

# PARMITER'S SCHOOL



## PARMITER'S SCALE GRADE DESCRIPTORS

For Key Stage 3

Year 7, 8 & 9

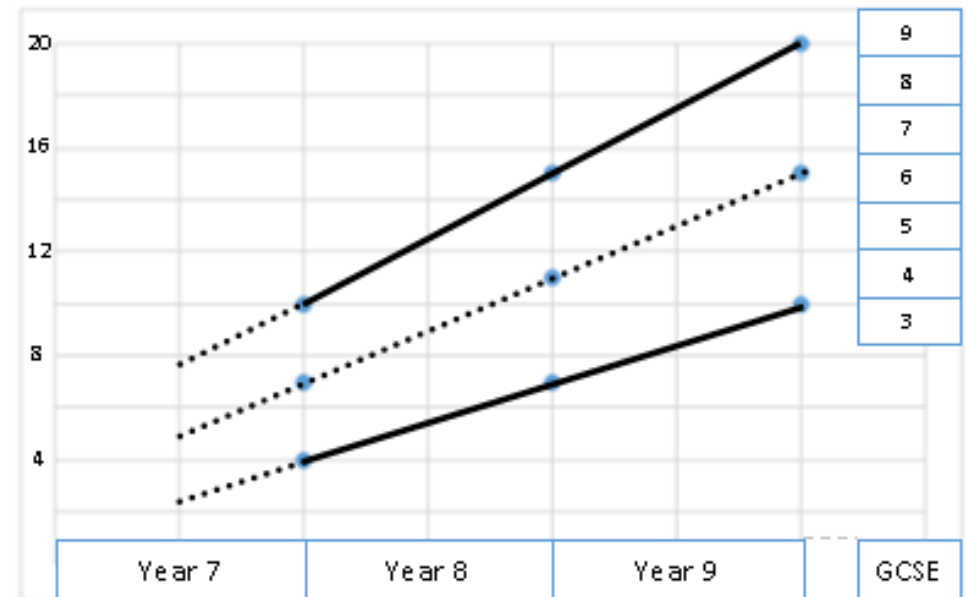
## Parmiter's Scale Descriptors

Students in Key Stage 3 are assessed for their effort and attainment. Their attainment is assessed against the Parmiter's Scale Descriptors. These descriptors, which are outlined below, should be viewed in conjunction with the Assessment Guidance Booklet and the Assessment, Reporting and Recording Policy.



Unique to Parmiter's, these descriptors have been written to reflect our curriculum and our expectations for students in KS3. They draw upon the KS2 curriculum, the more beneficial aspects of the former National Curriculum Levels for KS3, GCSE assessment guidance and our experience of year 7, 8 and 9 students.

In Year 7, this attainment scale will run from 1 to 10. Additionally, should any student consistently exceed their teachers' expectations they can be awarded an E (exceptional performance). For Year 8 Students, the scale is extended to 15. The complete scale extends from 1 to 20 when students are in Year 9. Efforts have been made to standardise these scores across departments for ease of comparison. The diagram (right) is intended to support parents' understanding of our expectations for progress in KS3; it should be used as a guide only and may vary slightly between subjects.



The grade awarded to a student will represent the judgement of the subject tutors on each student's overall performance and should be read in conjunction with the descriptors detailed in this booklet. The grade awarded in each subject is an assessment of a student's achievement across the broad range of skills described in the criteria, and may differ from the level they have achieved for individual pieces of work.

# Art

Level	<b>AO1 Investigation into the work of artists, craftspeople and designers.</b> <b>AO3 Recording ideas and observations with images, drawing and annotation.</b>	<b>AO2 Experimentation with media, materials, techniques and processes.</b> <b>AO4 Present an outcome using research and experiments.</b>
1-4	<ul style="list-style-type: none"> <li>• Basic background information and images are collated with attempts to present them.</li> <li>• Written annotation is attempted. Writing about the work is factual with basic grammar and spelling.</li> <li>• A visual study/response is attempted.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings are developing.</li> <li>• Use of media, techniques and processes are evident. Materials are used in their intended manner.</li> <li>• Outcomes show some skill in handling materials, appropriate to the subject.</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• Background information and images are collected and presented simply.</li> <li>• Written annotation is descriptive.</li> <li>• Writing about the work is occasionally analytical with simple grammar and spelling.</li> <li>• A visual study/response reproduces the style of the artwork showing partial accuracy in observation and the formal elements.</li> <li>• Work shows a simple connection to the research carried out.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings are developing control and refinement with use of the formal elements.</li> <li>• Some different media, processes and techniques have been explored relevant to the subject being studied.</li> <li>• Outcomes show an influence from research and experimentation. Some skill in handling materials, appropriate to the subject, is shown.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Background information and images are collected and presented with visual awareness.</li> <li>• Written annotation show is highly descriptive.</li> <li>• Written work is analytical with good grammar and spelling</li> <li>• Work shows an obvious connection to the research carried out.</li> <li>• Some first-hand resources are used.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing shows some control and refinement with use of the formal elements.</li> <li>• A range of media, processes and techniques have been explored relevant to the subject being studied. Materials are used with developing refinement and skill.</li> <li>• Outcomes show some influence from research and experimentation.</li> <li>• Progression towards a conclusion is evident throughout the project.</li> </ul>
13-15	<ul style="list-style-type: none"> <li>• Appropriate background information and images are collected and presented with visual appreciation.</li> <li>• Written annotation is analytical. Analysis and interpretation of the work is written using correct grammar and spelling accurately.</li> <li>• A visual study/response reproduces the style of the artwork showing accuracy in observation and the formal elements.</li> <li>• Work shows a clear connection to the research carried out.</li> <li>• First-hand resources are used and demonstrate skilled Photography.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing shows control and refinement with effective use of the formal elements.</li> <li>• Evidence of varied research into a range of media, processes and techniques relevant to the subject being studied. Use of materials demonstrates clear evidence of skill and refinement.</li> <li>• Outcomes show influence from research and experimentation. These are well constructed.</li> <li>• Progression towards a conclusion is evident throughout the project.</li> <li>• Originality and imagination is shown.</li> </ul>
17-20	<ul style="list-style-type: none"> <li>• Detailed background information and images are collected and presented with imagination and creativity.</li> <li>• Understanding of meaning, concept and context is communicated effectively.</li> <li>• Thorough analysis and interpretation of the work is evident.</li> <li>• A visual study/response faithfully reproduces the style of the artwork showing accuracy in observation and the formal elements.</li> <li>• Work shows a strong connection to the research carried out.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing shows control and refinement with exceptional use of the formal elements.</li> <li>• Evidence of independent and varied research into a range of media, processes and techniques relevant to the subject being studied. Use of materials demonstrates clear evidence of a high level of skill and refinement.</li> <li>• Outcomes show clear influence from research and experimentation. These are well constructed showing evidence of skill in handling materials and concepts, appropriate to the subject.</li> <li>• Clear progression towards a conclusion is evident throughout the project.</li> <li>• Originality and imagination is shown throughout.</li> </ul>

# Year 7 Computer Science

## Digital Literacy assessed during Year 7 Great Big Read lessons

PC Level	ICT/ Digital Literacy	
1	<ul style="list-style-type: none"> <li>I am able to remember times when I have used Computer in everyday life outside and inside of school</li> <li>With the teacher or other's help I am able to find information</li> <li>I logon to the school network and access a lesson with help if needed</li> <li>I print to a school printer with the teachers or another I help</li> </ul>	<ul style="list-style-type: none"> <li>I save to a computer my work with help</li> <li>With someone's help I can follow instructions to carry out simple tasks in a project</li> <li>I verbally tell someone what I have done (Review)</li> </ul> <p><i>All of level one descriptors maybe with or without help</i></p>
2	<ul style="list-style-type: none"> <li>Able to save in the correct place and My Documents ICT folder in my area</li> <li>Organise my folder structure</li> <li>I present my work in an acceptable manner</li> </ul>	<ul style="list-style-type: none"> <li>I use straight forward lines of enquiry to find and use appropriate information.</li> <li>I have attempt to create a report based on my analysis</li> <li>I very basically review my work one or two sentences.</li> </ul>
3	<ul style="list-style-type: none"> <li>I use the email system correctly</li> <li>Able to show an understanding of virus and computer safety</li> <li>I present work showing an awareness of audience.</li> </ul>	<ul style="list-style-type: none"> <li>I have undertaken a limited review of my unit progress commenting on some aspects of the work including any difficulties experienced</li> <li>I have attempted to analyse my data using formulae and functions and draw some conclusions</li> </ul>
4	<ul style="list-style-type: none"> <li>Conduct themselves in a safe and respectable manner on the school network and with ICT</li> <li>Understand the importance of internet safety</li> </ul>	<ul style="list-style-type: none"> <li>I have combined different forms of information from a range of sources.</li> <li>I can simply evaluate my work</li> </ul>
5	<ul style="list-style-type: none"> <li>Able to .pdf documents and upload to the VLE</li> <li>I have made some attempt to review my progress and identified some areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>I have written a report which attempts to draw some conclusion from my analysis and have considered my audience and purpose</li> </ul>
6	<ul style="list-style-type: none"> <li>My presentation is structured in different forms and styles for specific purposes and audiences.</li> <li>Able to reflect and evaluate about results of hypotheses and searches and discuss improvements written or verbally</li> </ul>	<ul style="list-style-type: none"> <li>I reflect critically on my work in order to make improvements.</li> </ul>
7	<ul style="list-style-type: none"> <li>I have evidence of the validity of my data.</li> <li>I select information I need for the intended purpose and I use it in a well organised leaflet.</li> </ul>	<ul style="list-style-type: none"> <li>I reflect critically on my work in order to make improvements. (unaided)</li> </ul>
8	<ul style="list-style-type: none"> <li>I combine information from a variety of ICT based resources. MUST have proof of email etc..</li> <li>I clearly annotate my work and refine it showing clear improvements.</li> <li>I create products for two distinct audiences.</li> </ul>	<ul style="list-style-type: none"> <li>I combine information from a variety of ICT based resources. And these Files are organised thoroughly in My Documents folder.</li> <li>I have undertaken a detailed review of my progress commenting on strength and weakness, identified areas for future improvement and have used feedback from my peers +/- teacher to Improve</li> </ul>
9	<ul style="list-style-type: none"> <li>I create a report on how ICT software has affected society and people's lives.</li> <li>I create a test plan on how I will ensure my products are error free.</li> </ul>	<ul style="list-style-type: none"> <li>I have completed a detailed review of my units progress commenting on strength and weakness, identifies areas for future improvement and have used feedback from my peers +/- teacher to Improve</li> </ul>
10	<ul style="list-style-type: none"> <li>I have worked independently throughout the unit have used my own initiative and ideas and have had no assistance from my teacher</li> <li>I have discussed how software used in units have had wider implications in society and outline potential applications</li> </ul>	<ul style="list-style-type: none"> <li>I have completed a very comprehensive and realistic review of my progress commenting on strength and weakness, identifies areas for future improvement and have used feedback from my peers and teacher and there is clear evidence that I have used this to improve which demonstrates astute consideration of audience and purpose</li> </ul>

# Computer Science

PC Level	Computational Thinking	Hardware
1	<ul style="list-style-type: none"> <li>I break problems down in to small sections</li> <li>I know how to solve simple problems and draw or say a response showing this</li> <li>I tell the computers are controlled by humans and my logic</li> <li><b>*I can do the above with support</b></li> </ul>	
2	<ul style="list-style-type: none"> <li>I know how to solve simple problems and draw or say a response showing this including giving it a go using block based programming</li> <li><b>*I can do the above with some support</b></li> </ul>	
3	<ul style="list-style-type: none"> <li>I know computers are controlled by humans and can attempt doing this myself to solve a problem</li> <li><b>*I can do the above with support when needed</b></li> </ul>	
4	<ul style="list-style-type: none"> <li>With support, I can break problems down in to small sections and resolve them using block based programming</li> </ul>	
5	<ul style="list-style-type: none"> <li>I can break problems down in to small sections and resolve them using block based programming</li> <li><b>*I can do all fo the above independently</b></li> </ul>	
6	<ul style="list-style-type: none"> <li>On my own break a problem into small tasks and are able to use this as a way to plan the programming</li> <li>With occasional support, I understand on my own a problem given to me from an algorithm.</li> <li>I know what the following are Decomposition, Abstraction, Pattern recognition and Algorithms</li> <li>I know flow charts exist and can attempt to start to create one</li> </ul>	<ul style="list-style-type: none"> <li>I know devices at home which contain a computer</li> <li>I know computers save files</li> <li>I know computers have different parts to them</li> </ul>
7	<ul style="list-style-type: none"> <li>On my own, I can break a problem into small tasks and can use this as a way to plan the programming with support</li> <li>I understand on my own a problem given to you from an algorithm and apply this to a program.</li> <li>I can attempt a basic description of: Decomposition, Abstraction, Pattern recognition and Algorithms</li> <li>I can apply flow charts using most of the correct symbols some of the time and flow of control is sometimes correct.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify devices at home which contain computer chips/devices</li> <li>I know computers have many different parts to them inside the case</li> <li>I know that a computer has memory</li> <li>I know computers has devices to put information into them or get information out of them.</li> </ul>
8	<ul style="list-style-type: none"> <li>I understand why problems are broken down in to small sections and how this can be used in developing computation response to an program</li> <li>I apply Decomposition, Abstraction, Pattern recognition and Algorithms to some problems.</li> <li>I can apply flow charts to algorithms using the correct symbols most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>I know computers have many different parts to them inside the case and could try naming a few of them</li> <li>I know that a computer has memory and stores information used on them to run</li> </ul>
9	<ul style="list-style-type: none"> <li>I understand the use of abstraction and can partially use this to develop a computation response to an program</li> <li>I can attempt to decompose a problem into small tasks as a way to plan the programming</li> <li>Can translate a problem into an algorithm (think like a computer) and with help make a program from this.</li> <li>I use the correct symbols in flow charts and flow of control is mostly correct</li> </ul>	<ul style="list-style-type: none"> <li>Be able to explain the purpose and role of a computer and give examples to show how computers process, store and present data and what hardware is.</li> <li>I will be able to know the best way to a CPU works and this is the way a computer thinks</li> <li>I know what Input and Outputs are and identify some of these.</li> </ul>

PC Level	Computational Thinking	Hardware
10	<ul style="list-style-type: none"> <li>I can use abstraction to develop a computation response to a program and justify my work.</li> <li>I can fully decompose a problem into sub tasks as a way to plan the programming of a solution</li> <li>I easily translate a problem into an algorithm and then code the computer to replicate and measure its efficiency</li> <li>I am aware that branching and choice in Algorithms exists.</li> </ul>	<ul style="list-style-type: none"> <li>I will be able to identify one component which are found inside the computer case and have a basic idea of their role</li> <li>I know computers are formed of two groups of items Hardware and software.</li> </ul>
11	<ul style="list-style-type: none"> <li>I understand and apply Decomposition, Abstraction, Pattern recognition and Algorithms to different problems</li> <li>Independently, I can apply flow charts to algorithms using the correct symbols and flow of control.</li> <li>I can show that branching and choice in Algorithms exists.</li> </ul>	<ul style="list-style-type: none"> <li>be able to explain the purpose of a computer</li> <li>I will be able to identify at least two components which are found inside the computer case and have a basic idea of their role</li> <li>I know computers are formed of two groups of items Hardware and software and can state an example of this.</li> </ul>
12	<ul style="list-style-type: none"> <li>I understand, on my own, a problem given to from an algorithm and can apply this to a program.</li> </ul>	<ul style="list-style-type: none"> <li>be able to explain the purpose and role of a computer and give examples to show how computers process, store and present data and what hardware is. Will be able to know the best way a CPU works i.e. round robin</li> <li>I am able to identify at least five components which are found inside the computer case and have a basic idea of their role</li> <li>I know what Input and Outputs are and can identify some of these I know computers are formed of two groups of items Hardware and software and can identify some of these.</li> </ul>
13	<ul style="list-style-type: none"> <li>I understand some aspect of branching and choice in Algorithms</li> </ul>	<ul style="list-style-type: none"> <li>I will be able to identify the main components which are found inside the computer case and be able to explain their role</li> <li>Will be able to have an in depth understanding of computer devices</li> <li>I know what is an Input and output device and when to use each</li> <li>I know what is software and hardware is and how they are used on a computer.</li> <li>Will be able to appreciate the way data is sent around the CPU and memory to allow task to work</li> <li>I know what RAM, ROM and Virtual Memory is and how its used in a PC</li> </ul>
14	<ul style="list-style-type: none"> <li>I fully understand the use of abstraction and can partially use this in developing a computation response to a program</li> <li>Can translate on my own a problem into an algorithm (Think like a computer) and with help make a program from this</li> <li>I understand branching in Algorithms</li> </ul>	<ul style="list-style-type: none"> <li>I will be able to identify the main components which are found inside the computer case and be able to competently explain their role</li> <li>Will be able to have an in depth understanding of computer devices</li> <li>Will be able to appreciate registers and the way data is sent around the CPU and memory to allow task to work</li> <li>I understand how a CPU uses round robin scheduling to manage tasks.</li> <li>I know what is software and hardware is and how they are used on a computer.</li> </ul>
15	<ul style="list-style-type: none"> <li>I fully understand and can apply the following to many different problems independently and understand why computers use computational thinking to do this: Decomposition, Abstraction, Pattern recognition and Algorithms)</li> <li>Independently, I can understand branching and complexities of algorithms</li> </ul>	<ul style="list-style-type: none"> <li>I will be able to identify all components which are found inside the computer case and be able to competently fully explain their role</li> <li>I know what the Von Neumann architecture is in memory management in a computer</li> <li>I know what is an Input and output device and when to use each type of devices and why some are more appropriate at times than others</li> <li>I know what is software and hardware is and know in detail how they are used on a computer.</li> <li>I know what RAM, ROM and Virtual Memory is and how it's used in a PC and identify these in a computer and explain their roles</li> </ul>

