical, numerical, statistical and use of qualitative and quantitative data) and techniques to investigate questions, hypotheses and issues and communicate findings. The range of skills includes maps, Geographical Information Systems (GIS) and in researching secondary evidence including digital sources. *Study like a geographer*	Literacy: Expecations for spelling, punctuation, grammar and specialist terminology. Literacy appropriate for audience
	To be able to answer mulitple choice, short answer, levels of response and extended prose questions.				
Year 9	Brazil Niger	Ecosystem processes Global meteorological processes Development	Development indicators	Issues evaluation	Literacy: Expecations for spelling, punctuation, grammar and specialist terminology. Literacy appropriate for audience
Y9 Content	Fantastic Places Issue Evaluation Extreme Weather and Climate Coral Reefs 80:20 Development Welcome to Brazil				

Year 9 Ethics and Philosophy: Assessment Descriptors

Flightpath:	Assessment descriptors:
Mastery	Shows perceptive and detailed knowledge and understanding of beliefs, teachings, practices and arguments.
	Astutely and precisely selects relevant sources (e.g. sacred text) to support ideas (recall of prior learning).
	Accurately and consistently demonstrate knowledge and understanding of different philosophical and ethical arguments relating to the areas of study
	Totally convincing and consistent analysis, evaluation and discussion around the issues raised within the area of study.
	In depth reflection upon significant common and divergent views within religious views and their practices (recall of prior learning).
	Profound empathetic consideration demonstrated with regards to the issues raised for those practicing their religious beliefs in Great Britain.
	Uses sophisticated subject terminology in a way which is integrated and adds to the depth of knowledge and understanding
	Highly structured and developed writing, incorporating a range of complex ideas, seamlessly integrated
	Seamlessly embedded discourse markers and connectives ensure complete cohesion within written response
	Accurate spelling, punctuation and grammar used.
	Sophisticated response to feedback.
Secure	Shows a clear and sustained knowledge and understanding of beliefs, teachings, practices and arguments.
	Selects relevant sources effectively (e.g. sacred text) to support ideas (recall of prior learning).
	Effectively demonstrate knowledge and understanding of different philosophical and ethical arguments relating to the areas of study.
	Consistent analysis, evaluation and discussion around the issues raised within the area of study.
	Reflection upon some significant common and divergent views within religious views and their practices (recall of prior learning).
	Empathetic consideration demonstrated with regards to the issues raised for those practicing their religious beliefs in Great Britain.
	Subject terminology is quite wide ranging and increasingly sophisticated
	Structured and developed writing, incorporating a range of ideas, integrated well.
	Discourse markers and connectives used mostly ensure fluidity of written response.
	Mostly accurate spelling, punctuation and grammar used.
	Consistent response to feedback.
Developing	Shows straightforward knowledge and understanding of beliefs, teachings, practices and arguments.
	Selects only relevant sources (e.g. sacred text) which mainly supports ideas (recall of prior learning).
	Shows straightforward knowledge and understanding of different philosophical and ethical arguments relating to the areas of study
	Some analysis, evaluation and discussion around the issues raised within the area of study.
	Basic reflection upon some significant common and divergent views within religious views and their practices (recall of prior learning).
	Sympathetic consideration demonstrated with regards to the issues raised for those practicing their religious beliefs in Great Britain.
	Uses some terminology accurately; at times this is not confident or secure
	Writing is mostly engaging, with ideas connected and often developed with some use of discourse markers to link ideas within paragraphs
	Some accurate spelling, punctuation and grammar demonstrated.
	Basic response to feedback given.

Foundation	Shows basic knowledge and understanding of beliefs, teachings, practices and arguments.
	At times provides relevant sources (e.g. sacred text) to support ideas (recall of prior learning).
	At times demonstrates knowledge and understanding of different philosophical and ethical arguments relating to the areas of study
	Some erratic analysis, evaluation and discussion around the issues raised within the area of study.
	Limited reflection upon some significant common and divergent views within religious views and their practices (recall of prior learning).
	Basic, sympathetic consideration demonstrated with regards to the issues raised for those practicing their religious beliefs in Great Britain.
	Is beginning to use some terminology appropriately but often does not use it relevantly
	Attempts to write in appropriate paragraphs, with limited use of discourse markers to link between them.
	Basic spelling, punctuation and grammar used.
	Limited response to feedback given.
Entry	Shows no/limited understanding of beliefs, teachings, practices and arguments.
	Does not provide relevant sources (e.g. sacred text) to support ideas (recall of prior learning).
	Does not demonstrate knowledge and understanding of different philosophical and ethical arguments relating to the areas of study
	No/limited analysis, evaluation or discussion around the issues raised within the area of study.
	No/limited reflection upon some significant common and divergent views within religious views and their practices (recall of prior learning).
	Basic, awareness demonstrated with regards to the issues raised for those practicing their religious beliefs in Great Britain.
	No/Limited attempts to use subject terminology
	Vocabulary is simple and straightforward
	No punctuation used.
	No/limited response to feedback.

At KS3 in Ethics and Philosophy the depth of knowledge is structured and develops across interlinking topics within religious and secular beliefs.

At KS3 in Ethics and Philosophy the skills sets remain the same. Accordingly, written assessments should become more in-depth and sophisticated in style of writing, vocabulary used and content based, when using prior learning and current knowledge to achieve and show progress in designated flightpath.

Year 9 IT and Computing: Assessment Descriptors

In Year 9 students have one lesson.
We continue to work on these Digital Literacy skills across Key Stage 3, as they often take longer for students to really embed as good practice.

