



Mayflower High School

Year 9

Assessment without Levels

2019-2020



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Assessment without Levels: Introduction

Following its introduction over the course of the last two years, and in response to the changes in the curriculum, Mayflower High School is rolling out its mastery approach to assessment into Year 9. Targets have been set for all students across the range of subjects in the curriculum.

The targets are based upon 4 bands:

- **Mastered**
- **Secure**
- **Developing**
- **Emerging**

Students have been allocated into a band, which is linked to their likely progress towards GCSE achievement.

Mastered	Likely to achieve grades 7 to 8 at GCSE
Secure	Likely to achieve grades 5 to 6 at GCSE
Developing	Likely to achieve grades 3 to 4 at GCSE
Emerging	Likely to achieve grades 1 to 2 at GCSE

Students' achievement will be assessed using the 4 main bands each term. Year 9 students will be assessed in the Autumn, Spring and Summer terms.

We have added two categories to cater for students who are working at an exceptionally high level and those working towards meeting the expectations of the Emerging band.

Students in Year 9 will be assessed according to the following table:

	Code
Mastered - Gifted	G
Mastered	M
Secure	S
Developing	D
Emerging	E
Working Towards	W
Not assessed	N

This terminology will feature in the assessment of students in Year 9 – in exercise books, in tests and in reports. Parents will receive three reports during the course of this year:

- November 2019: Progress Report
- March 2020: Full Report
- June 2020: Progress Report

For the reports in March and June, parents will be given an average of achievement across the year.

Please be aware that there are different criteria applied in Year 9. These new criteria reflect the increased level of difficulty and challenge expected of Year 9 students. Therefore, there will be higher expectations of what students can achieve in Year 9.

So, a student who achieved Mastered in a subject in Year 8, for example, will be making progress, if he or she were to be assessed as Mastered using the Year 9 criteria.

This fits into the flightpath model that we are using to chart progress from Key Stage 2 to GCSE.

Year 7	Year 8	Year 9	GCSE
			GCSE 9
		Gifted	GCSE 8-7
	Gifted	Mastered	GCSE 6-5
Gifted	Mastered	Secure	GCSE 4-3
Mastered	Secure	Developing	GCSE 2-1
Secure	Developing	Emerging	
Developing	Emerging		
Emerging			

If you have any subject-specific questions, please contact your child’s classroom teacher or the named contact on the last page of this booklet. If you have any general questions about assessment in Key Stage 3, please contact Mr J Rowlands, Assistant Headteacher, who will be happy to answer any queries you may have.

In the pages that follow, please find listed the assessment criteria that will be used to assess your child’s attainment through Year 9.

Art & Design

	Develop and record ideas	Technical skills	Understanding of art history and contextual references	Presenting an informed response
Gifted	You are in command of your creative practice, recognising and using a variety of strategies to develop ideas that are personal, original and imaginative to you.	You use the differing qualities and potential of materials and processes with deliberation and maturity in order to create work that successfully fulfils you creative intentions.	You critically engage with your own work and others' work, identifying why ideas and meanings are subject to different interpretations and use your understanding to extend your thinking and practical work. You extend your ideas and create sustained investigations into the work of other artists and evidence this in the work you produce.	Your intentions are fully realised through personal outcomes, demonstrating original, imaginative, inventive and exciting qualities, with highly appropriate connections between visual and other elements.
Mastered	You develop, express and realise your ideas in original ways, confidently exploring what you have learnt in class and from your understanding of the creative processes.	You exploit the potential of materials and processes independently, making both intuitive and analytical judgements to develop and realise your intentions in the artwork you produce.	You analyse, engage with, and question critical aspects of your own and others' work, identifying how beliefs, values and meanings are expressed and shared. You can adapt these styles in your own work with originality and confidence.	Your intentions are confidently realised in personal outcomes, you demonstrate excellent use of technical skills and thoughtfully present your work with a creative connection to sources.