PC Level	Cryptography	HTML Web Design
6	<ul style="list-style-type: none"> <li>I will know messages can be encoded and decoded</li> <li>I know they used this in the Second world war</li> </ul>	
7	<ul style="list-style-type: none"> <li>I will be able to decrypt at least one message using Rail Fencing Encryption or Caesar Cypher</li> <li>I understand what the enigma machine is and it was used to decode messages</li> <li>I will try and decode messages</li> </ul>	<ul style="list-style-type: none"> <li>I can make a very basic website using PowerPoints</li> <li>I know there is the internet to swap information</li> </ul>
8	<ul style="list-style-type: none"> <li>I will be able to decrypt at least one hieroglyphic message and one Caesar cipher message.</li> <li>I will know you can use something like this on Online shopping</li> </ul>	<ul style="list-style-type: none"> <li>I know you need some components to connect to the internet and make it work</li> <li>I can make a website but not in HTML</li> <li>I have a basic understanding of how the internet works</li> </ul>
9	<ul style="list-style-type: none"> <li>I will understand Parity and how it's used to check data is correct</li> <li>I know the concept of Public Key encryption and how it keeps our details safe when we online shop</li> <li>I will be able to decrypt few message using Rail Fencing</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the Internet works</li> <li>I know you need some components to connect to the internet and make it work</li> </ul>
10	<ul style="list-style-type: none"> <li>I will be able to confidently decrypt and encrypt messages using ciphers.</li> <li>I will be able to confidently decrypt messages using Rail Fencing Encryption</li> </ul>	<ul style="list-style-type: none"> <li>Combined text and appropriate images and/or sounds</li> <li>Shown an awareness of intended audience (through appropriate text, images and/or sounds).</li> <li>Corrected obvious errors</li> </ul>
11	<ul style="list-style-type: none"> <li>I will be able apply this rule and understand the order of the process of public key and online shopping</li> <li>I will be able to decrypt and make confidently messages using Rail Fencing Encryption making no mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Searched for / selected appropriate information from the web.</li> <li>Explained (e.g. through annotation) why the elements they have chosen are fit for their purpose &amp; audience</li> </ul>
12	<ul style="list-style-type: none"> <li>I will be able to consistently and accurately decrypt messages using Rail Fencing Encryption</li> </ul>	<ul style="list-style-type: none"> <li>I worked independently to develop and refine the site</li> <li>I made appropriate use of automatic features e.g. style sheets, templates.</li> <li>I use File types / sizes converted to be efficient for the web</li> <li>I refined instructions to control events or achieve specific effects, e.g. mouse-over events</li> </ul>
13	<ul style="list-style-type: none"> <li>I will be able to describe the enigma machine and its relation with encryption</li> <li>I will be able apply this rule to work out if Binary are correct and understand how this is used in barcodes</li> <li>I will understand both Odd and Even Parity check bits in both images and binary</li> </ul>	<ul style="list-style-type: none"> <li>I use advice HTML and have coded their sites the majority of the time</li> <li>My sites are error free and fully tested</li> <li>My site has an extra functionality such as an online form</li> <li>I know most of components to connect to the internet and make it work</li> </ul>
14	<ul style="list-style-type: none"> <li>I will be able to decrypt and make messages using Rail Fencing and ciphers Encryption and describe the enigma machine and its relation with encryption</li> </ul>	<ul style="list-style-type: none"> <li>I purely programmed in HTML and Java and covered all work tasks sheets plus some of the extension HTML</li> <li>I made outstanding website with error free functionality</li> <li>I can fully explain how the Internet works</li> </ul>
15	<ul style="list-style-type: none"> <li>Develop a logical, original cipher code of their own and use the code to write an encrypted message as well as attempt to Program this in Python.</li> <li>I will be able to calculate is a barcode is correct and make their own Parity Puzzles for people to do</li> <li>I will be able to expand further public key concepts using maps</li> </ul>	<ul style="list-style-type: none"> <li>I know all components to connect to the internet and could set this up</li> <li>I am "Professional" in every level</li> </ul>

PC Level	Computer Science Logic	Programming/Project
<b>11</b>	<ul style="list-style-type: none"> <li>I plan a simple sequence of instructions in real language written/drawn or verbal for an idea or task</li> <li>I am aware that computer programming exists</li> <li>I show how I have attempted to use a graphic based programming software (a pre made program and interacting with it)</li> <li>I state that numbers and text are different things and can verbalise or draw my understanding</li> <li>I know you can search and sort data</li> </ul>	<ul style="list-style-type: none"> <li>I plan a simple sequence of instructions in real language written/drawn or verbal for an idea or task</li> <li>I show steps in routines and know this could be applied to computers</li> <li>I am aware that computer programming exists</li> <li>I show how I have attempted to use a graphic based programming software (a pre made program and interacting with it)</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>I can convert between binary and denary one way with help</li> <li>I know images are represented in binary and can convert these to binary or from binary with help</li> <li>I know the different types of Boolean logic gates exist and can represent with help the outcomes via truth tables or diagrams for AND</li> <li>I know the different types of topologies and can explain the pros and cons for one or two</li> </ul>	<ul style="list-style-type: none"> <li>I know that users can develop their own programs</li> <li>I can Execute, checks and changes programs pre made for me</li> <li>I know that the data structure variable exists</li> <li>I understand that programs execute by following instructions.</li> </ul>
<b>13</b>	<ul style="list-style-type: none"> <li>I can convert between binary and denary one way confidently</li> <li>I know images are represented in binary and can convert these to binary or from binary but struggle to do both</li> <li>I know the different types of Boolean logic gates exist and can represent with help the outcomes via truth tables or diagrams for AND OR</li> <li>I know the different types of topologies and can explain the pros and cons for some</li> <li>I know there are more than 2 ways in which you can search and sort data and can begin to try and attempt to explain this.</li> </ul>	<ul style="list-style-type: none"> <li>I know that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc.</li> <li>I can execute, check and change programs.</li> <li>I understand that programs execute by following precise instructions.</li> <li>I can use variables or constants</li> </ul>
<b>14</b>	<ul style="list-style-type: none"> <li>I can convert between binary and denary both ways most of the time</li> <li>I know how images are represented in binary and can convert these to and from binary</li> <li>I know the different types of Boolean logic gates AND OR NOT and can represent with help the outcomes via truth tables or diagrams for some of these</li> <li>I know the different types of topologies and can explain the pros and cons for most</li> <li>I know there are more than 2 ways in which you can search and sort data Binary/ linear bubble and merge and can attempt to explain these and how they work.</li> </ul>	<ul style="list-style-type: none"> <li>I have attempted to complete an extension tasks this unit</li> <li>I use arithmetic operators, if statements, and loops, within programs well and have used them in my final program.</li> <li>I use logical reasoning to predict the behaviour of programs and because of this can... ...Detect and correct simple semantic errors i.e. debugging, in programs.</li> <li>I know what a variable, constants and arrays are and how they store data but not always implement them well.</li> </ul>
<b>15</b>	<ul style="list-style-type: none"> <li>I can see how computers use binary number systems.</li> <li>I can convert between binary and denary and vice a versa</li> <li>I know the different types of Boolean logic gates AND OR NOT and can represent outcomes via truth tables and diagrams for some of these</li> <li>I can struggle at times to come up with scenarios of this on my own and use truth tables and diagrams to represent scenarios</li> <li>I know the different types of topologies and can explain the pros and cons for most</li> <li>I know there are more than 2 ways in which you can search and sort data Binary/ linear bubble and merge and can attempt to explain these</li> </ul>	<ul style="list-style-type: none"> <li>I can work unaided and complete one or two extension tasks this unit</li> <li>I can create programs that implement algorithms to achieve given goals.</li> <li>I can declare and assigns variables and a 1D Array</li> <li>I use post-tested loop e.g. 'until', and other control programming flow including an if, then and else statements.</li> <li>I know what Boolean and logical operators are.</li> </ul>
<b>16</b>	<ul style="list-style-type: none"> <li>I have an appreciation for how computers use binary number systems and why it's used</li> <li>I can convert between binary and denary and vice a versa</li> <li>I know the different types of Boolean logic gates AND OR NOT and can represent outcomes via truth tables and diagrams for some of these</li> <li>I can come up with scenarios of this on my own and use truth tables and diagrams to represent scenarios</li> <li>I know the different types of topologies and can explain the pros and cons for most</li> <li>I know there are more than 2 ways in which you can search and sort data Binary/ linear bubble and merge and can explain these and how they work using Flow charts or natural language</li> </ul>	<ul style="list-style-type: none"> <li>I work unaided some times and complete few extension tasks this unit</li> <li>I understand the difference between, and appropriately uses if and if, then and else statements.</li> <li>I can design, write and debug modular programs</li> <li>I can declare and assigns variables and a 1D Array</li> <li>I use post-tested loop e.g. 'until', and other control programming flow including an if, then and else statements.</li> <li>I know what Boolean and logical operators are and use them in my text based coding.</li> <li>I can use Text files to communicate with my programming code</li> </ul>



PC Level	Computer Science Logic	Programming/Project
17	<ul style="list-style-type: none"> <li>• I work unaided some times and complete some extension tasks this unit</li> <li>• I know a few number systems exist and know why Binary exists</li> <li>• I have an appreciation for how computers use binary number systems and why it's used</li> <li>• I can convert between binary and denary and vice a versa</li> <li>• I know the different types of Boolean logic gates AND OR NOT and can represent outcomes via truth tables and diagrams for most of these</li> <li>• I can come up with scenarios of this on my own and use truth tables and diagrams to represent scenarios</li> <li>• I know how a network works and some of its components needed.</li> <li>• I know that there are bubble and merge sorts and can attempt describe these in flow charts or natural language.</li> </ul>	<ul style="list-style-type: none"> <li>• I work unaided some times and complete some extension tasks this unit</li> <li>• Has practical experience of a high-level textual language, including using standard libraries</li> <li>• when programming such as Tkinter</li> <li>• I am aware and have used a range of Boolean or logical operators</li> <li>• I can select independently the appropriate data types within programming text based language.</li> <li>• I am aware and can use Variables and arrays in Python</li> <li>• I can program using if statements and basic iteration to control programming flow.</li> <li>• I can use Text files to communicate with my programming code</li> </ul>
18	<ul style="list-style-type: none"> <li>• I work unaided some times and complete quite a few extension tasks this unit</li> <li>• I can program well on my own and can do projects that extend lesson tasks unaided competently to a good standard</li> <li>• I know a few number systems exist and know why Binary exists and why it's used</li> <li>• I have an appreciation for how computers use binary number systems and why it's used</li> <li>• I know the different types of Boolean logic gates AND OR NOT and can represent outcomes via truth tables and diagrams for most of these</li> <li>• I can come up with scenarios of this on my own and use truth tables and diagrams to represent scenarios</li> <li>• I know how a network works and some of its components needed.</li> <li>• I know that there are bubble and merge sorts and can attempt describe these in flow charts</li> </ul>	<ul style="list-style-type: none"> <li>• I work unaided some times and complete quite a few extension tasks this unit</li> <li>• I can program well on my own and can do projects that extend lesson tasks unaided competently to a good standard</li> <li>• I use nested selection statements in text based programming.</li> <li>• I appreciate the need for, and write, custom functions including use of parameters.</li> <li>• I use and manipulates one dimensional data structures.</li> <li>• I detect and correct syntactical errors.</li> <li>• I am aware and have used some Boolean and logical operators</li> </ul>
19	<ul style="list-style-type: none"> <li>• I work fully unaided and complete nearly all extension tasks each lesson</li> <li>• I can make programs in Text based programming languages unaided and beyond what's needed for the lesson</li> <li>• I have full comprehension for the number systems that exist and know why Binary exists</li> <li>• I have a detailed understanding on how computers use binary number systems and why it's more appropriate than denary</li> <li>• I can competently convert between binary and denary and vice a versa with no mistakes and am very natural in this process</li> <li>• I fully comprehend how images are represented in binary and can fully convert these as well as do binary addition based on the image</li> <li>• I completely understand the different types of Boolean logic gates AND OR NOT and XOR and can confidently represent outcomes via truth tables and diagrams</li> <li>• I know the different types of topologies and can explain unaided the pros and cons for each</li> </ul>	<ul style="list-style-type: none"> <li>• I work fully unaided and complete nearly all extension tasks each lesson</li> <li>• I can make programs in Text based programming languages unaided and beyond what's needed for the lesson</li> <li>• I appreciate the effect of the scope of a variable and know how to apply this to programming</li> <li>• I understand and apply parameter passing in the use of functions.</li> <li>• I understand the difference between, and use both pre-tested e.g. 'while', and post-tested e.g. 'until' loops.</li> <li>• I apply a modular approach to error detection and correction.</li> <li>• I can fully implement 1D, 2D and 3D arrays</li> <li>• I am aware and have used a range of Boolean and logical operators</li> <li>• I can use Text files to communicate with my programming code</li> </ul>
20	<ul style="list-style-type: none"> <li>• I have full comprehension for the number systems that exist and know why Binary exists</li> <li>• I have a detailed understanding on how computers use binary number systems and why it's more appropriate than denary</li> <li>• I can competently convert between binary and denary and vice a versa with no mistakes and am very natural in this process and fully understand the pro cess</li> <li>• I completely understand the different types of Boolean logic gates AND OR NOT and XOR and can confidently represent outcomes via truth tables and diagrams</li> <li>• I am fully aware of how a network works and its components</li> <li>• I know that there are bubble and merge sorts and both Linear and Binary searches and can describe these in flow charts.</li> </ul>	<ul style="list-style-type: none"> <li>• I work fully unaided and complete all extension tasks each lesson</li> <li>• I make complex programs based on concepts not taught to me which are very impressive and at GCSE/A level standard</li> <li>• I Design and write nested modular programs (Functions and Procedures)</li> <li>• I Understand the difference between 'While' loop and 'For' loop, which uses a loop counter.</li> <li>• I understand and use two dimensional data structures and manipulate data in them.</li> <li>• I expertly use GUI in Python such as Tkinter with no errors at all</li> <li>• I comprehensively use Boolean operators and logical operators in my programming to ensure validation of my code</li> <li>• I can use expertly Text files and even SQL data bases communicating with my programming code</li> </ul>

# Design and Technology

Level	Design (Improving and Creativity)	Making (with Planning and Testing)
1 - 2	<ul style="list-style-type: none"> <li>• Use existing knowledge to research the task or problem.</li> <li>• Attempts to sketch a design that resembles the needs of a brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a simple plan.</li> <li>• Use basic tools and machinery.</li> <li>• <i>Assess whether or not a product solves the problem.</i></li> </ul>
3 - 4	<ul style="list-style-type: none"> <li>• Use existing knowledge to inform some basic research into the task.</li> <li>• Sketch a design with labels.</li> <li>• Is able to sketch a design that satisfies the needs of a brief.</li> <li>• <i>Suggest how the product can be improved</i></li> </ul>	<ul style="list-style-type: none"> <li>• Able to produce a simple step by step plan.</li> <li>• Able to make a product using basic tools and machinery</li> <li>• <i>Able to identify improvements to the product.</i></li> </ul>
5 - 6	<ul style="list-style-type: none"> <li>• Research the task or problem</li> <li>• Can sketch a design idea and label appropriately</li> <li>• <i>Identify at least two ways the design can be improved</i></li> <li>• <i>Able to show how designs could be improved.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Able to produce a step by step plan.</li> <li>• Able to make a complete product using basic tools and machinery</li> <li>• <i>Identify more than one improvement that could be made.</i></li> </ul>
7 - 8	<ul style="list-style-type: none"> <li>• Use 2 areas of research to develop different design ideas that meet the design brief.</li> <li>• <i>Identify at least 2 ways that designs can be improved.</i></li> <li>• <i>Ask other people what they think of the designs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Able to produce a step by step plan naming the equipment used</li> <li>• Able to make a good quality product using a number of tools and equipment with help.</li> <li>• Test the product in use to be sure it will function as planned.</li> </ul>
9 - 10	<ul style="list-style-type: none"> <li>• Analyse existing products to assist designing.</li> <li>• Use 1 piece of primary research and 1 piece of secondary research to produce more than 2 different design ideas that meet the design brief Develop the designs into a final design</li> <li>• <i>Ask other people to suggest improvements to the design and include these suggestions into a final design.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Able to produce a logical step by step plan naming equipment used.</li> <li>• Able to make a good quality product using a range of tools and equipment with some independence.</li> <li>• Able to identify an improvement to the product</li> <li>• Highlight any problems encountered in making the product</li> </ul>
11-12	<ul style="list-style-type: none"> <li>• Look at the work of designers to help your designing.</li> <li>• Use 2 other methods of research to develop designs that meet the design brief.</li> <li>• Produce a list of design criteria to satisfy the design brief.</li> <li>• <i>Consider constraints in the design and making of the product.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Able to produce a detailed, logical plan detailing materials, equipment and timings.</li> <li>• Able to make a very good quality product quite accurately.</li> <li>• Able to identify positive points and improvements to the product and suggest changes</li> <li>• <i>Devise a simple test for the product.</i></li> <li>• <i>Highlight any problems encountered in making the design and identify solutions to the problem.</i></li> </ul>