	Entry	Foundation	Developing	Secure	Mastery
Key terms	**Recall, select and communicate**		**Apply Knowledge, understanding and skills**		**Analyse and evaluate**
Digital Literacy-	Is able to • Download/save assets to their user area • Use a folder structure • Conduct themselves in an appropriate manner for an ICT room. • Send and receive emails • Access the LZ at school • Understand the need to be safe online • Use headers and footers with support	Is able to; • Set up a folder structure with guidance and name files appropriately. • Use technology safely, respectfully & responsibly. • Recognise acceptable/ unacceptable behaviour when using IT systems, including the internet. • Identify a range of ways to report concerns about content and contact online. • Use email effectively including open, save, and attach files. • Use headers and footers with occasional prompting • Understand that assets must not be used without the owner's permission • Identify some risk associated with working with computers- RSI etc.	Is able to; • Set up a folder structure with little guidance and understand its purpose. • Use IT systems, including the internet, with maturity. • Understand what Copyright is. • Utilise formatting to produce suitable outcomes, with some guidance • Recognise inappropriate content, contact or conduct online and know where and how to report concerns. • Explain why health and safety is important when using computers and how to minimise risk. • Carry out basic trouble shooting – check monitor, replace mouse etc.	Is able to; • Independently set up and use an effective folder structure which uses clear naming conventions. • Offer appropriate advice to others about being safe online • Know how to protect their online identity and privacy. • Evaluate the trustworthiness of digital artefacts. • Use advanced formatting to produce near professional documents. • Proactively adhere to health and safety guidelines. • Identify risks and hazards in and IT suite. • Use extended email skills and suitable choice of tone in email for different situations.	Is able to; • Use versioning for their file names. • Independently select appropriate formatting to present professional outcomes which have been checked for error. • Understand digital footprints and the impact this may have on them. • Be discerning in evaluating digital content • Evaluate ethical issues surrounding the use of digital technology; including legal frameworks. • Analyse and justify how technology impacts society
ICT and Computing Skills	Will be able to; • Use word processor, spreadsheet, desktop publishing and	Will be able to; • Create business documentation; logo, business card, letterhead using basic tools and	Will be able to; • Use word processor, spreadsheet, desktop publishing and presentation software with increasing independence.	Will be able to; • Gather feedback from others on your business documents and use it to make improvements.	Will be able to; • Use word processor, spreadsheet, desktop publishing and presentation

presentation software with support. • Create business documentation; logo, business card, letterhead using basic tools and software. Some errors may be present. • Enter data into a spreadsheet adding some text labels and basic formatting. • Enter data into a database. • Send, receive and forward emails. • Create an animation using a suitable software. • Combine text, images and other assets to create an animated solution. • Select an IT or computing based project from a given list, with support. This likely to be a subject area previously covered. • Revisit skills previously developed and some additional basic skills developed.	software. With only minor errors, which are corrected. • Create a basic spreadsheet with at least one formula. • Create a simple database, add data, sort and search the data. • Save attachments from emails into My Documents. • Design and create an animation to meet a specific requirement. • Use layers to construct an animation. • Select an IT or computing based project from a given list, this does not have to be from a previously covered area. • Develop new knowledge skills and techniques in the chosen project with some support.	• Create business documentation using multiple software's to combine text and graphics, with only minor errors. • Create an effective costings spreadsheet with several appropriate formulas and functions. • Fully format the spreadsheet with effective use of titles and colours etc. • Create a database which uses at least 3 types of data. • Set up an out of office reply and a signature block on email. • Plan, design and create an animation that utilises scripting to create user interactivity. • Evaluate the quality of solutions, using feedback from the users to identify improvements. • Make appropriate refinements. • Select an appropriately challenging IT or computing based project from a given list or own choice (agreed by teacher), this is likely to be a new area of interest or software not previously covered. • Develop new knowledge skills and techniques in the chosen project with some support but growing independence.	• Use review tools to ensure the business documents are of near professional quality. • Complete an effective fully functioning spreadsheet with IF function as required. • Create charts from the data in the spreadsheet. • Print reports from a database using effective titles and colours. • Understand how important it is, in business, to convey the correct message via email, and how difficult this can sometimes be. • Plan, design and create an animation that utilises layers, navigation, tweening and scripting to create user interactivity. • Gather feedback and make improvements to their animations. • Select an appropriately challenging IT or computing based project from a given list or own choice (agreed by teacher), this will be a new area of interest or software not previously covered. • Develop new knowledge, skills and techniques in the chosen project with only occasional support.	software from a range of sources. • Create a full range of consistently styled, near professional business documents. • Explain how your business documents reach industry standards and how the design appeals to customers. • Use data/charts from the spreadsheet in another software for a given purpose. • Use some advanced features of Excel. • Design and create queries to interrogate the database. • Understand different data types. • Explain benefits of using email in business, as well as the drawbacks. • Understand legal issues surrounding the use of existing images. • Plan, design and create an animation that utilises scripting, loops and sound to create an easy to navigate and interesting finished product. • Evaluate the quality of solutions, using feedback from the users to identify improvements. • Make appropriate refinements to create a near professional animation. • Export the animation to an appropriate file format. • Select an appropriately challenging IT or computing

					based project of their own choice. • Develop new knowledge, skills and techniques in the chosen project with no support.
Key Skills	Working towards developing resilience and needing considerable support in developing a 'have a go attitude'	Working with some resilience and a good 'have a go attitude', requiring some support.	Working with resilience, mostly independently. A positive 'have a go attitude' only occasionally requiring support.	Working with resilience, independently. A positive 'have a go attitude' only occasionally requiring support.	Working confidently, independently as well as part of a team, with resilience and an analytical mind, looking beyond the information provided.

Year 9 Music: Assessment Descriptors

Flightpath	Performing:	Composing:	Knowledge and understanding:
Mastery	Students perform with an excellent level of fluency and accuracy, showing a sense of style and flair. Students will play confidently in an ensemble piece, possibly taking a leading role. Students show an understanding of expression, phrasing and articulation in their performances.	Students begin to show development of their composition ideas. They show an understanding of elements of music through compositions, and can explain their compositions using the correct vocabulary. Work shows musicality, individuality and creativity. The compositions are musically convincing.	Students are able to confidently describe the music they hear, perform or create with musical vocabulary. They show understanding of simple musical notation.
Secure	Students perform with a good level of fluency and accuracy, showing some sense of style. Students may attempt pieces with some technical challenges. They play with some confidence in an ensemble piece. Students begin to show understanding of some expression, phrasing and articulation in their performances.	Students begin to show some development of their composition ideas. They show some understanding of elements through compositions. Work shows some musicality.	Students are able to describe the music they hear, perform or create with some musical vocabulary. They are beginning to develop an understanding of musical notation.
Developing	Students begin to perform simple pieces with a developing level of fluency and accuracy. They show some ability to maintain a simple part in an ensemble performance. Students begin to demonstrate some expression and simple dynamics in their performances.	Students compose some simple ideas, which begin to show an understanding of the elements of music.	Students are able to describe the music they hear, perform or create with a limited musical vocabulary. They are beginning to show some understanding of musical notation.
Foundation	Students begin to perform simple pieces but there may be lapses of fluency or inaccuracies. Students show some ability to play a simple part in an ensemble performance, but there may be hesitations or some wrong notes.	Students compose simple ideas with some guidance	Students can describe the music they hear, perform or create using a basic musical vocabulary.
Entry	Students attempt to perform simple pieces but there may be lapses of fluency or inaccuracies. Students show some ability to play a simple part in an ensemble performance. Help or guidance is needed to stay in time.	Students compose some simple ideas with guidance.	Students describe music they hear, perform or create using simple musical vocabulary.