	Develop and record ideas	Technical skills	Understanding of art history and contextual references	Presenting an informed response
Secure	You learn from taking creative risks that help you to form and develop your ideas and the help you create purposeful, imaginative work with some originality.	You demonstrate confident understanding and use of materials, processes and the formal elements in your work. You combine these thoughtfully to realise your intentions.	You analyse and comment on your own and others' work, appreciating how codes and conventions are used to express ideas in different genres, styles and traditions. You adapt these styles in your own work with originality.	You produce skilful, personal outcomes showing consistent application, knowledge and understanding. You have created effective and diverse connections in your work and clear intentions in successful final outcomes.
Developing	You accept creative risks, exploring and experimenting with ideas independently and inventively, using a range of appropriate resources imaginatively to develop, design and make your work.	You apply your technical knowledge and skills to realise your intentions, using the qualities of materials, processes and the formal elements effectively.	You interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts. You can adapt these styles in your own work with originality.	Your work shows emerging individual qualities and your intentions are appropriately realised in the form of original outcomes. Your personal responses demonstrate original connections between sources and contexts.
Emerging	You take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop your work with confidence.	When designing and making your work you develop and use some technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements.	You consider and discuss ideas, methods and approaches that are used by artists, designers and craftspeople, relating these to both context and purpose of their artwork. You can adapt these styles in your own work with some originality.	You make deliberate and methodical visual responses that lead to adequate realisation of intentions. Your personal responses show some connections with ideas and sources.

Computer Science

Unit 1: Computer Science

Planning	
Emerging	Has understood the question and has answered using generic language.
Developing	Has understood the question and has used some technical terminology.
Securing	Has fully understood the questions and have used technical terminology throughout.
Mastering	Has fully understood the questions using technical terminology throughout and used examples.
Research	
Emerging	Has researched a topic and has made use of a single source.
Developing	Has researched a topic and has demonstrated that they have used multiple sources.
Securing	Has researched a topic, using multiple sources, each of which has been checked for validity.
Mastering	Has researched a topic, using multiple sources of information and explained using technical terminology.
Presentations	
Emerging	Presentation uses generic language, and makes minimal use of presentation techniques.
Developing	Presentation makes good use of professional techniques and includes a range of good technical terminology
Securing	Thorough research and informed discussion with technical terminology and has shown understanding of audience.
Mastering	Thorough research and informed discussion with technical terminology, and presented in a professional manner.

Unit 2: Managing an Event

Planning	
Emerging	Defines the need for the charity event.
Developing	Plan and implement a solution that combines different forms of information.
Securing	Plan and develop a structured solution to problems which uses a combination of ICT tools.
Mastering	Plan and develop a solution which shows efficiency and integration of ICT techniques.
Charity Event	
Emerging	Organise and process data for a purpose and present information in different forms suited to purpose.
Developing	Use models to explore relationships between inputs and output.
Securing	Change variables within models and explain the impact.
Mastering	Use logical and appropriate structures to organise data and present information in a range of forms for specific purposes.
Evaluation	
Emerging	Evaluates the success of their charity event based on their criteria from their planning.
Developing	Takes into account feedback from a fellow student and incorporates these into their evaluation.
Securing	Makes changes to their charity event based on feedback.
Mastering	Makes changes to their charity event based on feedback and includes 'before' and 'after' evidence.

Unit 3: VBA Programming

Planning	
Emerging	Defines the purpose of the proposed cashless catering system with reference to the school canteen.
Developing	Sets measureable success criteria for a functional cashless catering system.
Securing	Has a clear understanding of audience and purpose.
Mastering	Has a clear understanding of audience and purpose and how this will impact the design and function of their cashless catering system.
VBA model	
Emerging	Creates a basic cashless catering system which is functional, using in built formulas and functions within Excel.
Developing	Creates a functional cashless catering system which makes good use of simple macros and customs formulas coded in VBA.
Securing	Creates a fully functional cashless catering system which matches success criteria.
Mastering	Creates a fully functional cashless catering system which matches success criteria and makes consistent use of custom functions coded in VBA.
Evaluation	
Emerging	Evaluates the success of their cashless catering system based on success criteria.
Developing	Takes into account feedback from peers in their evaluation.
Securing	Makes alterations to their cashless catering system in the light of feedback.
Mastering	Makes changes to their cashless catering system based on feedback and includes 'before' and 'after' evidence.