13-14	<ul style="list-style-type: none"> <li>• Produce a varied range of creative original ideas that are discussed with users.</li> <li>• Consider the cost of making the product.</li> <li>• Consider the needs of other people in society.</li> <li>• Use a range of models and drawings to develop the design.</li> <li>• Create a prototype model of the product.</li> <li>• <i>Consider the moral, social, environmental and cultural effects of your product.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Plan the quality control checks made at each stage of production.</li> <li>• Able to make a high quality product very accurately.</li> <li>• Able to make some decisions with guidance given.</li> <li>• <i>Test the product in use and get feedback from a range of users.</i></li> <li>• <i>Test the product in several ways using equipment e.g. measuring.</i></li> </ul>
15-16	<ul style="list-style-type: none"> <li>• Incorporate the work of other designers, other similar products and a range of information sources into the designs.</li> <li>• Develop the designs imaginatively, showing knowledge and understanding.</li> <li>• Communicate designs in a range of ways</li> <li>• Show how the designs meet the design criteria.</li> <li>• <i>Consider the moral, social, environmental and cultural effects of your product and incorporate these considerations into further developments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Fully detailed manufacturing specification shows some reference to industrial manufacture and modifications that would be required.</li> <li>• Excellent product made to the highest standard with some independent working.</li> <li>• <i>Develop accurate testing procedures appropriate to the product.</i></li> </ul>
17-18	<ul style="list-style-type: none"> <li>• Independently research around a subject and critically use this research to develop designs.</li> <li>• Consider the needs of a range of users.</li> <li>• Communicate innovative ideas in imaginative ways.</li> <li>• <i>Test and improve the design and the making of the product using a range of methods and present findings in a written report</i></li> </ul>	<ul style="list-style-type: none"> <li>• Fully detailed manufacturing specification shows thorough reference to industrial manufacture and modifications that would be required.</li> <li>• Excellent product made to the highest standard quite independently.</li> <li>• <i>Consider the moral, social and environmental issues of your product and the product life cycle.</i></li> </ul>
19	<ul style="list-style-type: none"> <li>• Independently research using a variety of strategies around a subject and critically use this research to creatively develop a range of alternative designs.</li> <li>• Will use a client to verify the need and provide with feedback the views and opinions of the user(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent understanding of Industrial Manufacture with focused study on CAM and automated systems of manufacture.</li> <li>• Excellent, product made to the highest standard independently and that fully meet the quality requirements given in the design proposal using several of processes.</li> <li>• <i>Include accurate testing strategies to help inform judgements</i></li> <li>• <i>Include moral, social and environmental findings in their recommendations.</i></li> </ul>
20	<ul style="list-style-type: none"> <li>• They interpret and apply knowledge and understanding creatively in new design contexts and communicate ideas in new or unexpected ways. They use understanding of others' designing in innovative ways.</li> <li>• <i>Explain how it can improved using a broad range of criteria and will also include environmental, ethical, social and cultural influences.</i></li> </ul>	<ul style="list-style-type: none"> <li>• In-depth understanding of Manufacturing systems that respond automatically to defects and changes in requirements.</li> <li>• Exceptional product made to the highest standard independently using a broad range of processes.</li> <li>• <i>Critically reflect in detail through whole design and making process.</i></li> </ul>

# Drama

	<b>PERFORMANCE AND RESPONSE</b>	<b>COLLABORATION &amp; GROUP WORK</b>	<b>KNOWLEDGE</b>
<b>1-2</b>	Students will attempt performance.	They make little or no attempt to work collaboratively.	Shows limited understanding of structure and form.
<b>3-4</b>	Students attempt commitment in performance.	They struggle to work collaboratively. Their involvement in group work is limited.	Shows some understanding of structure and form.
<b>5-6</b>	Students are developing their performance skills. They are aware of the actor/audience relationship.	They are beginning to work collaboratively. They demonstrate some involvement in group work.	Students show understanding of structure and form in their practical work.
<b>7-8</b>	Students will show commitment and skill in performance.	They regularly contribute during collaborative tasks. They are willing to share ideas with the whole group.	Students demonstrate understanding of structure and form during discussion and practical work
<b>9-10</b>	Students demonstrate consistent effort and can perform to a high standard.	Consistent collaborative skills are demonstrated. Their contribution to discussions is voluntary and worthwhile.	They can independently apply subject knowledge.
<b>11-12</b>	Students consistently perform to a high standard.	They are an excellent contributor during collaborative tasks. They share their ideas in discussions and group work.	Students are able to apply some knowledge to their performances.
<b>13-14</b>	Students are able to perform a wide array of characters to a high standard. They can suggest improvements.	They are an excellent collaborator who is able to assume a leadership role. Their contributions to discussions are regular and insightful.	They are able to apply subject knowledge at will.
<b>15-16</b>	Students consistently perform to a high standard and often show a range of character and style. They can offer constructive feedback.	Their collaborative skills show empathy and purpose. Students input to discussion are insightful and considered.	Students can independently apply subject knowledge to any given task.
<b>17-18</b>	Students' performances are committed and they can lend their skills to any given task. They can critically analyse performances.	Their collaborative skills show empathy, purpose and leadership. Students input to discussion are insightful and considered.	They can draw on all previous learning and apply it at will.
<b>19-20</b>	Students consistently display outstanding performance skills. Students can analyse, discuss and improve both their own and others' work.	Their collaborative skills are exemplary. They have a positive effect on the learning of others.	They can apply subject knowledge creatively and inventively. Their understanding is complete.

# English Reading Year 7

	<b>Reading AO1: Identify and interpret explicit (obvious) and implicit (non-obvious) information and ideas.</b>	<b>Reading AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence people.</b>	<b>Reading AO3: Show understanding of the relationships between texts and the contexts in which they were written.</b>	<b>Reading AO4: Evaluate texts critically and support with appropriate textual reference.</b>
<b>9-10</b> <b>I can...</b>	...show detailed understanding, interpretations and inferences linked to texts.	...clearly explain a writer's use of language and structural/organisational features and make some comment on the effect of a writer's methods on the reader; ...use some effective subject terminology	...show clear, detailed understanding of specific links between contexts and texts.	...select a range of references and quotations to support relevant, clear points.
<b>5-8</b> <b>I can...</b>	...show understanding of the most relevant points of texts and work out non-obvious meanings.	...make relevant explanation of a writer's use of language and structural/organisational features; ...use some relevant subject terminology.	...show some clear understanding of links between contexts and text.	...generally select a range of relevant references/quotations to support points, even if these are not always accurate.
<b>3-4</b> <b>I can...</b>	...show some understanding of relevant points of texts and make some correct guesses about non-obvious meanings.	...identify aspects of a writer's use of language and structural/organisational features, making simple comments about these; ...refer to simple subject terminology.	...show some awareness of ways in which contextual factors link to texts.	...use some appropriate references/quotations to support points, even if these are not always accurate.
<b>2</b> <b>I can...</b>	...show some simple understanding and make simple guesses about meanings of texts, even if these are sometimes confused or not relevant.	...identify a few basic aspects of a writer's use of language and structural/organisational features; ...possibly make some reference to basic subject terminology.	...show some simple understanding of factors affecting the writing of a text.	...include reference/quotation to a text to identify simple/the most obvious points, even if these are sometimes confused or irrelevant.
<b>1</b> <b>I can...</b>	...show limited or incorrect understanding of texts and make limited or incorrect guesses about non-obvious meanings.	...make limited or no identification of a writer's use of language and structural/organisational features but make no use of subject terminology.	...make limited or no comments about factors affecting the writing of a text.	...make some points about texts but these may be confused and are not supported by reference/quotation.

# English Writing Year 7

Parmiter's Curriculum Level	AO5 Writing: Communicate clearly, adapting form, audience, register and purpose to match the task set; organise information and ideas, using structural and grammatical features .	AO6 Writing: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
<b>9-10</b>  <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write an engaging text with a range of connected ideas;</li> <li><input type="checkbox"/> ...generally match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...use vocabulary clearly chosen for effect;</li> <li><input type="checkbox"/> ...use appropriate linguistic devices throughout;</li> <li><input type="checkbox"/> ...often make effective use of structural features;</li> <li><input type="checkbox"/> ...mostly paragraphing effectively, signalling direction of text in a range of ways.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...use . ? ! mostly securely and accurately;</li> <li><input type="checkbox"/> ...use capital letters correctly;</li> <li><input type="checkbox"/> ...use an increasingly varied range of ( “ , ; : ‘ -... ), mostly with success;</li> <li><input type="checkbox"/> ...use a variety of sentence forms for effect;</li> <li><input type="checkbox"/> ...mostly use Standard English appropriately with controlled grammatical structures;</li> <li><input type="checkbox"/> ...generally use accurate spelling, including complex and irregular words;</li> <li><input type="checkbox"/> ...use increasingly sophisticated vocabulary.</li> </ul>
<b>5-8</b>  <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write with increasing variety of linked and relevant ideas;</li> <li><input type="checkbox"/> ...make an ongoing attempt to match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...show I have thought about my vocabulary choices;</li> <li><input type="checkbox"/> ...use some appropriate linguistic devices;</li> <li><input type="checkbox"/> ...make some effective use of structural features;</li> <li><input type="checkbox"/> ...use mostly effective paragraphing and sometimes signal of direction of text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...frequently use . ? ! securely and accurately;</li> <li><input type="checkbox"/> ...use capital letters correctly;</li> <li><input type="checkbox"/> ...use a limited range of ( “ , ; : ‘ -... ), mostly correctly;</li> <li><input type="checkbox"/> use a variety of sentence forms;</li> <li><input type="checkbox"/> often use Standard English with frequent control of agreement;</li> <li><input type="checkbox"/> often accurately spell more complex words;</li> <li><input type="checkbox"/> use an increasingly varied vocabulary.</li> </ul>
<b>3-4</b>  <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write with some linked and relevant ideas;</li> <li><input type="checkbox"/> ...attempt to match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...begin to vary my vocabulary;</li> <li><input type="checkbox"/> ...use some linguistic devices;</li> <li><input type="checkbox"/> ...make some use of structural features;</li> <li><input type="checkbox"/> ...use some paragraphing and sometimes attempt to signal direction of text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...often use . ? ! securely and accurately;</li> <li><input type="checkbox"/> ...mostly use capital letters correctly;</li> <li><input type="checkbox"/> ...use a limited range of ( “ , ; : ‘ -... ) with increasing accuracy;</li> <li><input type="checkbox"/> ...attempt a variety of sentence forms;</li> <li><input type="checkbox"/> ...sometimes use Standard English with some control of agreement;</li> <li><input type="checkbox"/> ...sometimes accurately spell more complex words;</li> <li><input type="checkbox"/> ...make some varied use of vocabulary even if word choice is not always effective.</li> </ul>
<b>2</b>  <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write with one or two simply linked, relevant ideas;</li> <li><input type="checkbox"/> ...sometimes attempt to match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...use simple vocabulary;</li> <li><input type="checkbox"/> ...attempt use of simple linguistic devices;</li> <li><input type="checkbox"/> ...attempt use of simple structural features;</li> <li><input type="checkbox"/> ...use a random paragraph structure.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...increasingly use . ? ! accurately;</li> <li><input type="checkbox"/> ...increasingly use capital letters correctly;</li> <li><input type="checkbox"/> ... use a limited range of ( “ , ; : ‘ -... ) with limited accuracy;</li> <li><input type="checkbox"/> ...sometimes use a simple range of sentence forms;</li> <li><input type="checkbox"/> ...occasionally use Standard English with limited control of agreement;</li> <li><input type="checkbox"/> ...mostly accurately spell common words;</li> <li><input type="checkbox"/> ...use simple word choices with some words chosen for effect.</li> </ul>
<b>1</b>  <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write one or two ideas but these are not structured, linked or written in paragraphs;</li> <li><input type="checkbox"/> ...write with an occasional sense of form, audience, register and purpose;</li> <li><input type="checkbox"/> ...use simple vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...occasionally use . ? ! correctly;</li> <li><input type="checkbox"/> ...occasionally use capital letters correctly;</li> <li><input type="checkbox"/> ...make little of no correct use of ( “ , ; : ‘ -... );</li> <li><input type="checkbox"/> ...use little or no range of sentence forms;</li> <li><input type="checkbox"/> ...occasionally use Standard English with little or no control of agreement;</li> <li><input type="checkbox"/> ...spell some common words accurately.</li> <li><input type="checkbox"/> ...use simple word choices.</li> </ul>

# English Spoken Language Year 7

Parmiter's Curriculum Levels	AO7: Demonstrate presentation skills in a formal setting.	AO8: Listen and respond to spoken language.	AO9: Use spoken Standard English effectively.	AO10: Demonstrate skills within role-play and drama.
<b>9-10</b> <b>I can...</b>	<ul style="list-style-type: none"> <li>□ ...express a range of complex ideas, information and feelings;</li> <li>□ ...use a wide range of vocabulary;</li> <li>□ ...organise speech well and add detail to hold audience's attention and achieve purpose.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond appropriately to discussion, questions or feedback, building on points of discussion in some detail;</li> <li>□ ...encourage effective discussion.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...often adapt language to suit setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...show understanding of characters and situations by adapting speech and movement to create convincing roles.</li> </ul>
<b>5-8</b> <b>I can...</b>	<ul style="list-style-type: none"> <li>□ ...express several straightforward ideas, straightforward information or feelings in some detail;</li> <li>□ ...use an increasing range of vocabulary;</li> <li>□ ...organise speech to meet audience needs and make purpose clear.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond, showing clear understanding of discussion points;</li> <li>□ ...sometimes make contributions that help move forward the main direction of the talk.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...increasingly adapt language to suit setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...make careful choices in speech and movement to show understanding of roles.</li> </ul>
<b>2-4</b> <b>I can...</b>	<ul style="list-style-type: none"> <li>□ ...express key ideas, information and feelings;</li> <li>□ ...begin to vary vocabulary at times;</li> <li>□ ...attempt to organise speech to meet audience needs and make purpose clear.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond, generally showing clear understanding of discussion points;</li> <li>□ ...sometimes introduce new ideas into discussion.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...sometimes change language to suit setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...put across straightforward ideas about roles, making deliberate choices in speech and movement.</li> </ul>
<b>1</b> <b>I can...</b>	<ul style="list-style-type: none"> <li>□ ...express one or two ideas/feelings or a little information;</li> <li>□ ...use simple vocabulary;</li> <li>□ ...make some attempt to organise speech to meet audience needs and make purpose clear.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond to discussion, attempting some relevant response.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...show some awareness that I should change language to suit setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...show simple understanding of roles by making some changes to speech and movement.</li> </ul>

# English Reading Year 8

<b>Parmiter's Curriculum Level</b>	<b>Reading AO1: Identify and interpret explicit (obvious) and implicit (non-obvious) information and ideas.</b>	<b>Reading AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence people.</b>	<b>Reading AO3: Show understanding of the relationships between texts and the contexts in which they were written.</b>	<b>Reading AO4: Evaluate texts critically and support with appropriate textual reference.</b>
<b>13-15</b> <b>I can...</b>	...show careful and precise understanding, interpretations and inference linked to texts.	...thoughtfully examine the effects of a writer's use of language and structural/organisational features on the reader; ...use a range of effective subject terminology.	...show thoughtful consideration and examination of detailed links between contexts and texts.	...carefully and precisely use a range of references and quotations to support effective points and arguments.
<b>9-12</b> <b>I can...</b>	...show detailed understanding, interpretations and inferences linked to texts.	...clearly explain a writer's use of language and structural/organisational features and make some comment on the effect of a writer's methods on the reader; ...use some effective subject terminology	...show clear, detailed understanding of specific links between contexts and texts.	...select a range of references and quotations to support relevant, clear points.
<b>5-8</b> <b>I can...</b>	...show understanding of the most relevant points of texts and work out non-obvious meanings.	...make relevant explanation of a writer's use of language and structural/organisational features; ...use some relevant subject terminology.	...show some clear understanding of links between contexts and text.	...generally select a range of relevant references/quotations to support points, even if these are not always accurate.
<b>3-4</b> <b>I can...</b>	...show some understanding of relevant points of texts and make some correct guesses about non-obvious meanings.	...identify aspects of a writer's use of language and structural/organisational features, making simple comments about these; ...refer to simple subject terminology.	...show some awareness of ways in which contextual factors link to texts.	...use some appropriate references/ quotations to support points, even if these are not always accurate.
<b>2</b> <b>I can...</b>	...show some simple understanding and make simple guesses about meanings of texts, even if these are sometimes confused or not relevant.	...identify a few basic aspects of a writer's use of language and structural/organisational features; ...possibly make some reference to basic subject terminology.	...show some simple understanding of factors affecting the writing of a text.	...include reference/quotation to a text to identify simple/the most obvious points, even if these are sometimes confused or irrelevant.
<b>1</b> <b>I can...</b>	...show limited or incorrect understanding of texts and make limited or incorrect guesses about non-obvious meanings.	...make limited or no identification of a writer's use of language and structural/organisational features but make no use of subject terminology.	...make limited or no comments about factors affecting the writing of a text.	...make some points about texts but these may be confused and are not supported by reference/quotation.