Content in Year 9:

In Year 9, students create pieces of film music with more complex rhythms, textures, melody and harmony. These compositions are more substantial and show an understanding of the structure and development of musical ideas. Melodic ideas are more sophisticated and there is an exploration of more advanced harmony.

Students analyse film music and are asked to identify melodic, rhythmic and harmonic features. Students consider why instruments have been used as well as the overall structure of the music including the development of motif. Students are expected to apply this knowledge in their own composing work.

Year 9 Drama: Assessment Descriptors

Flightpath:	Assessment descriptors:		
	Creating	Performing	Evaluating and Responding
Mastery	Outstanding range of creating skills deployed in an exceptionally effective way, through the assured use of techniques to structure a performance. To consistently initiate and develop creative ideas in response to the stimuli. To consistently infer meaning; drawing on evidence to justify their ideas; working effectively in a group. Consistently actively listening and consistently applying direction. Make assured and consistent use of technical vocabulary whilst rehearsing and evaluating work in progress.	Outstanding range of performance skills deployed in an exceptionally effective way, through the assured use of vocal skills that demonstrates pace, pitch, pause and tone; assured use of movement that demonstrates gesture, stillness, fluency and expression. Their creation of role/character shows complete commitment and imagination. They communicate in an outstanding manner with other performers and audience members, creating an effective rapport with all members of the ensemble. Their personal interpretation is wholly appropriate to the play as a whole and entirely sensitive to context. To learn and recall lines and perform without a script showing mature expression.	To consistently infer meaning; drawing on evidence to justify their ideas. Make assured and consistent use of technical vocabulary whilst analysing and evaluating. Consistent ability to form an opinion on practical work/performance.
Secure	Broad range of creating skills deployed in an effective way, through the confident use of techniques to structure a performance. To frequently initiate and develop creative ideas in response to the stimuli. To frequently infer meaning; drawing on evidence to justify their ideas; working effectively in a group. With frequent active listening and frequently applying direction. Make confident and frequent use of technical vocabulary whilst rehearsing and evaluating work in progress.	A broad range of performance skills deployed in an effective way, through the confident use of vocal skills that demonstrates pace, pitch, pause and tone. Movement that confidently demonstrates gesture, stillness, fluency and expression. Their creation of role/character shows high levels of commitment and imagination. They communicate in an excellent manner with other performers and audience members, creating successful rapport with most members of the ensemble. Their personal interpretation is highly appropriate to the play as a whole and sensitive to context. To learn and recall lines without the need for a script with some expression.	To frequently infer meaning; drawing on evidence to justify their ideas. Make confident and frequent use of technical vocabulary whilst analysing and evaluating. Frequent capacity to form an opinion on practical work/performance.

Developing	A good range of creating skills deployed, through the good use of techniques to structure a performance. To occasionally initiate and develop ideas in response to the stimuli. To occasionally infer meaning; drawing on evidence to justify their ideas; working well in a group. With active listening and occasionally applying the direction. Make occasional use of technical vocabulary whilst rehearsing and evaluating work in progress.	A good range of performance skills deployed, through the good use of vocal skills that demonstrates pace, pitch, pause and tone. Movement that demonstrates gesture, stillness, fluency and expression. Their creation of role/ character shows appropriate levels of commitment and imagination. They communicate with other performers and audience members, creating a rapport with some members of the ensemble. Their personal interpretation is mostly appropriate to the play as a whole and sensitive to context. To learn and recall lines but may need prompting.	To occasionally infer meaning; drawing on evidence to justify their ideas. Make occasional use of technical vocabulary whilst analysing and evaluating. Occasional formulation of an opinion on practical work/performance.
Foundation	A reasonable range of creating skills deployed, through the use of techniques to structure a performance. To attempt to initiate and develop ideas in response to the stimuli. To attempt to infer meaning; possibly drawing on evidence to justify their ideas; working in a group. With active listening and a positive response to direction. Make some use of technical vocabulary whilst rehearsing and evaluating work in progress.	A reasonable range of performance skills deployed, through the some use of vocal skills that demonstrates pace, pitch, pause and tone. Movement that demonstrates some use of gesture, stillness, fluency and expression. Their creation of role/character shows partial levels of commitment and imagination. They variably communicate with other performers and audience members. Their personal interpretation is occasionally appropriate to the play as a whole and variably sensitive to context. To make reference to the script in performance.	To attempt to infer meaning; possibly drawing on evidence to justify their ideas. Make some use of technical vocabulary whilst analysing and evaluating. Attempts to formulate an opinion on practical work/performance.
Entry	A limited range of creating skills deployed, through the use of some techniques to structure a performance. To rarely initiate and develop ideas in response to the stimuli. To work in a group. To listen and respond to direction. Rare use of technical vocabulary whilst rehearsing and little evaluation of work in progress.	A limited range of performance skills deployed, through the lack of vocal skills that inconsistently demonstrates pace, pitch, pause and tone. Movement that demonstrates some use of gesture, stillness, fluency and expression. Their creation of role/character shows partial levels of commitment and imagination. They variably communicate with other performers and audience members. Their personal interpretation is appropriate to the play as a whole and variably sensitive to context. To be fully dependent on script in performance.	To make some connections, with some evidence to support their ideas. Rare use of technical vocabulary whilst analysing and little evaluation. Scant formulation of opinion on practical work/performance.