Design & Technology

Design

Mastered

- I have explored a wide range of sources to identify the extensive needs of the user and incorporate them successfully in to my designs.
- I am able to identify all the casting issues.
- I am able to create some aesthetically pleasing and detailed cast keyring designs with an extensive range of links to my chosen culture.
- I am able to use 2D-and 3D-C.A.D. independently and confidently.
- I am able to design an aesthetically pleasing acrylic keyring with a range of links to my chosen culture and a good understanding of the bending process.
- I am able to evaluate all aspects of my keyring and list some detailed improvements.
- I am able to justify the most appropriate design for batch production.
- I am able to design a very creative theme for my battery tester that has an extensive range of links to the customer.

Secure

- I am able to identify most casting issues.
- I am able to create some detailed cast keyring designs with a range of links to my chosen culture.
- I am able to use 2D-and 3D-CAD independently.
- I am able to design an acrylic keyring with a range of links to my chosen culture and a sound understanding of the bending process.
- I am able to consider the most appropriate design for batch production.
- I am able to evaluate all aspects of my keyring and list some detailed improvements.
- I am able to design a creative theme for my battery tester that has a range of links to the customer.

Developing

- I am able, with limited help, to identify some casting issues.
- I am able, with limited help, to create some basic cast keyring designs with some links to my chosen culture.
- I am able, with limited help, to use 2D-and 3D-CAD.
- I am able, with limited help, to design an acrylic keyring with some links to my chosen culture and an understanding of the bending process
- I am able, with limited help, to evaluate some aspects of my keyring and list some improvements.
- I am able to design a theme for my battery tester that has some links to the customer.

Emerging

- I am able, with help, to identify some casting issues.
- I am able, with help, to create some basic cast keyring designs.
- I am able, with help, to use 2D-or 3D-CAD.
- I am able, with help, design an acrylic keyring.

- I am able to design a theme for my battery tester.

Making

Mastered

- I am able to include all aspects of FACE (Function, Appearance, Customer, and Environment) and formulated some additional points.
- I am able to create a detailed specification that is completely relevant and informs my design.
- I am able to write a comprehensively detailed manufacturing diary independently.
- I can select the correct tools and processes independently.
- I can solder some components on to a PCB (printed circuit board) with consistent quality and solve my own problems independently.
- I am able to make my Jitterbug safely independently.
- I am able to justify in detail the priority design specification points.
- I have used manufacturing processes and hand skills with a high level of accuracy and quality independently.
- I am able to make a battery tester showing some quality and precision.

Secure

- I am able to create a detailed specification that is mostly relevant and may inform your design.
- I am able to detail a range of FACE specification points.
- I am able, with limited help, to write a detailed manufacturing diary.
- I can, with limited help, select the correct tools and processes.
- I can, with limited help, solder some components on to a PCB with regular quality and solve problems.
- I am able, with limited guidance, to make my Jitterbug safely.
- I am able to reasonably justify in some detail the priority design specification points.
- I have used, with limited help, manufacturing processes and hand skills with a degree of accuracy and quality.
- I am able to make a battery tester showing some quality

Developing

- I am able to list some relevant specification points.
- I am able to use all of FACE to create some basic specification points.
- I am able, with some help, to write a limited manufacturing diary.
- I can, with some help, select the correct tools and processes.
- I can solder, with some help, some components on to a PCB with limited quality.
- I am able, with some guidance, to make my Jitterbug safely.
- I am able to identify some priority design specification points.
- I have used, with some help, manufacturing processes and hand skills with some accuracy and quality.
- I am able, with limited help, to make a battery tester

Emerging

- I am able, with regular help, to write a limited manufacturing diary.
- I can, with regular help, select the correct tools and processes.
- I can, with regular help, solder some components on to a PCB with limited quality.
- I am able, with regular guidance, to make my Jitterbug safely.
- I am able to use part of FACE to create some basic specification points.
- I have used, with regular help, manufacturing processes and hand skills with limited accuracy and quality
- I am able, with help, to make a battery tester

Technical Knowledge

Mastered

- I am able to identify a comprehensive range of examples of forces.
- I am able to correctly identify a range of compression and tension forces.
- I am able to correctly identify a range struts and ties.
- I am able to suggest in detail how to improve frames and structures including their advantages and disadvantages.
- I am able to explain in about frames in detail.
- I am able to program, independently, the Crumbot to move accurately forwards, backwards, left and right.
- I am able to match the motors speed independently.
- I am able to program, independently, the robot to move accurately in a predetermined path.