# English Writing Year 8

Parmiter's Curriculum Level	AO5 Writing: Communicate clearly, adapting form, audience, register and purpose to match the task set; organise information and ideas, using structural and grammatical features .	AO6 Writing: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
<b>13-15</b>  <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write an engaging text with a range of effective, connected ideas;</li> <li><input type="checkbox"/> ...match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...use an increasingly sophisticated vocabulary, selected for effect;</li> <li><input type="checkbox"/> ...use a range of linguistic devices for effect throughout;</li> <li><input type="checkbox"/> ...make effective use of structural features throughout;</li> <li><input type="checkbox"/> ...manage paragraph sequencing effectively, signposting direction of text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...use . ? ! almost always accurately;</li> <li><input type="checkbox"/> ...use capital letters correctly;</li> <li><input type="checkbox"/> ...use a wide range of ( " ; ; ' -... ), mostly with success;</li> <li><input type="checkbox"/> ...use a wide variety of sentence forms for effect;</li> <li><input type="checkbox"/> ...almost always use Standard English appropriately with controlled grammatical structures;</li> <li><input type="checkbox"/> ...almost always use accurate spelling, including complex, irregular words and some ambitious vocabulary;</li> <li><input type="checkbox"/> ...use range of sophisticated vocabulary.</li> </ul>
<b>9-12</b>  <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write an engaging text with a range of connected ideas;</li> <li><input type="checkbox"/> ...generally match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...use vocabulary clearly chosen for effect;</li> <li><input type="checkbox"/> ...use appropriate linguistic devices throughout;</li> <li><input type="checkbox"/> ...often make effective use of structural features;</li> <li><input type="checkbox"/> ...mostly paragraphing effectively, signalling direction of text in a range of ways.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...use . ? ! mostly securely and accurately;</li> <li><input type="checkbox"/> ...use capital letters correctly;</li> <li><input type="checkbox"/> ...use an increasingly varied range of ( " ; ; ' -... ), mostly with success;</li> <li><input type="checkbox"/> ...use a variety of sentence forms for effect;</li> <li><input type="checkbox"/> ...mostly use Standard English appropriately with controlled grammatical structures;</li> <li><input type="checkbox"/> ...generally use accurate spelling, including complex and irregular words;</li> <li><input type="checkbox"/> ...use increasingly sophisticated vocabulary.</li> </ul>
<b>5-8</b>  <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write with increasing variety of linked and relevant ideas;</li> <li><input type="checkbox"/> ...make an ongoing attempt to match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...show I have thought about my vocabulary choices;</li> <li><input type="checkbox"/> ...use some appropriate linguistic devices;</li> <li><input type="checkbox"/> ...make some effective use of structural features;</li> <li><input type="checkbox"/> ...use mostly effective paragraphing and sometimes signal of direction of text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...frequently use . ? ! securely and accurately;</li> <li><input type="checkbox"/> ...use capital letters correctly;</li> <li><input type="checkbox"/> ...use a limited range of ( " ; ; ' -... ), mostly correctly;</li> <li><input type="checkbox"/> use a variety of sentence forms;</li> <li><input type="checkbox"/> often use Standard English with frequent control of agreement;</li> <li><input type="checkbox"/> often accurately spell more complex words;</li> <li><input type="checkbox"/> use an increasingly varied vocabulary.</li> </ul>
<b>3-4</b>  <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write with some linked and relevant ideas;</li> <li><input type="checkbox"/> ...attempt to match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...begin to vary my vocabulary;</li> <li><input type="checkbox"/> ...use some linguistic devices;</li> <li><input type="checkbox"/> ...make some use of structural features;</li> <li><input type="checkbox"/> ...use some paragraphing and sometimes attempt to signal direction of text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...often use . ? ! securely and accurately;</li> <li><input type="checkbox"/> ...mostly use capital letters correctly;</li> <li><input type="checkbox"/> ...use a limited range of ( " ; ; ' -... ) with increasing accuracy;</li> <li><input type="checkbox"/> ...attempt a variety of sentence forms;</li> <li><input type="checkbox"/> ...sometimes use Standard English with some control of agreement;</li> <li><input type="checkbox"/> ...sometimes accurately spell more complex words;</li> <li><input type="checkbox"/> ...make some varied use of vocabulary even if word choice is not always effective.</li> </ul>
<b>2</b>  <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write with one or two simply linked, relevant ideas;</li> <li><input type="checkbox"/> ...sometimes attempt to match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...use simple vocabulary;</li> <li><input type="checkbox"/> ...attempt use of simple linguistic devices;</li> <li><input type="checkbox"/> ...attempt use of simple structural features;</li> <li><input type="checkbox"/> ...use a random paragraph structure.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...increasingly use . ? ! accurately;</li> <li><input type="checkbox"/> ...increasingly use capital letters correctly;</li> <li><input type="checkbox"/> ... use a limited range of ( " ; ; ' -... ) with limited accuracy;</li> <li><input type="checkbox"/> ...sometimes use a simple range of sentence forms;</li> <li><input type="checkbox"/> ...occasionally use Standard English with limited control of agreement;</li> <li><input type="checkbox"/> ...mostly accurately spell common words;</li> <li><input type="checkbox"/> ...use simple word choices with some words chosen for effect.</li> </ul>
<b>1</b>  <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write one or two ideas but these are not structured, linked or written in paragraphs;</li> <li><input type="checkbox"/> ...write with an occasional sense of form, audience, register and purpose;</li> <li><input type="checkbox"/> ...use simple vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...occasionally use . ? ! correctly;</li> <li><input type="checkbox"/> ...occasionally use capital letters correctly;</li> <li><input type="checkbox"/> ...make little or no correct use of ( " ; ; ' -... );</li> <li><input type="checkbox"/> ...use little or no range of sentence forms;</li> <li><input type="checkbox"/> ...occasionally use Standard English with little or no control of agreement;</li> <li><input type="checkbox"/> ...spell some common words accurately.</li> <li><input type="checkbox"/> ...use simple word choices.</li> </ul>

# English Spoken Language Year 8

Parmiter's Curriculum Levels	AO7: Demonstrate presentation skills in a formal setting.	AO8: Listen and respond to spoken language.	AO9: Use spoken Standard English effectively.	AO10: Demonstrate skills within role-play and drama.
13-15 I can...	<ul style="list-style-type: none"> <li>□ ...express a range of challenging ideas, information and feelings;</li> <li>□ ...use a wide and increasingly sophisticated range of vocabulary;</li> <li>□ ...organise and adapt talk as necessary to engage audience and achieve purpose.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond in detail to discussion, questions or feedback, adding well-judged contributions;</li> <li>□ ...maintain group discussion and encourage others to make effective contributions.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...use language generally appropriate to setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...make thoughtful choices in my speech and movement, using dramatic techniques to establish roles with confidence.</li> </ul>
9-12 I can...	<ul style="list-style-type: none"> <li>□ ...express a range of complex ideas, information and feelings;</li> <li>□ ...use a wide range of vocabulary;</li> <li>□ ...organise speech well and add detail to hold audience's attention and achieve purpose.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond appropriately to discussion, questions or feedback, building on points of discussion in some detail;</li> <li>□ ...encourage effective discussion.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...often adapt language to suit setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...show understanding of characters and situations by adapting speech and movement to create convincing roles.</li> </ul>
5-8 I can...	<ul style="list-style-type: none"> <li>□ ...express several straightforward ideas, straightforward information or feelings in some detail;</li> <li>□ ...use an increasing range of vocabulary;</li> <li>□ ...organise speech to meet audience needs and make purpose clear.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond, showing clear understanding of discussion points;</li> <li>□ ...sometimes make contributions that help move forward the main direction of the talk.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...increasingly adapt language to suit setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...make careful choices in speech and movement to show understanding of roles.</li> </ul>
2-4 I can...	<ul style="list-style-type: none"> <li>□ ...express key ideas, information and feelings;</li> <li>□ ...begin to vary vocabulary at times;</li> <li>□ ...attempt to organise speech to meet audience needs and make purpose clear.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond, generally showing clear understanding of discussion points;</li> <li>□ ...sometimes introduce new ideas into discussion.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...sometimes change language to suit setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...put across straightforward ideas about roles, making deliberate choices in speech and movement.</li> </ul>
1 I can...	<ul style="list-style-type: none"> <li>□ ...express one or two ideas/feelings or a little information;</li> <li>□ ...use simple vocabulary;</li> <li>□ ...make some attempt to organise speech to meet audience needs and make purpose clear.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond to discussion, attempting some relevant response.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...show some awareness that I should change language to suit setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...show simple understanding of roles by making some changes to speech and movement.</li> </ul>

# English Reading Year 9

<b>Parmiter's Curriculum Level</b>	<b>Reading AO1: Identify and interpret explicit (obvious) and implicit (non-obvious) information and ideas.</b>	<b>Reading AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence people.</b>	<b>Reading AO3: Show understanding of the relationships between texts and the contexts in which they were written.</b>	<b>Reading AO4: Evaluate texts critically and support with appropriate textual reference.</b>
<b>17-20</b> <b>I can...</b>	...show perceptive, original and imaginative understanding, interpretations and inference linked to text	...imaginatively analyse, appreciate and explore the effects of a writer's use of language and structural/organisational features on the reader; ...apply subject terminology judiciously.	...make sustained exploration of specific, detailed links between contexts and texts.	...use a range of judicious references and quotations to support original, critical points and arguments.
<b>13-16</b> <b>I can...</b>	...show careful and precise understanding, interpretations and inference linked to texts.	...thoughtfully examine the effects of a writer's use of language and structural/organisational features on the reader; ...use a range of effective subject terminology.	...show thoughtful consideration and examination of detailed links between contexts and texts.	...carefully and precisely use a range of references and quotations to support effective points and arguments.
<b>9-12</b> <b>I can...</b>	...show detailed understanding, interpretations and inferences linked to texts.	...clearly explain a writer's use of language and structural/organisational features and make some comment on the effect of a writer's methods on the reader; ...use some effective subject terminology	...show clear, detailed understanding of specific links between contexts and texts.	...select a range of references and quotations to support relevant, clear points.
<b>5-8</b> <b>I can...</b>	...show understanding of the most relevant points of texts and work out non-obvious meanings.	...make relevant explanation of a writer's use of language and structural/organisational features; ...use some relevant subject terminology.	...show some clear understanding of links between contexts and text.	...generally select a range of relevant references/quotations to support points, even if these are not always accurate.
<b>3-4</b> <b>I can...</b>	...show some understanding of relevant points of texts and make some correct guesses about non-obvious meanings.	...identify aspects of a writer's use of language and structural/organisational features, making simple comments about these; ...refer to simple subject terminology.	...show some awareness of ways in which contextual factors link to texts.	...use some appropriate references/quotations to support points, even if these are not always accurate.
<b>2</b> <b>I can...</b>	...show some simple understanding and make simple guesses about meanings of texts, even if these are sometimes confused or not relevant.	...identify a few basic aspects of a writer's use of language and structural/organisational features; ...possibly make some reference to basic subject terminology.	...show some simple understanding of factors affecting the writing of a text.	...include reference/quotation to a text to identify simple/the most obvious points, even if these are sometimes confused or irrelevant.
<b>1</b> <b>I can...</b>	...show limited or incorrect understanding of texts and make limited or incorrect guesses about non-obvious meanings.	...make limited or no identification of a writer's use of language and structural/organisational features but make no use of subject terminology.	...make limited or no comments about factors affecting the writing of a text.	...make some points about texts but these may be confused and are not supported by reference/quotation.

# English Writing Year 9

	<b>AO5 Writing: Communicate clearly, adapting form, audience, register and purpose to match the task set; organise information and ideas, using structural and grammatical features .</b>	<b>AO6 Writing: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</b>
<b>17-20</b> <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write a highly engaging text with a range of developed, complex and well-connected ideas;</li> <li><input type="checkbox"/> ...convincingly match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...use an extensive vocabulary with imagination and precision;</li> <li><input type="checkbox"/> ...craft my writing thoughtfully with sustained use of linguistic devices;</li> <li><input type="checkbox"/> ...employ varied and effective features to craft structure throughout;</li> <li><input type="checkbox"/> ...manage paragraph sequencing effectively throughout, crafting overall direction and effect of text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...use . ? ! consistently accurately;</li> <li><input type="checkbox"/> ...use a wide range of ( " , ; : ' -... ) with a high level of accuracy and impact;</li> <li><input type="checkbox"/> ...use a full range of sentence forms for effect;</li> <li><input type="checkbox"/> ...use Standard English consistently and appropriately with secure control of complex grammatical structures;</li> <li><input type="checkbox"/> ...maintain a high level of accuracy in spelling, including ambitious vocabulary;</li> <li><input type="checkbox"/> ...use extensive, ambitious, sophisticated vocabulary.</li> </ul>
<b>13-16</b> <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write an engaging text with a range of effective, connected ideas;</li> <li><input type="checkbox"/> ...match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...use an increasingly sophisticated vocabulary, selected for effect;</li> <li><input type="checkbox"/> ...use a range of linguistic devices for effect throughout;</li> <li><input type="checkbox"/> ...make effective use of structural features throughout;</li> <li><input type="checkbox"/> ...manage paragraph sequencing effectively, signposting direction of text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...use . ? ! almost always accurately;</li> <li><input type="checkbox"/> ...use a wide range of ( " , ; : ' -... ), mostly with success;</li> <li><input type="checkbox"/> ...use a wide variety of sentence forms for effect;</li> <li><input type="checkbox"/> ...almost always use Standard English appropriately with controlled grammatical structures;</li> <li><input type="checkbox"/> ...almost always use accurate spelling, including complex, irregular words and some ambitious vocabulary;</li> <li><input type="checkbox"/> ...use range of sophisticated vocabulary.</li> </ul>
<b>9-12</b> <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write an engaging text with a range of connected ideas;</li> <li><input type="checkbox"/> ...generally match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...use vocabulary clearly chosen for effect;</li> <li><input type="checkbox"/> ...use appropriate linguistic devices throughout;</li> <li><input type="checkbox"/> ...often make effective use of structural features;</li> <li><input type="checkbox"/> ...mostly paragraphing effectively, signalling direction of text in a range of ways.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...use . ? ! mostly securely and accurately;</li> <li><input type="checkbox"/> ...use an increasingly varied range of ( " , ; : ' -... ), mostly with success;</li> <li><input type="checkbox"/> ...use a variety of sentence forms for effect;</li> <li><input type="checkbox"/> ...mostly use Standard English appropriately with controlled grammatical structures;</li> <li><input type="checkbox"/> ...generally use accurate spelling, including complex and irregular words;</li> <li><input type="checkbox"/> ...use increasingly sophisticated vocabulary.</li> </ul>
<b>5-8</b> <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write with increasing variety of linked and relevant ideas;</li> <li><input type="checkbox"/> ...make an ongoing attempt to match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...show I have thought about my vocabulary choices;</li> <li><input type="checkbox"/> ...use some appropriate linguistic devices;</li> <li><input type="checkbox"/> ...make some effective use of structural features;</li> <li><input type="checkbox"/> ...use mostly effective paragraphing and sometimes signal of direction of text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...frequently use . ? ! securely and accurately;</li> <li><input type="checkbox"/> ...use capital letters correctly;</li> <li><input type="checkbox"/> ...use a limited range of ( " , ; : ' -... ), mostly correctly;</li> <li><input type="checkbox"/> use a variety of sentence forms;</li> <li><input type="checkbox"/> often use Standard English with frequent control of agreement;</li> <li><input type="checkbox"/> often accurately spell more complex words;</li> <li><input type="checkbox"/> use an increasingly varied vocabulary.</li> </ul>
<b>3-4</b> <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write with some linked and relevant ideas;</li> <li><input type="checkbox"/> ...attempt to match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...begin to vary my vocabulary;</li> <li><input type="checkbox"/> ...use some linguistic devices;</li> <li><input type="checkbox"/> ...make some use of structural features;</li> <li><input type="checkbox"/> ...use some paragraphing and sometimes attempt to signal direction of text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...often use . ? ! securely and accurately;</li> <li><input type="checkbox"/> ...mostly use capital letters correctly;</li> <li><input type="checkbox"/> ...use a limited range of ( " , ; : ' -... ) with increasing accuracy;</li> <li><input type="checkbox"/> ...attempt a variety of sentence forms;</li> <li><input type="checkbox"/> ...sometimes use Standard English with some control of agreement;</li> <li><input type="checkbox"/> ...sometimes accurately spell more complex words;</li> <li><input type="checkbox"/> ...make some varied use of vocabulary even if word choice is not always effective.</li> </ul>
<b>2</b> <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write with one or two simply linked, relevant ideas;</li> <li><input type="checkbox"/> ...sometimes attempt to match my writing to the form, audience, register and purpose required;</li> <li><input type="checkbox"/> ...use simple vocabulary;</li> <li><input type="checkbox"/> ...attempt use of simple linguistic devices;</li> <li><input type="checkbox"/> ...attempt use of simple structural features;</li> <li><input type="checkbox"/> ...use a random paragraph structure.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...increasingly use . ? ! accurately;</li> <li><input type="checkbox"/> ...increasingly use capital letters correctly;</li> <li><input type="checkbox"/> ... use a limited range of ( " , ; : ' -... ) with limited accuracy;</li> <li><input type="checkbox"/> ...sometimes use a simple range of sentence forms;</li> <li><input type="checkbox"/> ...occasionally use Standard English with limited control of agreement;</li> <li><input type="checkbox"/> ...mostly accurately spell common words;</li> <li><input type="checkbox"/> ...use simple word choices with some words chosen for effect.</li> </ul>
<b>1</b> <b>I can...</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...write one or two ideas but these are not structured, linked or written in paragraphs;</li> <li><input type="checkbox"/> ...write with an occasional sense of form, audience, register and purpose;</li> <li><input type="checkbox"/> ...use simple vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ...occasionally use . ? ! correctly;</li> <li><input type="checkbox"/> ...occasionally use capital letters correctly;</li> <li><input type="checkbox"/> ...make little or no correct use of ( " , ; : ' -... );</li> <li><input type="checkbox"/> ...use little or no range of sentence forms;</li> <li><input type="checkbox"/> ...occasionally use Standard English with little or no control of agreement;</li> <li><input type="checkbox"/> ...spell some common words accurately.</li> <li><input type="checkbox"/> ...use simple word choices.</li> </ul>