Year 9 Art: Assessment Descriptors

	ENTRY	FOUNDATION	DEVELOPING	SECURE	MASTERY
Year 9	Demonstrates **emerging competent** ability	Demonstrates **competent and consistent** ability	Demonstrates **competent and assured** ability	Demonstrates **confident and assured** ability	Demonstrates **fluent** ability
Skill and Application	• Emerging control of a range of art materials • Broadening ability to apply the formal elements • competent ability to review and refine	• Competent and consistent control of a range of materials • Consistent understanding of the formal elements • Consistent ability to review and refine	• Assured use of a range of art materials • Consistent and thorough understanding of the formal elements • Regular review and refinement	• Purposeful and assured use of a range of art materials • Effective understanding of the formal elements • Sustained review and refinement	• Skilful and sensitive use of art materials • Highly effective understanding of the formal elements • Insightful review and refinement
Recording	• Broadening ability to record what is observed • Written communication is clear	• Competent and consistent ability to record what is observed • Written communication to record ideas and insights is clear and appropriate.	• Competent and assured ability to record what is observed • Written communication is clear and coherent	• Skilful and confident ability to record what is observed • Written communication is perceptive and assured	• Highly skilful ability to record what is observed • Written communication is sustained and perceptive
Evaluating and Analysing	• Begins to show individual opinion and uses relevant vocabulary • Selections of keywords are understood to describe and analyse an artwork/artist	• Analysis shows individual opinion and uses relevant vocabulary • Varieties of keywords are understood and are used to describe, analyse and evaluate an artwork/artist.	• Analysis is assured and uses a range of relevant vocabulary • Keywords are used with confidence to describe, analyse and evaluate	• Analysis is insightful and sustained • Keywords are used purposefully and with confidence to describe, analyse and evaluate	• Analysis is in depth, critical and perceptive • A consistent ability to use a range of art terms when analysing
Outcomes	• Outcomes are competent showing emerging skill and some creativity	• Outcomes show consistent control and understanding • Links to prior learning are clear and consistent	• Outcomes are assured and effective • Realisation of ideas shows relevant and intelligent connections to prior learning	• Outcomes are accomplished and refined • Clear, creative and consistent connections with prior learning	• Outcomes are very well realised, showing skill, independence and understanding • Highly creative connections with prior learning

Year 9 Design & Technology: Assessment Descriptors

DESIGN					
YEAR 9	**ENTRY**	**FOUNDATION**	**DEVELOPING**	**SECURE**	**MASTERY**
Writing a Specification	I can write a general list of requirements for my project that include some technical details.			I can write a list of specification points that include key technical details and some justifications.	I can write a list of specification points that include key technical details with justifications.
Design ideas	I can produce a range of simple design ideas that include clear notes upon general materials and processes that relate to my specification.			I can produce a range of suitable design ideas. My notes show some specific materials, processes and techniques and clearly cover some of my specification.	I can produce a range of design ideas of varied quality. My notes show suitable materials, processes and techniques and clearly cover some of my specification.
Communication Techniques	I can use different communication techniques to show good understanding for my designs.			I can communicate ideas well using a range of techniques, including ICT where appropriate.	I can communicate ideas well using a range of techniques, including ICT where appropriate. Some accuracy is evident in my design work.
Design Development	I can show some development of ideas with key changes that improve form or function.			I can show clear development of ideas with key changes in form or function that lead to a final proposal that is improved from the original idea.	I can show clear development of ideas with key changes in form or function that lead to a final proposal that is improved from the original idea.
2D & 3D modelling (traditional & CAD)	I can model using some accuracy, to test different aspects of the final design proposal.			I can model using some accuracy, to test different a wide range of aspects of the final design proposal.	I can model using some accuracy, to test different a wide range of aspects of the final design proposal.
Final Design	I can produce a final design proposal that communicates my intentions and technical detail of some materials and/or components, processes and techniques.			I can produce a final design proposal that communicates my intentions and technical details of a variety of materials and/or components, process and technique.	I can produce a final design proposal to communicate my intentions and technical details of some components, processes and techniques.

MAKING					
YEAR 9	**ENTRY**	**FOUNDATION**	**DEVELOPING**	**SECURE**	**MASTERY**
Production planning	I can write a production plan that includes a breakdown of tasks to be carried out in a sequence and includes some details of tools, equipment, timing and H&S.			I can write a production plan that includes a breakdown of tasks to be carried out in a sequence and includes some tools, equipment and machinery to be used. Plan includes possible timings, H&S & QC considerations.	I can write an effective production plan that includes a breakdown of tasks to be carried out in a sequence and includes most tools, equipment and machinery to be used. Plan includes possible timings, H&S & QC considerations.
Using drawings to make outcomes	I can read and interpret parts of a simple working drawings to manufacture or assemble specific parts within a given tolerance			I can read and interpret working drawings to manufacture or assemble specific parts within a given tolerance.	I can read and interpret a range of information from working drawings and manufacture or assemble specific parts within a given tolerance.
Complexity of task	I can attempt a challenging making task that involves making a component from a suitable material using a range of equipment and processes.			I can attempt a challenging making task involving the manufacture of more than one component and materials using range of equipment, techniques and processes.	I can attempt a challenging making task involving the manufacture of more than at least three different components using range of materials, equipment, techniques and processes.
Health & safety awareness	I give full consideration to Health & Safety throughout product manufacture & include evidence.			I attempt to plan ahead and evidence health and safety considerations throughout product manufacture.	I plan for ahead and evidence health and safety considerations prior to product manufacture.
Selecting tools, equipment and processes	I can select appropriate tools, equipment and processes throughout the making of my product. I can produce detailed CAD machine drawings for that ready for CAM machinery.			I can select appropriate tools, equipment and processes throughout the manufacture of my product. I Can produce detailed machine drawings and also set up CAD CAM machinery.	I can select appropriate tools, equipment and processes throughout the manufacture of my challenging product. I Can produce detailed machine drawings and also set up CAD CAM machinery.
Competency using hand tools, equipment, machinery	I demonstrate care and attention to detail, precision and accuracy in the use of a range of hand tools, machinery and equipment			I demonstrate care and attention to detail, precision and accuracy in the use and application of a range of some complex hand tools, machinery and equipment.	I demonstrate care and attention to detail, precision and accuracy in the application of a wide range of hand tools, machinery and equipment.
Recording manufacturing progress	I keep a record of my manufacturing, using photographs and well written descriptions that show some detail.			I keep detailed records of most manufacturing, using photographs and written descriptions, to enable progression during manufacturing	I keep detailed records of manufacturing, using photographs and written descriptions, to enable progression during manufacturing.
Precision & Accuracy	I can produce accurate components that are well made assembled in parts. My final product functions as expected although might not be fully complete.			I can produce high quality components that are well assembled and finished. My final product is complete and functions as expected and is of a reasonable standard.	I can produce high quality components that require accurate assembly and partly well finished. The final product is mostly functional and is of a good standard.
Adapting outcomes	I react to changing needs or circumstances and I make justified changes to parts/or my product. No waste of materials is evident.			I react to changing needs or circumstances and I make justified changes to parts/or my product. Most errors are foreseen and avoided / efficient use of resources and materials.	I react to changing needs or circumstances and I evidence a change to parts/or my product with valid reasoning. Errors are avoided / efficient use of materials.
Setting up of machinery	I set up my work piece on different machinery or equipment during the making of my product.			I set up and make simple changes to machinery or equipment parameters during the making of my product.	I demonstrate a variety of set up changes to machinery or equipment parameters during the making of my product.