Secure

- I am able to identify a range of examples of forces
- I am able to correctly identify a range of compression and tension forces
- I am able to correctly identify a range struts and ties
- I am able to suggest how to improve frames and structures
- I am able to explain in about frames in detail
- I am able, with limited help, to match the motors speed
- I am able, with limited help, to program the Crumbot to move forwards, backwards, left and right
- I am able to program, with limited help, the robot to move in a predetermined path.

Developing

- I am able, with limited help, to identify some examples of forces.
- I am able, with limited help, to identify some compression and tension forces.
- I am able, with limited help, to identify some struts and ties.
- I am able, with limited help, to explain a little detail about frames.
- I am able, with some help, to program both motors.

- I am able, with some help, to program the Crumbot to move forwards and backwards.

Emerging

- I am able, with limited help, to identify some examples of forces
- I am able, with limited help, to identify some compression and tension forces
- I am able, with limited help, to identify some struts and ties
- I am able, with limited help, to explain a little detail about frames
- I am able, with limited help, to program both motors
- I am able, with limited help, to program the Crumbot to move forwards and backwards.

Evaluating

Mastered

- I am able to gather an extensive range of useful feedback from peers.
- I have made a range of detailed and justified considerations of the context and customer.
- I am able to identify a range of detailed and justified improvements for the Jitterbug.
- I am able to test and critically evaluate my battery tester using a range of keywords and suggesting a range of improvements.

Secure

- I am able to gather a range of useful feedback from peers.
- I have made a range of considerations to the context and customer.
- I am able to identify a range of improvements for the Jitterbug.
- I am able to test and evaluate my battery tester using a range of keywords and suggesting some improvements.

Developing

- I am able to gather some useful feedback from peers.
- I have made some consideration of the context and customer.
- I am able to identify some improvements for the Jitterbug.
- I am able, with limited help, to test and evaluate my battery tester.

Emerging

- I am able, with help, to gather limited useful feedback from peers.
- I have included little reference to the context and customer.
- I am able, with help, to identify some improvements for the Jitterbug.
- I am able, with help, to test my battery tester.

Food & Nutrition

How to use nutrition information and allergy advice panels on food labels to help make informed food choices:

Mastered	Demonstrate independently the ability to use nutrition information and allergy advice panels on food labels to help make informed food choices.
Secure	Demonstrate the ability to use nutrition information and allergy advice panels on food labels to help make informed food choices.
Developing	Demonstrate a moderate ability to use nutrition information and allergy advice panels on food labels to help make informed food choices.
Emerging	Demonstrate some knowledge of how to use nutrition information and allergy advice panels on food labels to help make informed food choices.

How to compare the cost of food when planning to eat out or cook at home:

Mastered	Independently demonstrate the ability to work out and compare the cost of food when planning to eat out or cook at home.
Secure	Demonstrate the ability to work out and compare the cost of food when planning to eat out or cook at home.
Developing	Demonstrate a moderate ability to work out the cost of a food product.
Emerging	Demonstrate some ability to work out the cost of some ingredients of a food product.

That food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade:

Mastered	Independently demonstrate an in-depth knowledge that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.
Secure	Demonstrate the knowledge that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.
Developing	Demonstrate moderate knowledge that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.
Emerging	Demonstrate limited knowledge that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.

The importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight:

Mastered	Independently have the knowledge of the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.
Secure	Demonstrate the ability to the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.
Developing	Demonstrate a moderate ability of the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.