# English Spoken Language Year 9

Parmiter's Curriculum Levels	AO7: Demonstrate presentation skills in a formal setting.	AO8: Listen and respond to spoken language.	AO9: Use spoken Standard English effectively.	AO10: Demonstrate skills within role-play and drama.
<b>17-20</b> I can...	<ul style="list-style-type: none"> <li>□ ...express a range of sophisticated ideas, information and feelings;</li> <li>□ ...use a sophisticated repertoire of vocabulary;</li> <li>□ ...organise and structure presentations using an effective range of strategies to convincingly engage audience and achieve purpose.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen to discussion, questions or feedback, responding perceptively or elaborating with further ideas or information;</li> <li>□ ...manage and encourage group discussion with sensitivity.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...use language consistently appropriate to setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...experiment with dramatic techniques creatively to explore complex roles and situations.</li> </ul>
<b>13-16</b> I can...	<ul style="list-style-type: none"> <li>□ ...express a range of challenging ideas, information and feelings;</li> <li>□ ...use a wide and increasingly sophisticated range of vocabulary;</li> <li>□ ...organise and adapt talk as necessary to engage audience and achieve purpose.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond in detail to discussion, questions or feedback, adding well-judged contributions;</li> <li>□ ...maintain group discussion and encourage others to make effective contributions.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...use language generally appropriate to setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...make thoughtful choices in my speech and movement, using dramatic techniques to establish roles with confidence.</li> </ul>
<b>9-12</b> I can...	<ul style="list-style-type: none"> <li>□ ...express a range of complex ideas, information and feelings;</li> <li>□ ...use a wide range of vocabulary;</li> <li>□ ...organise speech well and add detail to hold audience's attention and achieve purpose.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond appropriately to discussion, questions or feedback, building on points of discussion in some detail;</li> <li>□ ...encourage effective discussion.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...often adapt language to suit setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...show understanding of characters and situations by adapting speech and movement to create convincing roles.</li> </ul>
<b>5-8</b> I can...	<ul style="list-style-type: none"> <li>□ ...express several straightforward ideas, straightforward information or feelings in some detail;</li> <li>□ ...use an increasing range of vocabulary;</li> <li>□ ...organise speech to meet audience needs and make purpose clear.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond, showing clear understanding of discussion points;</li> <li>□ ...sometimes make contributions that help move forward the main direction of the talk.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...increasingly adapt language to suit setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...make careful choices in speech and movement to show understanding of roles.</li> </ul>
<b>2-4</b> I can...	<ul style="list-style-type: none"> <li>□ ...express key ideas, information and feelings;</li> <li>□ ...begin to vary my vocabulary at times;</li> <li>□ ...attempt to organise speech to meet audience needs and make purpose clear.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond, generally showing clear understanding of discussion points;</li> <li>□ ...sometimes introduce new ideas into discussion.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...sometimes change language to suit setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...put across straightforward ideas about roles, making deliberate choices in speech and movement.</li> </ul>
<b>1</b> I can...	<ul style="list-style-type: none"> <li>□ ...express one or two ideas/feelings or a little information;</li> <li>□ ...use simple vocabulary;</li> <li>□ ...make some attempt to organise speech to meet audience needs and make purpose clear.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...listen and respond to discussion, attempting some relevant response.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...show some awareness that I should change language to suit setting.</li> </ul>	<ul style="list-style-type: none"> <li>□ ...show simple understanding of roles by making some changes to speech and movement.</li> </ul>

# Geography – Year 7

PCL	AO1 & AO2 Knowledge, Location, Scale, Process, Environments, Concepts and Relationships	AO3 & AO4 Map, Graphical skills, Interpretation, Analysis and Evaluation
1	<p>Students can remember by recalling facts and basic concepts for the topics studied. They are able to define keywords and duplicate geographical information. They can list changes and begin to describe these changes in some detail. Some are able to memorize and repeat impacts and state them in different locations. Students are able to identify differences between places. Some are able to write simple descriptions of places and features. They can ask appropriate geographical questions about places and environments studied.</p>	<p>Students understanding the different ways in which geographical information can be presented. They can interpret and select information from maps and graphical displays of data. Students can identify anomalies from a set of data. Students understand the concept of scaled drawings. Students use of a small range of simple skills although with frequent errors.</p>
2		
3		
4	<p>Students begin to understand geographical concepts and processes and can demonstrate this through description and explanation of changes in various locations. From these descriptions, they begin to identify patterns and trends. Students begin to demonstrate structure and classification of various changes observed into basic categories and provide reasons for this. Students are showing increasing depth of factual knowledge and understanding of the topics studied through showing an understanding of the concept of processes changing over time. Students are able to compare (similarities) and contrast (differences) between different types of places. Students start to use appropriate geographical vocabulary.</p>	<p>Students understand the different ways in which geographical information can be presented and how this can lead to different interpretations and reasons for this. They can interpret and select information from maps and graphical displays of data and describe the changes shown over time. Students begin to show reasons for selecting certain pieces of data to demonstrate relevance of information to particular situations and locations. Students can select data and present the information but not always consistently in the most appropriate way. Students can identify general patterns/trends and therefore suggest reasons for any anomalies from a set of data. Students can begin to produce scaled maps if given a scale. Students use a small range of skills but with fewer errors.</p>
5		
6		
7	<p>Student can use their factual knowledge and understanding of the topics studied by applying new geographical information to new situations. They can interpret and implement geographical concepts and processes to solve problems. They can recognise geographical processes in various locations and also demonstrate their understanding by applying their knowledge and understanding in different environments. Students are able to describe features, compare and contrast different places studied and begin to make links between places. Students show that they know about different places in various parts of the world. They can recognise and describe physical processes and human processes. They understand that people can improve and damage environments and show an awareness of the importance of sustainability. Students regularly use appropriate geographical vocabulary.</p>	<p>Students can describe and begin to analyse the different ways to present geographical information depending on the type of data and range in changes. They can use their factual knowledge and understanding of the topics studied to select and report data to draw their own conclusions and apply this to new locations. Students can select data and present the information more consistently in the most appropriate way. Students can identify general patterns/trends and therefore explain any anomalies from a set of data. Students can consistently draw scaled maps and begin to draw the same location using different scales of their own accord. Students have a satisfactory use of a range of skills.</p>
8		
9		
10	<p>Students consistently meet and exceed all the expectations outlined above.</p>	<p>Students consistently meet and exceed all the expectations outlined above.</p>

# Geography – Year 8

PCL	AO1 & AO2 Knowledge, Location, Scale, Process, Environments, Concepts and Relationships	AO3 & AO4 Map, Graphical skills, Interpretation, Analysis and Evaluation
Students working below level 5 will be assessed against the Year 7 descriptors above		
5	Students begin to understand geographical concepts and processes and can demonstrate this through description and explanation of changes in various locations. From these descriptions patterns and trends begin to be identified. Students begin to demonstrate structure and classification of various changes observed into basic categories and provide reasons for this.	Students understand the different ways in which geographical information can be presented and how this can lead to different interpretations and reasons for this.
6	Students begin to demonstrate structure and classification of various changes observed into basic categories and provide reasons for this. Students are showing increasing depth of factual knowledge and understanding of the topics studied through showing an understanding of the concept of processes changing over time.	They can interpret and select information from maps and graphical displays of data and describe the changes shown over time. Students begin to show reasons for selecting certain pieces of data to demonstrate relevance of information to particular situations and locations. Students can select data and present the information but not always consistently in the most appropriate way. Students can identify general patterns/trends and therefore suggest reasons for any anomalies from a set of data. Students can begin to produce scaled maps if given a scale.
7	Students are able to compare (similarities) and contrast (differences) between different types of places. Students show that they know about different places in various parts of the world. They can recognise and describe physical processes and human processes. They understand that people can improve and damage environments. Students start to use appropriate geographical vocabulary.  <i>PCL 7 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 8 but not consistently.</i>	Students use a small range of skills but with fewer errors.  <i>PCL 7 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 8 but not consistently.</i>
8	Student can use their factual knowledge and understanding of the topics studied by applying new geographical information to new situations. They can interpret and implement geographical concepts and processes to solve problems. They can recognise geographical processes in various locations and also demonstrate their understanding by applying their knowledge and understanding in different environments. Students are able to describe features, compare and contrast different places studied and begin to make links between places. Students show that they know about different places in various parts of the world. They can recognise and describe physical processes and human processes. They understand that people can improve and damage environments and show an awareness of the importance of sustainability. Students regularly use appropriate geographical vocabulary.	Students can describe and begin to analyse the different ways to present geographical information depending on the type of data and range in changes. They can use their factual knowledge and understanding of the topics studied to select and report data to draw their own conclusions and apply this to new locations. Students can select data and present the information more consistently in the most appropriate way. Students can identify general patterns/trends and therefore explain any anomalies from a set of data. Students can consistently draw scaled maps and begin to draw the same location using different scales of their own accord. Students have a satisfactory use of a range of skills.
9		
10	<i>PCL 10 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 11 but not consistently.</i>	<i>PCL 10 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 11 but not consistently.</i>

## Geography – Year 8 (continued)

11	Students can use their factual knowledge and understanding of the topics studied by analysing new geographical information to apply to new situations at a range of scales. Students start to question geographical theory and through experimenting they can test to see if geographical theories apply to different places. They are able to explain why places may compare and contrast to what theory suggests. Students are able to carry out independent research to evaluate geographical theory to draw connections among ideas. Students are able to evaluate their sources of information to draw their own conclusions. Students can differentiate between places and organise places/ situations under their own categories. Students can begin to argue and defend how they organise information and be able to justify this through comparisons and contrasts between places. Students are able to describe features, compare and contrast different places studied and begin to make links between places in order to suggest reasons for the relationships between places. They can describe features, places and processes in more detail and start to explain them. They recognise that human activities cause changes to the environment and that different people will have different views about this. Student can express and explain your own views about geographical issues. They understand that people can improve and damage environments and understand the importance of sustainability. Students regularly use a range of appropriate geographical vocabulary.	
12		
13		
14		Students can carry out analysis of geographical data and evaluate data presentation to be able to describe and explain different ways to present geographical information and select appropriate ways to present data. They can use their factual knowledge and understandings of the topics studied to begin to collect their own geographical primary data and consistently choose the most appropriate way to report and present their own findings. From their own data they can analyse and evaluate their own data in order to argue and defend their conclusions. Students can identify general patterns/trends and therefore explain any anomalies from a set of data. They are able to suggest reasons for the anomalous results and how they would modify and adapt their data collection. Students can consistently draw scaled maps and begin to draw the same location using different scales of their own accord. Students use an effective range of skills competently with few errors.
15	Students consistently meet and exceed all the expectations outlined above.	Students consistently meet and exceed all the expectations outlined above.



# Geography – Year 9

PCL	AO1 & AO2 Knowledge, Location, Scale, Process, Environments, Concepts and Relationships	AO3 & AO4 Map, Graphical skills, Interpretation, Analysis and Evaluation
Students working below level 10 will be assessed against the Year 8 descriptors above		
10	Students can start to understand geographical concepts and processes and can demonstrate this through description and explanation of changes in various locations around the world. From this knowledge they can start to depict patterns and trends. Students begin to have an understanding of where different environments are found, and the issues and problems these environments can pose. They begin to think about how solutions to these problems could be found. Students are starting to show factual knowledge and understanding of the topics studied through showing an understanding of the concept of processes changing over time. Students are able to compare (similarities) and contrast (differences) between different types of places around the world.	Students understand the range of ways in which geographical information can be presented and how this can lead to different interpretations and reasons for this. They can interpret and select information from maps and graphical displays of data and describe and explain the changes shown over time. Students start to show an understanding of the reasons for selecting certain pieces of data to demonstrate relevance of information to particular situations and locations.
11	Students show that they know about different places in various parts of the world. They can recognise and describe physical processes and human processes. They understand that people can improve and damage environments. Students start to use appropriate geographical vocabulary.	Students can select data and present the information but not always consistently in the most appropriate way. Students can identify general patterns/trends and therefore suggest reasons for any anomalies from a set of data. Students can produce scaled maps if given a scale, and with few errors. Students use a small range of skills but with fewer errors.
12	<p><i>PCL 12 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 13 but not consistently.</i></p>	<p><i>PCL 12 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 13 but not consistently.</i></p>
13	Students can start to comprehend geographical concepts and processes and can demonstrate this through their descriptions, evaluations and justification of changes in various locations around the world. From this knowledge they can start to argue reasons for these changes. Students begin to have a sound understanding of where different environments are found, and the issues and problems these environments can pose. They justify the solutions to these problems and critique the reliability of these solutions. Students show developed factual knowledge and understanding of the topics studied through showing an understanding of the concept of processes changing over time. Students are able to clearly compare (similarities) and contrast (differences) between different types of places around the world. Students show that they know about different places in various parts of the world. They can recognise and describe physical processes and human processes. They understand that people can improve and damage environments. Students regularly use appropriate geographical vocabulary.	Students clearly understand the range of ways in which geographical information can be presented and how this can lead to different interpretations and reasons for this. They can start to justify the reasons why you would use certain graphical techniques. They can interpret and select information from maps and graphical displays of data and describe, explain and justify the changes shown over time. Students show a detailed understanding of the reasons for selecting certain pieces of data to demonstrate relevance of information to particular situations and locations. Students can select data and present the information mostly in the appropriate way. Students can identify general patterns/trends and therefore suggest reasons for any anomalies from a set of data. Students can produce scaled maps if given a scale, with minimal errors. Students use a small range of skills, rarely with errors.
14	<p><i>PCL 15 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 16 but not consistently.</i></p>	<p><i>PCL 15 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 16 but not consistently.</i></p>
15	<p><i>PCL 15 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 16 but not consistently.</i></p>	<p><i>PCL 15 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 16 but not consistently.</i></p>

## Geography – Year 9 (continued)

16	Students can produce geographical concepts based on their class knowledge, and have a detailed understanding of interconnected nature of the world. Students can evaluate and justify why some areas are changing, and then they can formulate solutions to these problems. Students have a solid understanding of where different environments are found, and the issues and problems these environments can pose. They justify the solutions to these problems and critique the reliability of these solutions through investigation of multiple sources. Students show developed factual knowledge and understanding of the topics studied through showing an understanding of the concept of processes changing over time. Students are able to clearly compare (similarities) and contrast (differences) between different types of places around the world. Students show a deep understanding about different places in various parts of the world. They can recognise and describe physical processes and human processes. They understand that people can improve and damage environments. Students consistently use appropriate geographical vocabulary.	Students clearly understand the range of ways in which geographical information can be presented and how this can lead to different interpretations and reasons for this. They can clearly justify the reasons why you would use certain graphical techniques. They can interpret and select information from maps and graphical displays of data and describe, explain and justify the changes shown over time. Students show a detailed understanding of the reasons for selecting certain pieces of data to demonstrate relevance of information to particular situations and locations. Evaluative comments/limitations of skills are often offered as well as suggested improvements that could be made to the work. Students can select data and present the information mostly in the appropriate way. Students can identify general patterns/trends and therefore suggest reasons for any anomalies from a set of data. Students can produce scaled maps if given a scale and use a wide range of geographical skills.
17		
18		
19	<i>PCL 19 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 20 but not consistently.</i>	<i>PCL 19 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 20 but not consistently.</i>
20	Students consistently meet and exceed all the expectations outlined above.	Students consistently meet and exceed all the expectations outlined above.