	EVALUATE				
YEAR 9	**ENTRY**	**FOUNDATION**	**DEVELOPING**	**SECURE**	**MASTERY**
Analysis	I can produce an analysis that covers most design needs.			I can produce an analysis that highlights all design needs.	I can produce an analysis that highlights all design needs and identifies research required.
Evaluate existing products	I can write an analysis of an existing product using all important criteria.			I can write an analysis on an existing product using all important criteria including sustainability.	I can write a full analysis on an existing product using all important criteria including sustainability.
Evaluate work of others	I can write justified evaluation comments and suggest specific areas for improvement with reasoning.			I can write evaluation and improvement comments on the work of others showing some understanding of the product and its detail.	I can write evaluation and improvement comments on the work of others showing good understanding of the product and its detail.
Informing specification	I can write a specification to include all important criteria using research collected and evaluated.			I can write a specification to include all important criteria using relevant research collected and evaluated.	I can write a detailed design specification using a range of important criteria sourced from my relevant evaluated research.
Evaluate against a specification	I can write an evaluation on my design ideas and final outcome that relate to all design specification criteria.			I can write an evaluation on my design ideas and final outcome that cover all specification points and show some technical content and good written communication.	I can write an evaluation on my design ideas and final outcome that cover all specification points and show a range of technical content and good written communication.
User feedback	I devise different methods to gain relevant user feedback and use information to inform evaluations on design ideas or final outcomes.			I devise different methods to gain relevant user feedback including suggestions for improvements. I use information to inform evaluations on design ideas or final outcomes.	I devise different methods to gain relevant user feedback including suggestions for improvements. Evaluation content uses good written communication.
Testing	I can devise and carry out a range of simple tests to check the performance and quality of my final product.			I can devise, justify and carry out a range of simple tests to check the performance of my product against the specification criteria.	I can devise, justify and carry out a range of simple tests to check the performance of my product against the specification criteria.
Summative evaluations	I use a wide range of information gathered to evaluate my final product. Clear reference to specification points, user group feedback, performance/quality testing and sustainability issues.			I use a wide range of information gathered to objectively evaluate my final product. Clear reference to specification points, user group feedback, performance/quality testing and sustainability issues.	Some of the information gained through a range of tests is summarised or refined. I have objectively evaluated my final product, with reference to specification points, user group feedback, and performance/quality testing and sustainability issues.

KNOWLEDGE & UNDERSTANDING

YEAR 9	ENTRY	FOUNDATION	DEVELOPING	SECURE	MASTERY
Materials & Components	I can recall, select and communicate knowledge and understanding on the basic aspects of common resistant materials. Answers to questions are in coherent sentences and give clear reasoning.			I can recall, select and communicate good knowledge and understanding of any given resistant material. Answers to questions are generally well structured, coherent and use a descriptive language.	I can recall, select and communicate sound knowledge and understanding of any given resistant material. Answers to questions are all well-structured, coherent and use a descriptive language supported with reasoning.
Tools & equipment	I can recall, select and communicate knowledge and understanding of commonly used tools and equipment. Answers to questions are in coherent sentences and give clear reasoning.			I can recall, select and communicate good knowledge and understanding of a range of industrial and commercial processes. Answers to questions are generally coherent and use a descriptive language.	I can recall, select and communicate sound knowledge and understanding of a range of industrial and commercial processes. Answers to questions are generally well structured, coherent and use a descriptive language supported with reasoning.
Industrial & Commercial Processes	I can recall, select and communicate knowledge and understanding of commonly used tools and equi8pemnt. Answers to questions are in coherent sentences and give clear reasoning.			I can recall, select and communicate good knowledge and understanding of a range of industrial and commercial processes. Answers to questions are generally well structured, coherent and use a descriptive language.	I can recall, select and communicate sound knowledge and understanding of a range of industrial and commercial processes. Answers to questions are generally well structured, coherent and use a descriptive language supported with reasoning.
Technology	I can recall, select, communicate and employ a knowledge and understanding of commonly used ICT, Digital Media and CAD/CAM. Answers to questions are in coherent sentences and give clear reasoning.			I can recall, select, communicate and employ a good knowledge and understanding of a range of ICT, Digital Media and CAD/CAM. Answers to questions are generally well structured, coherent and use a descriptive language.	I can recall, select, communicate and employ a sound knowledge and understanding of a range of ICT, Digital Media and CAD/CAM. Answers to questions are generally well structured, coherent and use a descriptive language supported with reasoning.
Sustainability	I can recall and communicate a knowledge and understanding of how to minimise waste within design and manufacturing of products, renewable sources of energy and the sources and effects of climate change. I undertake a basic life cycle assessment Answers to questions are in coherent sentences and give clear reasoning.			I can recall and communicate a good knowledge and understanding of how to minimise waste within design and manufacturing of products, renewable sources of energy and the sources and effects of climate change. I undertake a useful life cycle assessment Answers to questions are generally well structured, coherent and use a descriptive language.	I can recall and communicate a sound knowledge and understanding of how to minimise waste within design and manufacturing of products, renewable sources of energy and the sources and effects of climate change. I undertake a useful life cycle assessment Answers to questions are generally well structured, coherent and use a descriptive language supported with reasoning.
Ethical Design & Manufacture	I can recall and communicate a knowledge and understanding of how design and technology impacts upon society and moral, social and cultural issues relating to design and manufacture. Answers to questions are in coherent sentences and give clear reasoning.			I can recall and communicate a good knowledge and understanding of how design and technology impacts upon society and moral, social and cultural issues relating to design and manufacture. Answers to questions are generally well structured, coherent and use a descriptive language.	I can recall and communicate a sound knowledge and understanding of how design and technology impacts upon society and moral, social and cultural issues relating to design and manufacture. Answers to questions are generally well structured, coherent and use a descriptive language supported with reasoning.
Systems & Control & electronic processes	I can recall, select and communicate knowledge and understanding of basic aspects of a range of simple electrical/ electronic processes, systems and control. Answers to questions are in coherent sentences and give clear reasoning.			I can recall, select and communicate good knowledge and understanding of a range of simple electrical/ electronic processes, systems and control. Answers to questions are generally well structured, coherent and use a descriptive language.	I can recall, select and communicate sound knowledge and understanding of a range of simple electrical/ electronic processes, systems and control. Answers to questions are generally well structured, coherent and use a descriptive language supported with reasoning.