Emerging	Demonstrate some knowledge of the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.
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English

Mastered

Writing

Content:

- Distinctive personal voice established
- Successfully adapts writing to suit genre, audience and purpose, adopting an appropriate level of formality
- Ambitious and varied vocabulary, with evidence of conscious crafting of linguistic devices

Organisation:

- Sequences and shapes writing to impact on the reader, e.g. varying paragraph length for effect
- Writing is highly engaging, with a developed range of complex ideas
- Consistently coherent paragraphs with integrated connectives

Reading

- Shows detailed and perceptive understanding, analysing view points and ideas within a text
- Selects quotations/references precisely to support an argument
- Makes an insightful overall interpretation of how the writer presents and structures ideas
- Evaluates the structural and linguistic choices a writer makes and the effects these have on the reader
- Analyses how the text is shaped by context and how different readers may respond to or interpret the text
- Makes convincing, detailed comparisons within and between texts

Secure

Writing:

Content:

- Develops a convincing individual voice
- Chooses formal or informal writing to have an effect on the reader
- Choose an appropriate form for audience and purpose
- Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.

Organisation:

- Organises writing to impact on the reader
- Coherent paragraphs with integrated discourse markers clearly showing purpose using topic sentences
- Control sentence structure to have an effect on the reader

Reading:

- Brings together information from different texts or different places within one text.
- Uses short well chosen quotations
- Explores different meanings a text may have.
- Explores how a theme or purpose is shown across the whole text
- Explores the writers' choice of structural details
- Makes an overall personal interpretation of how the writer presents ideas
- Begins to analyse how the writer uses language
- Comments on how language techniques have an effect on the reader
- Uses quotations to show purpose and viewpoints in a text
- Begins to understand how writer's techniques achieve certain effects
- Comments on the typical features of a text from a different time or place
- Analyses how different readers may respond to or interpret the same text

Developing

Writing:

Content

- Clear view established with a developing voice
- Generally appropriate use of formal or informal language
- Uses features that are appropriate to form
- Ideas are developed with imaginative detail

Organisation

- Range of connectives link paragraphs
- Secure use of paragraphing
- Paragraphs clearly show purpose, using topic sentences
- Links between paragraphs
- Uses some features to show the direction of writing

Reading:

- Has a clear understanding of the text
- Selects appropriate, well chosen quotations
- Uses PEE securely
- Shows understanding of the whole text
- Explains structural elements, including the effect of structure and why the text is organised in the way it is
- Able to identify features of language
- Uses appropriate terminology to comment on writers' techniques
- Able to explain the effect on the reader, using examples
- Explains the importance of contextual issues
- Explains similarities and differences between texts

Emerging

Writing:

Content

- Starts to show an individual voice
- Ideas are developed in detail
- Style matches the task
- Shows clear understanding of purpose
- Maintains a point of view

Organisation

- Organises writing into paragraphs
- Some connectives are used
- The main idea is developed
- Generally consistent tense used

Reading

- Has a reasonably clear understanding of the text and selects some relevant information to support this.
- Begins to use PEE
- Identifies structural features and can make comments to show understanding
- Explains the use of words and begins to identify the effect they have
- Explain the overall purpose of a text
- Understands and begins to explain how the reader feels
- Makes general comments about similarities and differences
- Shows some comments on the background and setting of a text

Geography

Year 9 students will be assessed according to three strands:

- **Geographical knowledge** – of locations, places and geographical features;
- **Understanding** of the conditions, processes and interactions that explains features, distribution patterns and changes over time and space
- **Skills** – geographical enquiry and application of skills in observing, collecting, analysing, evaluating and communicating; map and atlas skills.

The standard achieved is based on solo taxonomy:-

- **Mastered** – can extend and apply ideas (extended thinking)
- **Secure** – can link and relate ideas (strategies for thinking and reasoning)
- **Developing** – many ideas (basic skills and concepts)
- **Emerging** – single idea (recall and reproduction)

The main criteria being assessed for each one are listed overleaf.

Geographical enquiries will have separate criteria as outlined in the final table.