# History Year 7

	<b>Knowledge &amp; Understanding (AO1), Explain &amp; Analyse (AO2)</b>	<b>Sources (AO3) &amp; Interpretations (AO4)</b>
1	Students show factual knowledge and understanding of aspects of periods/topics studied. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes. They are beginning to produce structured work, making appropriate use of dates and terms.	Students show some understanding that aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from different sources.
2		
3		
4	Students show increasing depth of factual knowledge and understanding of aspects of periods/topics studied. They use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes. They describe and make links between events and changes and give reasons for, and results of, these events and changes. They select and organise information to produce structured work, making appropriate use of dates and terms.	They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, students are beginning to evaluate sources of information and identify those that are useful for particular tasks.
5		
6		
7	Students use their factual knowledge and understanding of the history of periods/topics studied to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.	Students describe, and begin to analyse, why there are different historical interpretations of events, people and changes. Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.
8		
9		
10	Students consistently meet and exceed all the expectations outlined above.	

# History Year 8

	<b>Knowledge &amp; Understanding (AO1), Explain &amp; Analyse (AO2)</b>	<b>Sources (AO3) &amp; Interpretations (AO4)</b>
1 to 5	Students show factual knowledge and understanding of aspects of periods/topics studied. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes. They are beginning to produce structured work, making appropriate use of dates and terms.	Students show some understanding that aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from different sources.
6	Students show increasing depth of factual knowledge and understanding of aspects of periods/topics studied. They use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes. They describe and make links between events and changes and give reasons for, and results of, these events and changes. They select and organise information to produce structured work, making appropriate use of dates and terms.	They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, students are beginning to evaluate sources of information and identify those that are useful for particular tasks.
7		
8		
9	Students use their factual knowledge and understanding of the history of periods/topics studied to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.	Students describe, and begin to analyse, why there are different historical interpretations of events, people and changes. Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.
10		
11		
12	Students make links between their factual knowledge and understanding of periods/topics studied. They use these links to analyse relationships between features of a particular period or society, and to analyse reasons for, and results of, events and changes. They sometimes reach substantiated conclusions independently. They select, organise and use relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.	Students explain how and why different historical interpretations have been produced. Students show some independence in following lines of enquiry, using their knowledge and understanding to identify, evaluate and use sources of information critically.
13		
14		
15	Students consistently meet and exceed all the expectations outlined above.	

# History Year 9

	<b>Knowledge &amp; Understanding (AO1), Explain &amp; Analyse (AO2)</b>	<b>Sources (AO3) &amp; Interpretations (AO4)</b>
	Students working at level 10 or below will be assessed against the Year 8 descriptors above	
11	Students use their factual knowledge and understanding of the history of periods/topics studied to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.	Students describe, and begin to analyse, why there are different historical interpretations of events, people and changes. Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.
12		
13		
14	Students make links between their factual knowledge and understanding of periods/topics studied. They use these links to analyse relationships between features of a particular period or society, and to analyse reasons for, and results of, events and changes. They sometimes reach substantiated conclusions independently. They select, organise and use relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.	Students explain how and why different historical interpretations have been produced. Students show some independence in following lines of enquiry, using their knowledge and understanding to identify, evaluate and use sources of information critically.
15		
16		
17	Students use their factual knowledge and understanding of periods/topics studied to analyse the relationships between events, people and changes, and between the features of different past societies and cultures. Their explanations of reasons for, and results of, events and changes are set in a wider historical context. They select, organise and deploy relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.	Students analyse and explain different historical interpretations and are beginning to evaluate them. Drawing on their historical knowledge and understanding, they use sources of information critically, carry out historical enquiries, and reach substantiated conclusions independently.
18		
19		
20	Students consistently meet and exceed all the expectations outlined above.	

# Mathematics

Level	Number	Algebra	Shape, Space and Measurement	Data Handling
1	2, 5 and 10 times tables Understand place value Addition and subtraction of 2 and 3 digit numbers Rounding to the nearest whole number Concept of a negative number		Recognising types of angle Recognition of rectangles, triangles, squares, circles Read time from a digital and analogue clock	
2	Tables up to 10 x 10 Multiplication by single digit Division by single digit Estimation of lengths Rounding to the nearest 10, 100 etc Moving along the number line	Language and rules of algebra	Understanding of degrees and estimating size of angles Recognition of polygons Simple problems using time Knowing metric units of weight and length	Understand idea of data handling cycle Basic idea of probability
3	Tables up to 12 x 12 Use of words sum, difference and product Simple worded problems involving +, -, x and ÷ Estimating answers to calculations Calculations with temperatures Understand concept of a fraction Find a simple fraction of a quantity Understand place value in decimals	Collecting like terms in symbol form	Drawing and measuring angles accurately Use of angle facts to calculate angles Tessellation of shapes Simple line symmetry Plotting coordinates in the first quadrant Perimeter of simple shapes	Simple questionnaires Tally charts Drawing bar charts and pictograms Use of words to describe probability
4	Use of BODMAS in calculations Equivalent fractions Multiply and divide decimals by 10,100,1000 Addition and subtraction of decimals Simple ratio of two quantities Understanding of simple percentages	Collecting simple like terms of one variable Solving very simple word equations	Plotting coordinates in all four quadrants Changing from 12 to 24 hour clock and vice-versa Simple conversions of metric units Simple problems of weight and length Area of a rectangle	Interpreting bar charts and pictograms Simple averages and range Probability scale
5	Simplifying fractions Prime, square and triangular numbers Simple factors and multiples Simplifying ratios Finding simple percentages	Collecting like terms of several variables Solving one stage equations Simple formulae in words	Drawing triangles accurately More complex questions involving time Understanding of capacity More complex problems of weight, length and capacity Area of triangles, parallelograms and simple compound shapes	Problems involving averages and range Use of fractions to find probabilities
6	Improper fractions and mixed numbers Multiply and divide decimals by whole numbers Simple sequences Factors and multiples of larger numbers Finding more complex percentages	Solving two stage equations Simple formulae using letters	Drawing regular polygons Obtaining information from a timetable Areas of more complex compound shapes Reading information from graphs	Mean from a simple frequency table Drawing a simple pie chart Use of decimals and percentages in probability

<b>7</b>	Simple addition and subtraction of fractions Next term of simple linear sequences Evaluating expressions using powers Finding HCF and LCM of small numbers Simple worded percentage problems Approximating to d.p. Simple calculations with negative numbers	Forming and solving equations Expanding simple brackets Substitution into simple formulae	Understanding of Imperial units of length, weight and capacity Volume of a cuboid Simple worded problems of area and volume Simple linear graphs Reflection in horizontal and vertical lines Points on a compass	Drawing and interpreting more complex pie charts Experimental probability of single events
<b>8</b>	Addition and subtraction of mixed numbers Simplifying expressions using powers Use of Venn diagrams Conversion between fractions, decimals, percentages and ratio More complicated money and length problems Problems involving speeds, densities etc Approximating to s.f. Using rules to +, -, x and ÷ negative numbers Multiplication and division of fractions	Solving equations with fraction or negative solutions Simple factorising nth term of simple linear sequences	Conversion of Imperial units Surface area of a cuboid More complex linear graphs Reflection in sloping lines Reflections on a graph Translations using words Bearings	Listing possible outcomes for combined events Use of Venn Diagrams
<b>9</b>	Geometric sequences Simple prime factor analysis Estimating answers by rounding to 1 s.f. Multiplication and division of mixed numbers Squares and square roots with and without a calculator Dividing in a ratio	Substitution into more complex formulae nth term of more complex linear sequences Expanding brackets and simplifying More complex factorising Notation for inequalities	Conversion between metric and Imperial units More complex worded problems of area and volume Simple curved graphs Enlargements using + s.f. and centre the origin Rotations about the origin Translations using vectors Bearings and scale diagrams	Simple grouped frequency tables Mean from a grouped frequency table
<b>10</b>	Prime factor analysis using index form Worded fraction problems using all 4 operations More complex percentage problems Percentage change	Solving simple inequalities and showing answers on a number line Solving equations with letters both sides	Angles between parallel and intersecting lines using correct terminology Finding the hypotenuse using Pythagoras Area of a trapezium Names of parts of a circle Enlargements using any centre Simple constructions (perp bisector, angle bisector)	Scatter graphs and correlation Possibility spaces for combined probability
<b>11</b>	One value as a percentage of another Increasing and decreasing in a ratio	Solving simple equations by trial and improvement to nearest integer Solving equations with brackets both sides	Finding a shorter side using Pythagoras Volumes of prisms Area and circumference of a circle More complex curved graphs Showing single inequalities on a graph Idea of similar shapes	Writing and using a questionnaire Stem and leaf diagrams
<b>12</b>	Percentage problems involving tax, simple interest etc Decimal calculations without calculators Further calculations with fractions	Trial and improvement to 1 d.p. for simple equations Rearranging formulae Rules of indices Expanding two brackets	Worded problems using Pythagoras Simple arcs and sectors Solving simultaneous equations graphically Interior and exterior angles in polygons Gradient of a straight line Showing several inequalities on a graph Finding missing sides in similar shapes	Averages from a stem and leaf diagram Combined probabilities by multiplying

<b>13</b>	Compound interest problems Recurring decimals Simple direct proportion	Simplifying algebraic expression with indices Using negative indices Solving simultaneous equations by adding or subtracting Factorising quadratic expressions with positive terms	Volume and surface area of a cylinder Interpret distance-time graphs Properties of triangles Cubic and reciprocal graphs Finding equations of straight lines in form $y = mx + c$ Idea of congruence	Cumulative frequencies
<b>14</b>	Standard form with positive powers Conversion of recurring decimals to fractions Reciprocals	Trial and improvement for more complex equations Factorising quadratics with negative terms	Construct distance-time graphs Interpret velocity-time graphs Properties of quadrilaterals Angle at centre twice that at circumference Angle in a semicircle	Drawing a cumulative frequency curve Tree diagrams with replacement
<b>15</b>	Negative powers Standard form with negative powers Simple inverse proportion	Solving simultaneous equations by multiplying one equation Simplifying simple algebraic fractions	Construct velocity-time graphs Proving congruence in triangles Angles in same segment Opposite angles in cyclic quad. Trigonometric ratios	Simple histograms Finding the median from a cumulative frequency curve
<b>16</b>	Simple calculations in standard form	Solving simple quadratic equations Multiplying algebraic fractions	Solving simple equations from a graph Finding the hypotenuse using trig.	Finding quartiles and IQR from a cumulative frequency curve
<b>17</b>	Further calculations in standard form	Solving simultaneous equations by multiplying both equations Dividing algebraic fractions	Alternate segment theorem Finding one of the shorter sides using trig.	Tree diagrams without replacement
<b>18</b>	Introduction to surds	Simple worded simultaneous equations Solving more complex quadratic equations	Similar areas Finding angles using trig. Angles of elevation and depression	Drawing a box plot
<b>19</b>	Simplification of surds	More complex worded simultaneous equations Adding and subtracting algebraic fractions	Solving quadratic equations from a graph Recognising shapes of graphs Similar volumes Worded trigonometry questions	Interpreting a box plot
<b>20</b>	Rationalising simple surds Growth and decay rates	Solving worded quadratic problems Quadratic inequalities using a sketch graph Direct and inverse proportion using algebraic methods	Finding gradient of a curve by drawing tangents More complex circle theorem questions	Comparing box plots



# MFL

## French Writing

- Levels 1-3: Can copy, and at times, adapt basic words/phrases. Communicates a limited amount of relevant information, although there may be frequent errors and ambiguities.
- Levels 4-6: Can adapt **a few sentences, writing some words/phrases from memory. An opinion is expressed.** Communication is **sometimes clear, but there may be instances where messages break down. The task set is covered in part.**
- Levels 7-9: Can **produce 2-3 short paragraphs, reasonably accurately, using a predictable and standard range of vocabulary. Can write some short phrases from memory.** Can use **some opinions, connectives and time phrases.** Communication is **usually clear, but there may be some ambiguities.** The task set is covered **to a greater degree.**
- Levels 10-12: Can **set work out in paragraphs, making reference to 2 time phrases/tenses. The work is clearly more accurate than inaccurate,** while communication is **more clear than unclear.** Can use **a variety of** opinions, connectives and time phrases. **There is evidence of an ability to write unaided. Most of the task set is covered.**
- Levels 13-15: Can set work out in paragraphs, making reference to **3** time phrases/tenses, with a **generally high** degree of accuracy. Can use a **fairly wide** variety of opinions, connectives and time phrases. There is evidence of an ability to write unaided. Communication is **mostly clear, and there is a lack of repetition. All aspects of the task are covered.**
- Levels 16-18: Can set work out in paragraphs, making reference to 3 time phrases/tenses, with a high degree of accuracy. Can use a wide variety of opinions, connectives and time phrases. **Sentences are developed and expanded. One idea often leads to the next, creating greater fluency.** There is evidence of an ability to write unaided. Communication is mostly clear, and there is a lack of repetition. All aspects of the task are covered.
- Levels 19-20: Can set work out in paragraphs, making reference to 3 time phrases/tenses, with a high degree of accuracy. Can use a wide variety of opinions, connectives and time phrases. Sentences are developed and expanded. One idea often leads to the next, creating greater fluency. **The work contains original touches, and is interesting and pleasant to read.** There is evidence of an ability to write unaided. Communication is clear, and there is a lack of repetition. All aspects of the task are covered.

## French Speaking

- Levels 1-3: Can repeat familiar basic words/phrases. Lack of clarity with pronunciation may make comprehension difficult.
- Levels 4-6: Can **adapt a few basic responses, substituting some words/phrases from memory. An opinion is expressed.** Pronunciation **may be anglicised and/or approximate.**
- Levels 7-9: Can **produce a number of short responses, from memory, with occasional attempts at longer responses. There is some use of opinions, connectives and time phrases.** Pronunciation is **generally understandable.**
- Levels 10-12: Can produce **longer responses, using 2 time phrases/tenses, from memory. Can use a variety of** opinions, connectives and time phrases. Pronunciation is generally **good, but there is some inconsistency at times.**
- Levels 13-15: Can produce longer responses, using **3** time phrases/tenses, from memory, **with a high degree of accuracy.** Can use a **wide** variety of opinions, connectives and time phrases. Pronunciation is **mostly accurate, but there may be occasional lapses.**
- Levels 16-18: Can produce longer responses, using 3 time phrases/tenses, from memory, with a high degree of accuracy. Can use a wide variety of opinions, connectives and time phrases. Pronunciation is mostly accurate, but there may be occasional lapses. **Sentences are developed and expanded. One idea often leads to the next, creating greater fluency. There is little repetition.**
- Levels 19-20: Can produce longer responses, using 3 time phrases/tenses, from memory, with a high degree of accuracy. Can use a wide variety of opinions, connectives and time phrases. Pronunciation is **highly** accurate, **with hardly any** lapses. Sentences are developed and expanded. One idea often leads to the next, creating greater fluency. There is no repetition. **The responses contain original touches, and are interesting and pleasant to listen to.**

## French Listening

- Levels 1-3: Can pick out and understand isolated familiar spoken words, as well as understand easy words embedded in the context of a whole spoken sentence.
- Levels 4-6: Can pick out and understand familiar spoken **phrases, containing a mixture of easy and harder words, within a short spoken passage.**
- Levels 7-9: Can pick out and understand **more detailed spoken sentences, containing the occasional unfamiliar word, within a longer spoken passage.**
- Levels 10-12: Can understand a longer spoken passage, **containing words/phrases from different topics. Can identify 2 different time phrases/tenses.**
- Levels 13-15: Can understand a longer spoken passage, containing words/phrases from different topics, **as well as more complex language.** Can identify **3** different time phrases/tenses.
- Levels 16-18: Can understand a longer spoken passage, containing words/phrases from different topics, as well as more complex language. Can identify 3 different time phrases/tenses. **Can deduce the meaning of brand new items of vocabulary or lexis from the context.**
- Levels 19-20: Can understand a longer spoken passage, containing words/phrases from different topics, as well as more complex language. Can identify 3 different time phrases/tenses. Can deduce the meaning of brand new items of vocabulary or lexis from the context. **Can show understanding by answering a variety questions in both English and French.**

## French Reading

- Levels 1-3: Can pick out and understand isolated familiar written words, as well as understand easy words embedded in the context of a whole written sentence.
- Levels 4-6: Can pick out and understand familiar written **phrases, containing a mixture of easy and harder words, within a short written passage.**
- Levels 7-9: Can pick out and understand **more detailed written sentences, containing the occasional unfamiliar word, within a longer written passage.**
- Levels 10-12: Can understand a longer written passage, **containing words/phrases from different topics. Can identify 2 different time frames/tenses.**
- Levels 13-15: Can understand a longer written passage, containing words/phrases from different topics, **as well as more complex language.** Can identify **3** different time frames/tenses.
- Levels 16-18: Can understand a longer written passage, containing words/phrases from different topics, as well as more complex language. Can identify 3 different time phrases/tenses. **Can deduce the meaning of brand new items of vocabulary or lexis from the context.**
- Levels 19-20: Can understand a longer written passage, containing words/phrases from different topics, as well as more complex language. Can identify 3 different time phrases/tenses. Can deduce the meaning of brand new items of vocabulary or lexis from the context. **Can show understanding by answering a variety questions in both English and French.**