Year 9 Business and Enterprise: Assessment Descriptors

ENTERPRISE SKILL	ENTRY	FOUNDATION	DEVELOPING	SECURE	MASTERY
Knowledge	Student is beginning to demonstrate a limited knowledge and understanding of business concepts.	Student demonstrates a basic knowledge and understanding of business concepts, issues and terminology.	Student demonstrates a good knowledge and understanding of business concepts, issues and terminology.	Student demonstrates a very good knowledge and understanding of business concepts, issues and terminology.	Student demonstrates excellent knowledge and understanding of business concepts, issues and terminology.
Application	Student is beginning to attempt to apply skills, knowledge and understanding when planning and carrying out investigations or tasks.	Student demonstrates some ability to apply skills, knowledge and understanding when planning and carrying out investigations or tasks.	Student demonstrates good ability to apply skills, knowledge and understanding when planning and carrying out investigations or tasks.	Student demonstrates very good ability to apply skills, knowledge and understanding when planning and carrying out investigations or tasks.	Student demonstrates the ability to apply effectively and consistently the skills, knowledge and understanding when planning and carrying out investigations or tasks.
Analysis	Ideas are presented in an adequate way.	Student makes an attempt to organise and structure ideas in an appropriate format.	Student is beginning to develop a relevant chain of argument.	Student can present a relevant chain of argument in context.	Student can present a relevant, logical, chain of argument in context.
Evaluation	Student can state some conclusions.	Student can draw a conclusion with limited justification.	Student can explain appropriate conclusions with some justification.	Student can make appropriate conclusions with good justification.	Student can make a well-reasoned, fully-justified conclusion.
Quality of written communication	Spelling, punctuation and grammar used with some accuracy but there are some errors.	Spelling, punctuation and grammar used with some accuracy but there are some errors.	Spelling, punctuation and grammar used with reasonable accuracy.	Spelling, punctuation and grammar are used with good accuracy.	Spelling, punctuation and grammar are used with considerable accuracy.
Communication Skills	Student can sometimes talk and listen with some confidence.	Student can talk and listen confidently. In discussion, the student can show understanding of the main points.	Student can talk and listen confidently in a range of contexts. Student can engage the interest of others when talking/having a discussion.	Student can talk and listen confidently in a range of contexts. Student can engage the interest of others when talking. Student can put together and deliver a formal presentation.	Student can structure what is said clearly. Student can use appropriate resources to communicate ideas and outcomes. Student can influence the opinions of their audience.
Problem-solving Skills	Student can sometimes accept suggestions.	Student can respond to suggestions.	Student makes practical suggestions about how to proceed with a solution. Student is involved in the solution.	Student makes practical suggestions about how to proceed with a solution. Student is involved in the solution and can adapt own thinking as the situation changes.	Student can suggest solutions that are sustainable. Student can play a lead role in the solution, involving the whole team.

Decision-making Skills	Student can sometimes find evidence linked to a solution.	Student can utilise evidence to make decisions, limited to the current circumstances.	Students can utilise appropriate evidence to make decisions. Students can relate their decisions to their own circumstances and show awareness of how they will affect the actions of others.	Students can utilise appropriate evidence to make decisions. Students can relate their decisions to their own circumstances and show awareness of how they will affect the actions of others. They can evaluate their decisions in the light of success or failure	Student can gather appropriate evidence and use it to generate decisions in order to make an impact on the actions of others. Student can evaluate the impact of these decisions. Student can appreciate the need to be creative in their decisions.
Teamworking Skills	Student can join and accept other team members.	Student can take on the role of worker. The student can show an understanding of joint responsibility for success.	Student can take on the role of negotiator. Student can be open-minded when evaluating other team members' suggestions. Student will encourage the concept of joint responsibility, even for failure.	Student can take on the role of leader. Student can encourage other team members to participate.	Student can take on the role of leader. Student can encourage other team members to participate, motivating them when things are going wrong. Student can celebrate success with other team members.
Independent Learning Skills	Student can ask for help.	Student can select information that supports the activity.	Student can select resources and information that are useful for an activity. Student can access help from an appropriate source.	Student can select a range of relevant resources and information without help. Student can explain the limitations of the resources.	Student can select a range of relevant resources and information without help. Student can explain the limitations of the resources. Students use resources that have been found outside the school environment.
Risk-taking and Innovation Skills	Student is beginning to attempt something new.	Student can attempt something new with some confidence.	When attempting something new, student can demonstrate how it could be taken further or put into action.	Student can implement innovative action.	Student can implement innovative action. Student can evaluate the risks involved.

Year 9 Media (Creative Core Only): Assessment Descriptors

Learning Outcomes	Mastery (A)	Secure (B)	Developing (C)	Foundation (D)	Entry (E)
AO1 **Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed**	Well informed and coherent explanation with sophisticated understanding of appeal to target audience Demonstrates sophisticated knowledge and understanding of codes and conventions Detailed knowledge of the purpose of product	Sound and clear explanation with good understanding of appeal to target audience. Demonstrates good knowledge and understanding of codes and conventions Sound knowledge of the purpose of product	Satisfactory explanation offered with some understanding of appeal to target audience Demonstrates satisfactory knowledge of codes and conventions Satisfactory knowledge of the purpose of product	Basic explanation offered with some attempt to appeal to target audience Demonstrates basic knowledge and understanding Some knowledge of the purpose of product	Limited explanation offered Limited and partial knowledge of the codes and conventions Partial knowledge of the purpose of product
A02 **Analyse and respond to media texts/topics using media key concepts and appropriate terminology**	Media terminology is accurate, confident and regular, and is fully integrated into a students' writing. An accurate understanding of the role of the audience. An accurate understanding of media language. Students' analyses of media texts and the explanation of any completed pre-production work are convincing and effective. There is an accurate understanding and appreciation of *institutional aspects (brand recognition)* which is clearly demonstrated by their media production.	Media terminology is accurate, regular and often used with confidence. An understanding of the role of the audience. An understanding of media language. Students' analyses of media texts and the explanation of any completed pre-production work are of good quality. There is an understanding and appreciation of institutional aspects which is demonstrated by their media production.	Media terminology is accurate and reasonably regular. Some understanding of the role of the audience. Some understanding of media language. Students' analyses of media texts and the explanation of any completed pre-production work is satisfactory. There is some understanding and appreciation of institutional aspects which is demonstrated by their media production	Media terminology is sometimes used with some accuracy. A basic understanding of the role of the audience. A basic understanding of media language. Students' analyses of media texts and the explanation of any completed pre-production work is basic. There is basic of understanding and appreciation of institutional aspects which is demonstrated by their media production	Media terminology is limited, there may be some awareness. A limited understanding of the role of the audience. A limited understanding of media language. Students' analyses of media texts and the explanation of any completed pre-production work is limited. There is limited understanding and appreciation of institutional aspects which is demonstrated by their media production
AO3 **Demonstrate research, planning and presentation skills**	In their pre-production work candidates demonstrate flair and creativity. They produce work which is convincing and engaged and uses appropriate forms and conventions throughout. The two responses clearly complement each other. Material is presented skilfully.	In their pre-production work candidates demonstrate competence and a clear understanding of the requirements of the task. Their work is clearly fit for purpose and uses many appropriate forms and conventions. The two responses complement	In their pre-production work candidates produce a satisfactory response which demonstrates an understanding of the requirements of the task. Ideas are apt and mostly use appropriate conventions. There is a recognisable relationship between the two	In their pre-production work candidates offer basic responses. Their ideas show some understanding and engagement with the task and use some appropriate forms and conventions. Two responses have been offered and a connection between them is evident. There is a	In their pre-production work candidates offer some ideas that are at least partly relevant or appropriate to the task. Some forms and conventions may be used. Where two responses have been offered a connection between them may be evident although this may