	Geographical knowledge	Understanding	Skills
Mastered	<ul style="list-style-type: none"> • I can describe and explain in detail the physical and human characteristics of a range of places. • I can analyse the physical and human features of different places at a local-global scale and explain reasons for the locations of some of these features. • I can draw on my knowledge of a wide range of locations, contexts and scales when explaining the characteristics of places • I understand geographical ideas and apply understanding to link key concepts. 	<ul style="list-style-type: none"> • I can fully describe and explain how people can improve or damage environments, including my own. • I can fully describe some actions people take to improve and sustain environments that they have damaged. • I can evaluate different approaches to managing environments. • I can analyse complex interactions within and between physical and human processes and how these impact on diversity, interdependence and change in places and environments • I can analyse factors involved in decisions about sustainable and other developmental approaches I can identify and begin to explain the links that make environments interdependent. <p>I have a detailed and advanced understanding of places, people & environments and am able to make links between these.</p>	<ul style="list-style-type: none"> • I am confident using and comparing a variety of maps. • I can give various reasons for patterns shown on maps and can link these. • I can use a wide variety of skills. • I can use GIS and create my own map.
Secure	<ul style="list-style-type: none"> • I can describe and explain in detail the physical and human characteristics of a range of places. • I can analyse the physical and human features of different places at a local scale and explain reasons for the locations of some of these features. • I can draw on my knowledge of a wide range of locations, contexts and scales when explaining the characteristics of places 	<ul style="list-style-type: none"> • I can fully describe and explain how people can improve or damage environments. • I can fully describe some actions people take to improve and sustain environments that they have damaged. • I can evaluate different approaches to managing environments. • I can explain how physical and human processes interact to create diversity and change in places. • I can analyse geographical interconnections in a range of locations and contexts and at different scales. • I can identify and begin to explain the links that make environments interdependent. <p>I have a detailed and advanced understanding of places, people & environments and am able to make links between these.</p>	<ul style="list-style-type: none"> • I can use a wide variety of map and atlas skills (i.e. 4 and 6 figure grid references), • I can use evidence from maps to support answers • I can give several reasons for patterns seen on maps. • I have some understanding of what a GIS is

	Geographical knowledge	Understanding	Skills
Developing	<ul style="list-style-type: none"> I have knowledge relating to the locations of a wide range of world locations and places. I can describe and explain in detail the physical and human characteristics of a range of places. I can compare the physical and human features of different places at a local scale and explain reasons for the locations of some of these features. I can draw on a range of locations, contexts and scales in explanations of the characteristics of places. 	<ul style="list-style-type: none"> I can describe and explain how people can improve or damage environments. I can describe some actions people take to improve and sustain environments that they have damaged. I can compare different approaches to managing environments. I can explain how physical and human processes interact to create diversity and change in places. I can analyse geographical interconnections in a range of locations and contexts and at different scales. I can identify links that make environments interdependent. I have a detailed and secure understanding of places, people & environments and am able to make links between these. 	<ul style="list-style-type: none"> I can use a variety of map and atlas skills confidently (i.e. 4- and 6- figure grid reference). I am able to use evidence from maps to support written answers. I may be able to provide reasons for patterns on maps.
Emerging	<ul style="list-style-type: none"> I can confidently identify a range of world locations and places. I can describe and explain physical and human characteristics of a range of places. I can compare the physical and human features of different places at a local scale and offer some reasons for the locations of some of these features. I can describe places in a wider locational context. 	<ul style="list-style-type: none"> I can describe and begin to explain how people can improve or damage environments. I can identify some actions people take to improve and sustain environments that they have damaged. I can identify how physical and human activities cause environments to change and affect people's lives. I can begin to explain sustainable development and recognise different views I can describe geographical patterns. I have a good understanding of places, people & environments and am able to make links between these. 	<ul style="list-style-type: none"> I can use a variety of map and atlas skills. I can confidently use 4-figure grid references and begin to use 6-figure grid references. I can begin to use data from maps to begin to support my written work.