# German and Spanish Writing & Speaking

19-20	<p><b>content:</b> all of the task(s) covered fully. Communication is very clear. Confident knowledge of all KS3 topics. Able to produce several paragraphs unaided.</p> <p><b>accuracy:</b> excellent grammar and spelling, though not necessarily faultless</p> <p><b>'flow' &amp; expansion:</b> developed and expanded sentences / one idea often leading to the next to create a natural 'flow' / good incorporation of justifications &amp; opinions / pleasant and interesting to read / lack of repetition / original touches</p> <p><b>vocab:</b> impressive range of vocabulary and phrases and use of idioms where possible. Good use of different connectives / intensifiers / negatives / time phrases</p> <p><b>verb forms:</b> Good range of verb forms (eg different people / constructions + infinitive as alternatives). Three tenses known confidently.</p>
16-18	<p><b>content:</b> all or most of the task(s) covered fully. Communication is mostly very clear. Confident knowledge of most KS3 topics. Able to produce several paragraphs unaided.</p> <p><b>accuracy:</b> continues to maintain a high degree of grammatical accuracy and spelling</p> <p><b>'flow' &amp; expansion:</b> developed and expanded sentences / one idea often leading to the next to create a natural 'flow' / some incorporation of justifications &amp; opinions</p> <p><b>vocab:</b> wide range of vocabulary and phrases. Some use of different connectives / intensifiers / negatives / time phrases</p> <p><b>verb forms:</b> A range of verb forms (eg different people / constructions + infinitive as alternatives). Two tenses generally well known.</p>
13-15	<p><b>content:</b> all or most of the task(s) covered fully. Communication is generally clear. Confident knowledge of the topics covered so far. Able to produce several paragraphs unaided.</p> <p><b>accuracy:</b> a high degree of grammatical accuracy and spelling</p> <p><b>'flow' &amp; expansion:</b> some sentences developed and expanded / lack of repetition</p> <p><b>vocab:</b> good range of vocabulary and phrases. Some use of different connectives / intensifiers / negatives / time phrases</p> <p><b>verb forms:</b> A few examples of other verb forms (eg different people / constructions + infinitive as alternatives). Present tense confidently known.</p>
10-12	<p><b>content:</b> a fair amount of the task(s) covered. Communication is not always clear, but the main points are conveyed nevertheless. Reasonable knowledge of the topics covered so far. Able to produce a few paragraphs unaided.</p> <p><b>accuracy:</b> reasonably accurate grammar and spelling</p> <p><b>'flow' &amp; expansion:</b> a few sentences developed and expanded</p> <p><b>vocab:</b> fair range of vocabulary and phrases.</p> <p><b>verb forms:</b> Present tense fairly well known.</p>
7-9	<p><b>content:</b> some of the task(s) covered. Communication often unclear, some points are conveyed nevertheless. Adequate knowledge of the topics covered so far. Able to produce a few paragraphs with some prompting.</p> <p><b>accuracy:</b> rather inaccurate grammar and spelling, but more accurate than inaccurate.</p> <p><b>'flow' &amp; expansion:</b> a few justifications &amp; opinions but rather repetitive and dependent on a few standard ones</p> <p><b>vocab:</b> predictable and standard range of vocabulary and phrases. Use of the odd connective / intensifier / negative/ time phrase, but quite a lot of repetition.</p> <p><b>verb forms:</b> Present tense partially known.</p>
4-6	<p><b>content:</b> a small amount of the task(s) covered. Communication generally unclear, some points are conveyed nevertheless. Limited knowledge of the topics covered so far. Can adapt sentences to create a piece of writing.</p> <p><b>accuracy:</b> inaccurate grammar and spelling</p> <p><b>'flow' &amp; expansion:</b> limited to very simple, short sentences.</p> <p><b>vocab:</b> limited range of vocabulary and phrases.</p> <p><b>verb forms:</b> Present tense not confidently known.</p>
1-3	<p><b>content:</b> very little of the task(s) covered. Can reproduce isolated words, but not whole sentences.</p> <p><b>accuracy:</b> very poor grammar and spelling; predominantly inaccurate</p> <p><b>'flow' &amp; expansion:</b> virtually none of note/ lots of hesitation</p> <p><b>vocab:</b> poor range of vocabulary and phrases.</p> <p><b>verb forms:</b> present tense not really known.</p>
0	Nothing of credit

# German and Spanish Writing & Speaking

19-20	<p><b><u>content:</u></b> all of the task(s) covered fully. Communication is very clear. Confident knowledge of all KS3 topics.</p> <p><b><u>accuracy:</u></b> highly accurate grammar and pronunciation / intonation, though not necessarily faultless</p> <p><b><u>'flow' &amp; expansion:</u></b> developed and expanded sentences / one idea often leading to the next to create a natural 'flow' / good incorporation of justifications &amp; opinions / pleasant and interesting to listen to / lack of repetition / original touches / lack of hesitation</p> <p><b><u>vocab:</u></b> impressive range of vocabulary and phrases and use of idioms where possible. Good use of different connectives / intensifiers / negatives/ time phrases</p> <p><b><u>verb forms:</u></b> Good range of verb forms (eg different people / constructions + infinitive as alternatives). Three tenses known confidently.</p>
16-18	<p><b><u>content:</u></b> all or most of the task(s) covered fully. Communication is mostly very clear. Confident knowledge of most KS3 topics.</p> <p><b><u>accuracy:</u></b> continues to maintain a high degree of grammatical accuracy and pronunciation / intonation</p> <p><b><u>'flow' &amp; expansion:</u></b> developed and expanded sentences / one idea often leading to the next to create a natural 'flow' /some incorporation of justifications &amp; opinions</p> <p><b><u>vocab:</u></b> wide range of vocabulary and phrases. Some use of different connectives / intensifiers / negatives/ time phrases</p> <p><b><u>verb forms:</u></b> A range of verb forms (eg different people / constructions + infinitive as alternatives). Two tenses generally well known.</p>
13-15	<p><b><u>content:</u></b> all or most of the task(s) covered fully. Communication is generally clear. Confident knowledge of the topics covered so far.</p> <p><b><u>accuracy:</u></b> a high degree of grammatical accuracy and pronunciation / intonation</p> <p><b><u>'flow' &amp; expansion:</u></b> some sentences developed and expanded / lack of repetition / some hesitation</p> <p><b><u>vocab:</u></b> good range of vocabulary and phrases. Some use of different connectives / intensifiers / negatives/ time phrases</p> <p><b><u>verb forms:</u></b> A few examples of other verb forms (eg different people / constructions + infinitive as alternatives). Present tense confidently known.</p>
10-12	<p><b><u>content:</u></b> a fair amount of the task(s) covered. Communication is not always clear, but the main points are conveyed nevertheless. Reasonable knowledge of the topics covered so far.</p> <p><b><u>accuracy:</u></b> reasonably accurate grammar and pronunciation / intonation</p> <p><b><u>'flow' &amp; expansion:</u></b> a few sentences developed and expanded / quite a lot of hesitation</p> <p><b><u>vocab:</u></b> fair range of vocabulary and phrases.</p> <p><b><u>verb forms:</u></b> Present tense fairly well known.</p>
7-9	<p><b><u>content:</u></b> some of the task(s) covered. Communication often unclear, some points are conveyed nevertheless. Adequate knowledge of the topics covered so far / hesitation often obscures communication</p> <p><b><u>accuracy:</u></b> rather inaccurate grammar and pronunciation /intonation, but more accurate than inaccurate.</p> <p><b><u>'flow' &amp; expansion:</u></b> a few justifications &amp; opinions but rather repetitive and dependent on a few standard ones. Limited to several simple, short sentences.</p> <p><b><u>vocab:</u></b> predictable and standard range of vocabulary and phrases. Use of the odd connective / intensifier / negative/ time phrase, but quite a lot of repetition.</p> <p><b><u>verb forms:</u></b> Present tense partially known.</p>
4-6	<p><b><u>content:</u></b> a small amount of the task(s) covered. Communication generally unclear, some points are conveyed nevertheless. Limited knowledge of the topics covered so far.</p> <p><b><u>accuracy:</u></b> inaccurate grammar and pronunciation / intonation</p> <p><b><u>'flow' &amp; expansion:</u></b> limited to a few very simple, short sentences.</p> <p><b><u>vocab:</u></b> limited range of vocabulary and phrases.</p> <p><b><u>verb forms:</u></b> Present tense not confidently known.</p>
1-3	<p><b><u>content:</u></b> very little of the task(s) covered. Can reproduce isolated words, but not whole sentences.</p> <p><b><u>accuracy:</u></b> very poor grammar and pronunciation / intonation; predominantly inaccurate</p> <p><b><u>'flow' &amp; expansion:</u></b> virtually none of note/ lots of hesitation.</p> <p><b><u>vocab:</u></b> poor range of vocabulary and phrases.</p> <p><b><u>verb forms:</u></b> present tense not really known.</p>
0	Nothing of credit

## German and Spanish Listening

19-20	Can understand a long spoken passage, containing words/phrases from various KS3 topics, <b>as well as more complex language</b> . Can identify <b>3</b> different time frames/tenses. Can answer some questions set in target language, as well as a variety of other question types.
16-18	Can understand a longer spoken passage, containing words/phrases from various KS3 topics, <b>as well as more complex language</b> . Can identify <b>2</b> different time frames/tenses.
13-15	Can understand a longer spoken passage, containing words/phrases from various year 8 topics, <b>as well as more complex language</b> . Can identify <b>1</b> different time frame/tense.
10-12	Can understand a longer spoken passage, <b>containing words/phrases from different y8 topics</b> .
7-9	Can pick out and understand <b>more detailed spoken sentences, containing the occasional unfamiliar word, within a longer spoken passage</b> .
4-6	Can pick out and understand familiar spoken <b>phrases, containing a mixture of easy and harder words, within a short spoken passage</b> .
1-3	Can pick out and understand isolated familiar spoken words, as well as understand easy words embedded in the context of a whole spoken sentence.
0	Nothing of credit

## German and Spanish Reading

19-20	Can understand a longer written passage, containing words/phrases from various KS3 topics, <b>as well as more complex language</b> . Can identify <b>3</b> different time frames/tenses. Can answer some questions set in target language, as well as a variety of other question types.
16-18	Can understand a longer written passage, containing words/phrases from various KS3 topics, <b>as well as more complex language</b> . Can identify <b>2</b> different time frames/tenses.
13-15	Can understand a longer written passage, containing words/phrases from various year 8 topics, <b>as well as more complex language</b> . Can identify <b>1</b> different time frame/tense.
10-12	Can understand a longer written passage, <b>containing words/phrases from different y8 topics</b> .
7-9	Can pick out and understand <b>more detailed written sentences, containing the occasional unfamiliar word, within a longer written passage</b> .
4-6	Can pick out and understand familiar written <b>phrases, containing a mixture of easy and harder words, within a short written passage</b> .
1-3	Can pick out and understand isolated familiar written words, as well as understand easy words embedded in the context of a whole spoken sentence.
0	Nothing of credit

# Music

*Specific criteria are outlined for each individual task; these are general expectations at each level.*

## Overall Aims:

Pupils will:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
- Learn to sing and to use their voices, to create and compose music on their own and with others, use musical instruments and music technology appropriately
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, rhythm, dynamics, tempo, timbre, texture, structure, articulation and appropriate music notations

## Expected Progression:

1	2 – 3	4 – 6	7 – 9	10 – 12	13 – 15	16 – 18	19 – 20
Year 7							
		Year 8					
			Year 9				

Source: <http://webarchive.nationalarchives.gov.uk/20130802151205/https://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199150/music/attainment>



# Music

	PERFORMING	COMPOSING	LISTENING	REVIEWING & EVALUATING
1	<ul style="list-style-type: none"> <li>Perform simple patterns and accompaniments to a steady pulse</li> <li>Sing with a sense of the shape of the melody</li> </ul>	<ul style="list-style-type: none"> <li>Choose and order sounds within simple structures such as beginning, middle, end and in response to given starting points</li> <li>Represent sounds with symbols</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how the musical elements can be used to create different moods and effects</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and explore how sounds can be organised</li> <li>Improve their own work</li> </ul>
2 3	<ul style="list-style-type: none"> <li>Perform rhythmically simple parts that use a limited range of notes</li> <li>Sing in tune with expression</li> </ul>	<ul style="list-style-type: none"> <li>Improvise repeated patterns and combine several layers of sound with awareness of the combined effect</li> <li>Represent sounds with appropriate symbols</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how the different musical elements are combined and used expressively</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and explore the ways sounds can be combined and used expressively</li> <li>Make improvements in their own work, commenting on the intended effect</li> </ul>
4 5 6	<ul style="list-style-type: none"> <li>Perform by ear and from simple notations</li> <li>Perform with increasing accuracy and fluency</li> <li>Maintain own part with awareness of how the different parts fit together and the need to achieve an overall effect</li> </ul>	<ul style="list-style-type: none"> <li>Improvise melodic and rhythmic phrases as part of a group performance</li> <li>Compose by developing ideas within musical structures</li> <li>Represent sounds with staff and other relevant notations</li> </ul>	<ul style="list-style-type: none"> <li>Describe, compare and evaluate different kinds of music using appropriate musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explore the relationship between sounds and how music reflects different intentions</li> <li>Suggest improvements to their own and others' work, commenting on how intentions have been achieved</li> </ul>
7 8 9	<ul style="list-style-type: none"> <li>Perform significant parts from memory and from notations</li> <li>Perform accurately and fluently</li> <li>Have an awareness of their own contribution such as leading others, taking a solo part and/ or providing rhythmic support</li> </ul>	<ul style="list-style-type: none"> <li>Improvise melodic and rhythmic material within given structures</li> <li>Compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures</li> <li>Use a variety of notations</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and compare musical features</li> <li>Evaluate how venue, occasion and purpose affects the way music is created, performed and heard</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explore musical devices and how music reflects time and place</li> <li>Refine and improve their own work</li> </ul>

10 11 12	<ul style="list-style-type: none"> <li>• Perform more complex parts accurately and fluently</li> <li>• Select and make expressive use of tempo, dynamics, phrasing and timbre</li> <li>• Make subtle adjustments to fit their own part within a group performance</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose in different styles and genres</li> <li>• Use harmonic and non-harmonic devices where relevant</li> <li>• Sustain and develop musical ideas and different intended effects</li> <li>• Use relevant notations to plan, revise and refine material</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard</li> <li>• Make improvements to their own and others' work in light of the chosen style</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explore the different processes and contexts of selected musical genres and styles</li> <li>• Make improvements to their own and others' work appropriate to specific styles</li> </ul>
13 14 15	<ul style="list-style-type: none"> <li>• Perform in different styles</li> <li>• Make significant contributions to ensembles</li> </ul>	<ul style="list-style-type: none"> <li>• Create coherent compositions drawing internalised sounds</li> <li>• Adapt, improvise, develop, extend and discard musical ideas</li> <li>• Use given musical structures, genres, styles and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate, and make critical judgements about, the use of musical conventions and other characteristics</li> <li>• Evaluate how different contexts are reflected in their own and others' work</li> </ul>	<ul style="list-style-type: none"> <li>• Discriminate and explore musical conventions in, and influences on, selected genres, styles and traditions</li> </ul>
16 17 18	<ul style="list-style-type: none"> <li>• Perform extended pieces of music</li> <li>• Perform with a sense of direction and shape, both within melodic and rhythmic phrases and overall form</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose extended compositions with a sense of direction and shape within melodic and rhythmic shapes and overall forms</li> <li>• Explore different styles, genres and traditions</li> <li>• Work by ear and make accurate use of appropriate notations, both following and challenging conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Discriminate between musical styles, genres and traditions</li> <li>• Comment on the relationship between the music and its cultural context</li> <li>• Make and justify own judgements</li> </ul>	<ul style="list-style-type: none"> <li>• Discriminate and exploit the characteristics and expressive potential of selected musical resources, genres, styles and traditions</li> </ul>
19 20	<ul style="list-style-type: none"> <li>• Give convincing performances and demonstrate empathy with other performers.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce compositions that demonstrate a coherent development of musical ideas, consistency and a degree of individuality</li> </ul>	<ul style="list-style-type: none"> <li>• Discriminate and comment on how and why changes occur within selected traditions, including the particular contribution of significant performers and composers</li> </ul>	<ul style="list-style-type: none"> <li>• Discriminate between and develop different interpretations</li> <li>• Express own ideas and feelings in developing a personal style exploiting instrumental and/ or vocal possibilities</li> </ul>

# Physical Education

*Specific criteria are outlined for each sport; these are general expectations at each level.*