	Candidates demonstrate a high level of ability to research and plan independently and effectively. They demonstrate flair and creativity through their pre-production work which is convincing, fit for purpose and engaged and uses appropriate forms and conventions throughout. Material is presented skilfully. There is a clear understanding of how audiences are identified and how production is tailored to audience needs and expectations.	each other. Material is presented effectively. Candidates demonstrate clearly their ability to research and plan successfully. There is evidence of engagement in the pre-production work which is clearly fit for purpose and uses many appropriate forms and conventions. Material is presented effectively. Audiences are identified, their needs are taken into consideration and awareness is demonstrated of how this has shaped the ideas.	responses. Material is well presented. Candidates demonstrate they have researched and planned their pre-production work appropriately. Ideas are apt and mostly use appropriate forms and conventions. Material is well presented. Candidates are able to identify and target audiences. They indicate how this has informed their plans and ideas.	basic attempt to present the work appropriately. Candidates offer some evidence of research and planning. Their ideas show some understanding and involvement with the task and use some appropriate forms and conventions. There is a basic attempt to present the work in a straightforward way. Some understanding of appealing to a potential audience is evident.	be implicit. Presentation of the material is limited. Candidates offer minimal evidence of research and planning. They have some ideas that are at least partly relevant or appropriate to the task. Some forms and conventions may be employed. Presentation of the material is limited.
AO4 **Construct and evaluate their own products using creative and technical skills**	Students' demonstrate flair and creativity to construct an impressive product which would engage a potential audience. They demonstrate the ability to handle technology confidently, including ICT, and use the techniques and conventions of the chosen medium and genre creatively and convincingly. They evaluate their production making cogent and critical connections between the experience of carrying out the production and all the key concepts. The evaluation is concise and well-organised, using accurate spelling, punctuation and grammar.	Candidates demonstrate competence to construct an effective product which would be likely to appeal to a potential audience. They handle technology competently, including ICT, and use the techniques and conventions of the chosen medium and genre effectively. The evaluation shows an informed understanding of the key concepts. The evaluation is concise and well-organised, using mainly accurate spelling, punctuation and grammar.	Candidates demonstrate appropriate skills to construct a satisfactory product which a potential audience might find interesting or engaging. They utilise technology, including ICT, and use appropriate techniques and conventions of their chosen medium and genre. They meet all of the requirements of the task. When evaluating their products they are able to discuss how some of the key concepts have informed their production. The evaluation uses some accurate spelling punctuation and grammar.	Candidates demonstrate some appropriate skills and mostly meet the requirements of the task to construct a product which might have some limited appeal to a potential audience. Some conventions of their chosen medium and genre are evident. The evaluation may be largely descriptive but some key concepts may be addressed. In the evaluation, communication, including spelling, punctuation and grammar, may not be wholly effective.	Candidates construct a recognisable media product. In their evaluation, they provide a simple review of the production. Communication, including spelling, punctuation and grammar, may be limited.

Year 9 Music Technology: Assessment Descriptors

Flightpath	Assessment descriptors
Mastery	Students have an excellent understanding of music technology software. They use the programs to be creative and imaginative with their composition motifs. They successfully modify, edit and manipulate their own ideas, with accuracy and understanding. Students can select samples, and use advanced techniques to manipulate them in order to create convincing pieces. Students are able to use the tools and techniques taught to realise their ideas, and challenge conventions. They have a clear understanding of the elements of music and how these are used to compose successful pieces. Music created has a clear sense of structure and direction and shows a sense of style. Work shows musicality.
Secure	Students show a good understanding of music technology software. They use it creatively to make accurate and convincing pieces which show a level of understanding of texture, rhythm, harmony and melody. They are able to successfully select samples to enhance their work, and edit and manipulate these to develop and improve their piece. Music created has a clear sense of structure and direction and is beginning to show a sense of style. Work shows some musicality.
Developing	Students show a developing understanding of music technology software. Students can accurately record, input or edit their work to show an understanding of keeping in time. They can use samples, and begin to manipulate these using some features of the software. Students begin to interlock layers and understand how different textures can work together to successfully create an effective piece.
Foundation	Students show some understanding of using specific music technology software. They can change instruments and sounds and record basic ideas and musical motifs into their tracks. They are able to record or import ideas and samples into their music and can begin to edit their work to keep the music in time.
Entry	Students begin to show some understanding of using specific music technology software. They can change instruments and sounds and record or input basic ideas and musical motifs into the tracks.