	Year 9 Enquiry and Fieldwork Skills
Mastered	<ul style="list-style-type: none"> • Identify, plan and carry out independent enquiry; • Use a wide range of primary and secondary evidence which relates to your enquiry; • Analyse evidence and draw detailed conclusions; • Fieldwork is completed independently; • Fully explain geographical processes and patterns; • Use map skills and GIS confidently; • Geographical terms are used within all work; • Spelling, Punctuation and Grammar (SPAG) is excellent.
Secure	<ul style="list-style-type: none"> • Plan and develop enquiry independently; • Use a range of primary and secondary evidence; • Design methods of data collection; • Analyse evidence in detail and draw conclusions; • Prepare, carry out and evaluate fieldwork; • Fully explain some geographical processes and patterns; • Use a range of map skills confidently; • Use a wide range of geographical terms; • SPAG is good.
Developing	<ul style="list-style-type: none"> • Start to plan your own enquiry; • Use primary and secondary evidence; • Start to design some data collection methods; • Analyse evidence clearly and draw conclusions; • Prepare and carry out fieldwork tasks with some evaluation; • Clearly explain some geographical processes and patterns; • Use a range of map skills; • Use a range of geographical terms; • SPAG shows some mistakes.
Emerging	<ul style="list-style-type: none"> • Use your own questions in enquiry; • Begin to use primary and secondary evidence; • Collect and record evidence independently; • Analyse evidence and draw conclusions; • Prepare and carry out fieldwork tasks with simple evaluation; • Explain some geographical processes and patterns; • Use basic map skills confidently; • Use some geographical terms in your work; • SPAG requires improvement.

History

Skill A: Understanding time and change;

Skill B: Cause and Consequence;

Skill C: Using sources to interpret the past

Mastering

- **Skill A** - I can evaluate the reasons why change does not always mean progress.
- **Skill B** - I can evaluate why some causes and consequences are more or less important.
- **Skill C** - I can evaluate sources and explain how their nature, origin and purpose impacts on their reliability.
- **Combined** - I can use knowledge and understanding to support my evaluations.

Securing

- **Skill A** - I can analyse the reasons why change does not always mean progress.
- **Skill B** - I can analyse why some causes and consequences are more or less important
- **Skill C** - I can analyse sources and explain how their nature, origin and purpose impacts on their reliability.
- **Combined** - I can use knowledge and understanding to support my analysis.

Developing

- **Skill A** - I can explain why there are similarities and differences.
- **Skill B** - I can explain why there are different causes and consequences.
- **Skill C** - I can explain different views of the past using historical sources.
- **Combined** - I can use knowledge and understanding of historical events to support my explanation.

Emerging

- **Skill A** - I can describe the order of events.
- **Skill B** - I can describe how a historical event has more than one cause and/or consequence.
- **Skill C** - I can describe information using different historical sources.
- **Combined** - I can use knowledge and understanding to add specific detail to my answers.

Mathematics

Higher Core Content: Sets 1, 2 and 3 (Below is a summary of the key topics that will be covered this year.)			
Number Decimals Place value rounding and estimation Error intervals Numerical indices Factors multiples and primes Standard form Ratio Exchange rates Fractions Percentages	Algebra Simplifying, expanding, Linear equations Sequences Straight line graphs Algebraic indices Simultaneous equations Quadratic equations	Shape and space Transformations Plans and elevations Angles Perimeter and area Surface area and volume Pythagoras Similar triangles Trigonometry Circles Density, speed	Handling data Averages and range Frequency polygons Scatter diagrams Probability Tree diagrams Venn diagrams Relative frequency
Foundation Core Content: Sets 4 and 5 (Below is a summary of the key topics that will be covered this year.)			
Number Manipulation of integers Squares, cubes, powers and roots Negative numbers Order of operations Money Rounding Factors, multiples and primes Fractions, percentages and decimals Ratio	Algebra Number patterns. Language of algebra. Simplifying expressions Expanding single brackets Substitution. Rearranging formulae Straight-line graphs Linear equations	Shape and space Conversion of units Estimating Speed, distance, time Area and perimeter of triangles and quadrilaterals Reflection and rotation Angles at a point, on a straight line, in triangles, quadrilaterals and in parallel lines Bearings and scale Volume and surface area of cubes and cuboids	Handling data Averages and range Stem and leaf diagrams Composite and dual bar charts Tally charts Pictograms Line graphs Pie Charts Probability scales, two-way tables, possibility space diagrams, frequency trees, listing outcomes