Level	Technical Skills	Effective Performance in Full Context Situations	Knowledge, Analysis & Personal Attributes
1	<ul style="list-style-type: none"> <li>Struggles to perform simple motor skills with any accuracy or control.</li> <li>Cannot replicate simple demonstrated skills.</li> </ul>	<ul style="list-style-type: none"> <li>Makes no impact in small sided game situations.</li> <li>Unable to contribute to team performances.</li> </ul>	<ul style="list-style-type: none"> <li>No understanding of rules and strategies.</li> <li>Unable to analyse own performance and that of other performers.</li> </ul>
2-3	<ul style="list-style-type: none"> <li>Performs simple motor skills with limited accuracy and control.</li> <li>Cannot replicate demonstrated skills unaided.</li> <li>Needs assistance in breaking skills into their component parts.</li> </ul>	<ul style="list-style-type: none"> <li>Limited impact in small sided game situations.</li> <li>Unable to implement technical skills in game situations.</li> <li>Fails to take on specific roles and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Limited comprehension of rules and strategies.</li> <li>Unable to analyse own performance and that of other performers without assistance.</li> <li>Able to follow peer and team instruction</li> </ul>
4-6	<ul style="list-style-type: none"> <li>Performs skills in isolation with some success.</li> <li>Experiences some difficulty when performing skills under pressure or against an opponent.</li> </ul>	<ul style="list-style-type: none"> <li>May exhibit some individual skills in full context situations but regularly makes unforced errors.</li> <li>Is limited to a small range of roles in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>Able to compare and comment on skills, techniques and ideas used in their own and others' work, so to improve their own performance.</li> <li>Has a good understanding of rules of the game.</li> </ul>
7-9	<ul style="list-style-type: none"> <li>Performing an increasing range of techniques with control, precision and accuracy.</li> <li>Can adapt very basic skills to new and unfamiliar situations.</li> <li>Makes more errors when performing skills at speed or under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>Is not intimidated by performing in game situations.</li> <li>Performs with success in favoured roles.</li> <li>Exerts some control over game situations.</li> <li>Can perform offensively and defensively but may struggle during transition between the two.</li> </ul>	<ul style="list-style-type: none"> <li>Able to analyse and comment on skills and technique in their own and others' performance.</li> <li>Has a sound understanding of basic tactics and strategies.</li> <li>Has a basic understanding of the principles of practice.</li> <li>Takes on roles and responsibilities within a team</li> </ul>
10-12	<ul style="list-style-type: none"> <li>Comfortable at performing a variety of basic skills in controlled environments.</li> <li>Understands the different components of a range of skills and can sometimes break skills down into these components to improve performance</li> <li>Can perform basic skills at speed and under pressure with few errors.</li> </ul>	<ul style="list-style-type: none"> <li>Simple skills performed with ease and expression in game situations.</li> <li>Can take on a range of roles in game situations, performing with some success in each.</li> <li>Exerts significant control over weaker opposition. Shows good level of anticipation, making some unforced errors, even under competitive pressure.</li> </ul>	<ul style="list-style-type: none"> <li>Capable of refereeing/umpiring small-sided conditioned games but may lack confidence.</li> <li>Has some understanding of a range of tactics and strategies for specific game situations.</li> <li>Can analyse and comment on their own and others' work as individuals and team members, showing how tactics or composition and fitness relate to performance.</li> <li>Will occasionally take on leadership roles within teams.</li> </ul>

Level	Technical Skills	Effective Performance in Full Context Situations	Knowledge, Analysis & Personal Attributes
13-15	<ul style="list-style-type: none"> <li>• Able to perform more complex skills and start to adapt them to changing needs in controlled environments.</li> <li>• Able to sometimes break down more advanced skills into its isolated components</li> <li>• Can perform skills at speed and under pressure with very few errors</li> </ul>	<ul style="list-style-type: none"> <li>• Simple skills performed with ease and expression in game situations</li> <li>• Can take on a range of roles in game situations, performing with success in each.</li> <li>• Exerts significant control in games over most opposition. Shows an outstanding level of anticipation, making few unforced errors, even under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Able to referee conditioned matches with success. May make errors when questioned.</li> <li>• Will have sound understanding of tactics and strategies and will be able to convey their ideas with some success to team mates.</li> <li>• Explain principles of practice and training and apply them effectively.</li> <li>• Will often offer to take on a leadership role within their team or group.</li> </ul>
16-18	<ul style="list-style-type: none"> <li>• Able to perform complex skills comfortably and will be adapting them to changing needs in controlled environments most of the time.</li> <li>• Always able to break down advanced skills into their isolated components.</li> <li>• Can perform skills at speed and under pressure with no errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Starting to perform complex skills with ease and expression in game situations.</li> <li>• Can take on a wide range of roles in game situations, performing in each with success.</li> <li>• Exerts significant control in games over all opposition except the most talented. Shows an outstanding level of anticipation, making few unforced errors unless under significant pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to referee larger matches making very few errors even when questioned over their decisions.</li> <li>• Will have a strong understanding of tactics and strategies and will be able to explain these ideas to their team mates.</li> <li>• Will always volunteer to be a leader within their group and will lead effectively with conviction.</li> </ul>
19-20	<ul style="list-style-type: none"> <li>• Is comfortable and creative with all skills (both basic and complex) in ever changing environments.</li> <li>• Able to break down all skills and is able to improve each element to make the whole skill more efficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Even the most advanced skills are performed with ease and expression within a game situation.</li> <li>• Comfortable to take on all roles in game situations performing in all with high levels of success.</li> <li>• Significant control is exerted over all opposition. Shows an outstanding level of anticipation, making no unforced errors even under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to referee larger matches with no errors and will be starting to contribute to the officiating of extra-curricular activities in the school.</li> <li>• Students will be able to create effective tactics and strategies and explain these for others to perform them excellently.</li> <li>• Will be a strong leader who leads in the whole class rather than just their working groups.</li> </ul>

# Religious Studies Year 7

Lv.	AT1 – Learning <b>about</b> religion			AT2 – Learning <b>from</b> religion		
	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
1	To be able to <b>describe</b> some simple ideas about religion			To <b>recognise</b> some religious symbols.		
2-4	<b>Describe</b> some of the main ideas about religions using some religious words.	<b>Know</b> what some religious objects are used for, what happens in some religious places and what some religious people do. <b>Recognise</b> some key similarities and differences within and between religions.	<b>Recognise</b> how some people live because of their religion and <b>know</b> some of the special things they do.	<b>Say</b> what has happened to me and other people and how this influences how we behave and what we do.	<b>Identify</b> questions which have no definite answers.	<b>Recognise</b> that people can behave in a certain way because of what they believe.
5-7	<b>Describe</b> the important features of some religions using an increasing range of religious vocabulary. Show that you can identify key religious practices.	<b>Describe</b> things that a religious person might do and what they mean. <b>Describe why</b> some religious practices are the same and some are different both within the same religion and between different religions.	<b>Describe</b> the meaning of religious symbols and symbolic actions. <b>Describe why</b> symbols may be interpreted in different ways both within and between religions.	<b>Ask questions</b> about things which are important to others, including religious people. Be able to describe my own values.	<b>Think of</b> questions which do not have a definite answer and <b>suggest some answers</b> of my own and some answers from religions.	<b>Ask questions</b> about what is right and wrong and <b>give answers which show that I know</b> some religious and moral teachings about this.
8-10	<b>Consider</b> the beliefs and teachings of different religions and <b>begin to explain</b> their similarities and differences. <b>Consistently use</b> the correct religious vocabulary and use some philosophical language.	<b>Explain</b> the way believers express their beliefs and ideas. <b>Explain</b> the link between beliefs, ideas and practices and the way people behave.	<b>Explain</b> the reasons for different interpretations of religious teachings including sacred texts, both within and between different religions.	Use what I have learned to <b>compare</b> my identity and experiences with those of others including religious believers.	<b>Explain</b> my own and other people's views about ultimate questions.	<b>Explain</b> with reasons my own views and those of other people, including religious believers, about moral and ethical issues.
EP	Exceed all of the expectations above and independently <b>select and use</b> religious teachings from different religions to support a point of view.			Exceed all of the expectations above and to be able to <b>explain</b> WHY there are differences and similarities between different religious teachings.		

# Religious Studies Year 8

Lv.	AT1 – Learning <b>about</b> religion			AT2 – Learning <b>from</b> religion		
	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
1-4	<b>Recognise</b> how some people live because of their religion and <b>know</b> some of the special things they do			<b>Recognise</b> that people can behave in a certain way because of what they believe.		
5-7	<b>Describe</b> the important features of some religions using an increasing range of religious vocabulary. <b>Show that</b> I can identify key religious practices.	<b>Describe</b> things that a religious person might do and what they mean. <b>Describe why</b> there are different within religions and between religions.	<b>Describe</b> the meaning of religious symbols and symbolic actions. <b>Describe why</b> symbols may be interpreted in different ways within and between religions.	<b>Ask questions</b> about things which are important to others, including religious people. Be able to describe my own values.	<b>Think of</b> questions which do not have a definite answer and <b>suggest some answers</b> of my own and some answers from religions.	<b>Ask questions</b> about what is right and wrong and <b>give answers which show that I know</b> some religious and moral teachings about this
8-10	<b>Consider</b> the beliefs and teachings of different religions and <b>begin to explain</b> the similarities and differences <b>using religious Vocabulary</b> .	<b>Explain</b> the way believers express their beliefs and ideas. <b>Explain</b> the link between beliefs, ideas and practices and the way people behave.	<b>Explain</b> the reasons for different interpretations of religious teachings including <b>sources of wisdom and authority</b> , both within and between different religions	<b>Use</b> what I have learned to <b>compare</b> my identity and experiences with those of others including religious believers.	<b>Explain</b> my own and other people's views about ultimate questions.	<b>Explain</b> with reasons my own views and those of other people, including religious believers, about how we should behave.
11-13	<b>Show my understanding</b> of some reasons for similarities and differences in beliefs and teachings between and within religions. <b>Consistently use</b> suitable religious and philosophical vocabulary. <b>Make some links between</b> religious practices, beliefs and experiences.	<b>Explain</b> a range of reasons for different interpretations of religious <b>sources of wisdom and authority</b> , <b>Consider</b> my own responses to religious ideas and practices.	<b>Use what I have learned</b> to show that I understand how inspirational religious people can affect my own and others' lives.	<b>Evaluate</b> the reasons why people, including religious believers, might believe different things about moral issues. <b>Consider</b> the way children are valued in becoming members of religious and non-religious communities.		
14-15	<b>Show my understanding</b> of a range of reasons for why there are differences of belief in religions and between them. <b>Consistently use</b> a range of religious and philosophical vocabulary. <b>Show my understanding</b> of religious practices, beliefs and experiences, making links between them	<b>Analyse</b> and interpret the significance of different forms of religious expression, including <b>sources of wisdom and authority</b> ,	<b>Relate</b> the teaching and experience of different inspirational people of faith to my own and others' lives.	<b>Analyse</b> the reasons why people, including religious believers, might believe different things about moral issues. <b>Reflect</b> upon the way religious communities show the importance of the individual and the wider community.		
15+	<b>Offer an evaluation</b> of the significance of the way religious beliefs impact the world today. <b>Show a clear understanding</b> of how interpretations of <b>sources of wisdom and authority</b> and symbolism have developed over time.			<b>Compare, contrast and evaluate</b> different religious and non-religious views, including my own, on a range of moral issues and can give reasons and examples to illustrate what I think the best ideas are.		

# Religious Studies Year 9

Lv.	AT1 – Learning <b>about</b> religion			AT2 – Learning <b>from</b> religion		
	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
8-10	Students working at level 7 or below will be assessed against the Year 8 descriptors above.					
	<b>Consider</b> the beliefs and teachings of different religions and <b>begin to explain</b> the similarities and differences <b>using religious Vocabulary.</b>	<b>Explain</b> the way believers express their beliefs and ideas. <b>Explain</b> the link between beliefs, ideas and practices and the way people behave.	<b>Explain</b> the reasons for different interpretations of religious teachings including <b>sources of wisdom and authority</b> , both within and between different religions	<b>Use</b> what I have learned to <b>compare</b> my identity and experiences with those of others including religious believers.	<b>Explain</b> my own and other people's views about ultimate questions.	<b>Explain</b> with reasons my own views and those of other people, including religious believers, about how we should behave.
11-13	<b>Show my understanding</b> of some reasons for similarities and differences in beliefs and teachings between and within religions	<b>Consistently use</b> suitable religious and philosophical vocabulary. <b>Make some links between</b> religious practices, beliefs and experiences.	<b>Explain</b> a range of reasons for different interpretations of religious <b>sources of wisdom and authority</b> , <b>Consider</b> my own responses to religious ideas and practices.	<b>Use what I have learned</b> to show that I understand how inspirational religious people can affect my own and others' lives.	<b>Evaluate</b> the reasons why people, including religious believers, might believe different things about moral issues.	<b>Consider</b> the way children are valued in becoming members of religious and non-religious communities
14-15	<b>Show my understanding</b> of a range of reasons for why there are differences of belief in religions and between them. <b>Consistently use</b> a range of religious and philosophical vocabulary. <b>Show my understanding</b> of religious practices, beliefs and experiences, making links between them. Apply in the context of topical news stories in the media.		<b>Analyse</b> and interpret the significance of different forms of religious expression, including <b>sources of wisdom and authority.</b>	<b>Relate</b> the teaching and experience of different inspirational people of faith to my own and others' lives.	<b>Analyse</b> the reasons why people, including religious believers, might believe different things about moral issues. <b>Reflect</b> upon the way religious communities show the importance of the individual and the wider community .Relate religion to a world context.	
16-17	<b>Offer an evaluation</b> of the significance of the way religious beliefs impact the world today.		<b>Show a clear understanding</b> of how interpretations of <b>sources of wisdom and authority</b> and symbolism have developed over time.	<b>Compare, contrast and evaluate</b> different religious and non-religious views, including my own, on a range of moral issues.	<b>Give detailed reasons</b> and examples to illustrate what I think the best ideas are on a range of moral issues. Use appropriate evidence and example to support my arguments showing wider research.	
18-20	<b>Reach well -reasoned conclusions</b> about the links between religious beliefs, practices and ideas. Use Comprehensive religious, moral and philosophical vocabulary.			<b>Present</b> my well- informed point of view on what makes up a person's identity and what forms their experience, <b>Argue</b> my case in relation to different religious and non-religious views.		

# Science

Parmiter's Level			AO1: Knowledge and Understanding of Scientific Ideas and Techniques	AO2: Application of Knowledge and Understanding of Scientific Ideas and Techniques	AO3: Working Scientifically
1-3	Year 7		Uses limited scientific vocabulary relating to subject content and scientific techniques. Simply state/name what is happening.	Is beginning to use limited scientific ideas to state what is happening in familiar contexts.	With support can: Follow a method, record simple observations in a scientific way, plot simple graphs, draw a simple conclusion from quantitative and qualitative data.
4-6			Uses a range of key terms linked to their limited scientific vocabulary. Describes what is taking place. Describes why apparatus are used.	Independently applies scientific ideas to state what is happening in familiar contexts. Applies knowledge of experimental techniques to known contexts.	Is beginning to independently follow a simple method, identifying variables, recording observations in a scientific way, performing basic calculations, drawing and plotting simple graphs that are mostly accurate, drawing simple conclusions from quantitative and qualitative data and suggest simple improvements to experimental designs.
7-10			Year 8	Demonstrates a sound knowledge base of the topics covered. Can describe what is happening using abstract ideas. Is beginning to use simple scientific models and theories. Can recall basic practical procedures linked to topics covered.	Is beginning to apply sound knowledge and understanding to describe what is happening in familiar and unfamiliar contexts. Is beginning to apply knowledge and understanding of scientific techniques to known and some unknown contexts.
11-13	E	Uses knowledge and understanding to describe and explain observations and ideas. Describes experimental techniques with an understanding of why they are used. Uses scientific models and theories to explain why things happen.		Independently applies knowledge and understanding of scientific ideas and techniques, which is mostly correct, to explain what is happening in familiar and unfamiliar contexts.	Plans experiments independently controlling variables appropriately. Record data in an appropriate way and displays data including ranges. Can analyse quantitative and qualitative data and draw plausible conclusions supported by evidence. Evaluates the quality of data collected with correct reference to precision and accuracy.
14-15	Year 9	Applies accurate knowledge and understanding to explain what is happening. Uses models and theories to make predictions. Is beginning to describe links between topic areas. Describes key experimental techniques covered to date and explains how and why they are used.		Applies accurate knowledge and understanding of models and theories to correctly make predictions about what will happen in unfamiliar contexts, explaining why. Can apply broad knowledge and understanding of experimental techniques to familiar and unfamiliar contexts.	Can independently plan experiments to answer a scientific question and identify risks and precautions. Determines the range of data to be collected and appropriate intervals. Collects and records data independently and appropriately. Draws logical conclusions linked to data and suggests confidence in conclusions drawn. Uses data to evaluate the degree of accuracy and precision and suggests improvements to overcome a lack of accuracy and precision. Refers to repeatability where appropriate.
16-18		E		Consistently applies accurate and detailed scientific terminology. Independently applies knowledge across topic areas in each science discipline, clearly understanding the links between topic areas.	Applies accurate and detailed knowledge and understanding of models and theories to make predictions about what will happen in unfamiliar contexts, explaining why. Is able to use a range of models in applying knowledge and demonstrating the ability to evaluate models. Demonstrates awareness of the drawbacks of known experimental techniques and alternative methods/apparatus to overcome such drawbacks.
19-20		E	Demonstrates comprehensive knowledge and understanding. Is able to see links across the science disciplines to explain observations in detail by applying such links. Demonstrates a knowledge base beyond the curriculum.	Consistently and accurately applies comprehensive knowledge and understanding to predict and explain observations in familiar and unfamiliar contexts. Can evaluate scientific models and theories and suggest improvements. Applies comprehensive knowledge of scientific techniques in a range of contexts.	In addition to the statements above can utilise a range of mathematical skills to perform complex scientific calculations to draw conclusion and judge the confidence of conclusions drawn.