Year 9 PE – Athletics / Swimming: Assessment Descriptors

	Entry	Foundation	Developing	Secure	Mastery
Skill & Application	I can swim two different strokes/perform 2 athletic events with control and coordination. I can apply basic techniques (floating on front and back/standing throws/scissor kick etc.) in isolated practices.	I can swim three strokes with control and fluency and can perform basic starting techniques in isolated practices. I can perform a variety of athletic events adhering to their specific rules.	I can swim three strokes and perform a variety of athletics events maintaining technique over the duration of the event. Performing core skills in competitive situations and some advanced skills in isolation.	I can perform all strokes in a competitive situation applying starts and turns effectively. I can demonstrate a variety of more advanced skills in athletics events and can apply these effectively in at least 2 disciplines.	I can swim all 4 strokes with speed, power and control. I have very good coordination within all of my strokes. I can perform advanced techniques, tactics and decision making in at least two athletic events with consistency, control, fluency and flair.
Strategies & Tactics	I can plan how to apply my skills to different events and races using a knowledge of pacing and rules (throw from neck in shot putt, stay in lane, touch with 1 or 2 hands in swimming).	I can apply my skills in swimming and athletics with competitive vigour. My performances demonstrate adherence to throwing, jumping principles (standing throws now demonstrate adherence to basic principles of chin, knee, toe etc.).	I can demonstrate starts and turns in my competitive swimming. I have confidence to apply sprint start technique, measured run ups and perform throwing events using the appropriate approach technique (e.g. Shift for shot).	I can perform starts and turns in my competitive swimming effectively. I can confidently apply sprint start technique, measured run ups and perform throwing events using the appropriate approach technique (e.g. Shift for shot) to improve my time/distance.	I can apply all the relevant starts and turns in swimming races and know the rules and regulations for each type of race. I can Demonstrate a clear ability to apply advanced principles of throwing, jumping and running over a variety of distances (transfer of weight, angle of release etc.).
Evaluating & Improving Performance	I can compare two performers and identify which is more successful.	I can identify strengths and weakness of a performance	I can identify a strength and weakness in a performance and offer ways to improve.	I can evaluate and suggest how to improve a general weakness. Linking to how this will affect performance.	I can evaluate and devise a plan to correct a player's technical weakness e.g. shooting
Leadership & Officiating	I can work with a partner to warm up safely. I can identify risks and hazards in a drill.	I can lead a pulse raiser with teacher support. I can ensure a drill is completed safely.	I can lead a small group warm up or skill activity with teacher support. I can explain basic rules.	I can lead a large group warm up. I can officiate a conditioned practice.	I can plan and lead a session for a small group. I can officiate a competitive situation.

Year 9 PE – Compositional Activities: Assessment Descriptors

	Entry	Foundation	Developing	Secure	Mastery
Skill & Application	I can perform CORE skills in isolated practices	I can perform the CORE skills in a performance piece showing body tension and fluency.	I can perform some advanced skills in isolation.	I can use most of the ADVANCED skills in a performance piece.	I can use all of the ADVANCED skills in a competitive situation
Strategies & Tactics	I can select and order core skills appropriately in a performance piece.	I can use basic compositional techniques to make my performance interesting.	I can use some advanced compositional techniques to enhance my performance.	I can use a variety of advanced compositional techniques to enhance my performance.	I can create my own advanced routine that allows me to execute movements at a higher
Evaluating & Improving Performance	I can identify strengths and weakness of a performance	I can identify a strength and weakness in a performance and offer ways to improve.	I can evaluate and suggest how to improve a general weakness. Linking to how this will affect performance.	I can evaluate and devise a plan to correct a player's technical weakness e.g. shooting	I can analyse the cause of a specific weakness and offer a solution through drill or training
Leadership & Officiating	I can lead a pulse raiser with teacher support. I can ensure a drill is completed safely.	I can lead a small group warm up or skill activity with teacher support. I can explain basic rules.	I can lead a large group warm up. I can officiate a conditioned practice.	I can plan and lead a session for a small group. I can officiate a competitive situation.	I can plan and lead a session for a large group. I can act as a formal official.

Year 9 PE – Games: Assessment Descriptors

	Entry	Foundation	Developing	Secure	Mastery
Skill & Application	I can perform the core skills in isolated practices	I can perform the core skills in a conditioned practice	I can perform the core skills in a competitive situation	I can perform some of the advanced skills in a conditioned practice	I can perform the advanced skills in competitive situation
Strategies & Tactics	I can identify the tactical requirements of a performer	I can identify the tactical requirements of a performer in specific situations	I can create a tactical game plan	I can adapt my tactics based on the oppositions performance	I can successfully adapt my tactics based on the oppositions performance
Evaluating & Improving Performance	I can identify strengths and weakness of a performance	I can identify a strength and weakness in a performance and offer ways to improve.	I can evaluate and suggest how to improve a general weakness. Linking to how this will affect performance.	I can evaluate and devise a plan to correct a player's technical weakness e.g. shooting	I can analyse the cause of a specific weakness and offer a solution through drill or training
Leadership & Officiating	I can lead a pulse raiser with teacher support. I can ensure a drill is completed safely.	I can lead a small group warm up or skill activity with teacher support. I can explain basic rules.	I can lead a large group warm up. I can officiate a conditioned practice.	I can plan and lead a session for a small group. I can officiate a competitive situation.	I can plan and lead a session for a large group. I can act as a formal official.

Year 9 PE – HRE: Assessment Descriptors

	Entry	Foundation	Developing	Secure	Mastery
Skill & Application	I can demonstrate a basic level of fitness in most aspects.	I can demonstrate an intermediate level of fitness in most aspects.	I can demonstrate a good level of fitness in most aspects.	I can demonstrate a good level of fitness in most aspects and an excellent level in 1 or more.	I can demonstrate a good level of fitness in most aspects and an excellent level in 2 or more.
Strategies & Tactics	Give a basic explanation of some aspects of fitness.	Give a basic explanation of some aspects of fitness and how it links to performance.	Explain some of the aspects of fitness and link to performance. Begin to link to training.	Explain the majority of the aspects of fitness and link to performance. Can to link some to training methods.	Explain the aspects of fitness and link to performance. Can to link to training methods.
Evaluating & Improving Performance	I can identify strengths and weakness of a performance	I can identify a strength and weakness in a performance and offer ways to improve.	I can evaluate and suggest how to improve a general weakness. Linking to how this will affect performance.	I can evaluate and devise a plan to correct a player's technical weakness e.g. shooting	I can analyse the cause of a specific weakness and offer a solution through drill or training
Leadership & Officiating	I can lead a pulse raiser with teacher support. I can ensure a drill is completed safely.	I can lead a small group warm up or skill activity with teacher support. I can explain basic rules.	I can lead a large group warm up. I can officiate a conditioned practice.	I can plan and lead a session for a small group. I can officiate a competitive situation.	I can plan and lead a session for a large group. I can act as a formal official.