Band	Descriptor
Gifted(G)	<ul style="list-style-type: none"> Shows exceptional understanding and is fluent in every aspect of the year's scheme of work, showing a full understanding of mathematics and the way in which it is communicated, driven by a fascination to solve mathematical problems.
Mastered(M)	<ul style="list-style-type: none"> Has a very good understanding of every aspect of the year's scheme of work. Knows all key facts, is able to demonstrate full understanding of all methods (with very few mistakes), presents work carefully and neatly, can communicate mathematically, has developed problem-solving skills and patience for tackling unfamiliar problems.
Secure(S)	<ul style="list-style-type: none"> Has a good understanding of much of the year's scheme of work. Knows most key facts, is able to demonstrate good understanding of most methods (with few mistakes), usually presents work carefully and neatly, can communicate mathematically, is developing problem-solving skills and patience for tackling unfamiliar problems.
Developing(D)	<ul style="list-style-type: none"> Has a moderate understanding of much of the year's scheme of work. Knows some key facts, is able to demonstrate a moderate understanding of some methods (with mistakes), erratic presentation of work, can use some mathematical notation, and at times is able to persevere with unfamiliar problems.
Emerging(E)	<ul style="list-style-type: none"> Has some understanding of the year's scheme of work. Has some knowledge of the key facts, has some understanding of the key techniques. Work is minimal and or/poorly presented; pupil has limited desire or patience for tackling new problems.

Modern Languages: French & Spanish

Listening

Band	Step	Descriptor
Mastered	7	Deduce meaning and demonstrate understanding of overall message and key points in a range of passages which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures (including some grammar up to and including the 7th Step), spoken clearly.
Secure	6	Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly (including some grammar up to and including the 6th Step).
Developing	5	Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly (including some grammar up to and including the 5th Step).
Emerging	4	Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future (including some grammar up to and including the 4th Step).

Speaking

Band	Step	Descriptor
Mastered	7	Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures (including some grammar up to and including the 7th Step), referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use increasingly accurate pronunciation and intonation.
Secure	6	Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures (including grammar up to and including the 6th Step). Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.
Developing	5	Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures (including some grammar up to and including the 5th Step). Use increasingly accurate pronunciation and intonation.
Emerging	4	Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures (including some grammar up to and including the 4th Step). Begin to speak spontaneously (e.g. by giving an unsolicited opinion).

Reading

Band	Step	Descriptor
Mastered	7	Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures (including some grammar up to and including the 7th Step). Use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories). Translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy.
Secure	6	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures (including some grammar up to and including the 6th Step) into English.
Developing	5	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar (including some grammar up to and including the 5th Step), especially tenses.
Emerging	4	Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Use a bilingual dictionary or glossary to look up unfamiliar words. Translate simple sentences containing familiar vocabulary and grammar (including some grammar up to and including the 4th Step) into English.

Writing

Band	Step	Descriptor
Mastered	7	<p>Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future.</p> <p>Translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures (including some grammar up to and including the 7th Step) into the target language.</p> <p>Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.</p>
Secure	6	<p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Translate longer sentences containing linked ideas (including some grammar up to and including the 6th Step) into the target language.</p> <p>Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).</p>
Developing	5	<p>Write short texts giving and seeking information and opinions, referring to the past or future as well as the present.</p> <p>Translate longer sentences (including some grammar up to and including the 5th Step) into the target language.</p> <p>Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).</p>
Emerging	4	<p>Write short texts for different purposes using mainly memorised language, referring to the present or the future.</p> <p>Express opinions and give simple reasons.</p> <p>Translate simple sentences (including some grammar up to and including the 4th Step) containing familiar words and structures into the target language.</p> <p>Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.</p>

Grammar

The criteria for grammatical knowledge are language-specific.

French

Band	Step	Descriptor
Mastered	7	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> • The imperfect tense of other common verbs • The simple future tense • The present tense of irregular reflexive verbs (full paradigm) • The conditional of vouloir and aimer • Questions using question words and inversion • Other negatives: <i>ne ... rien, ne ... jamais, ne ... que</i> • Subordinating conjunctions: <i>comme, lorsque, parce que, puisque, si</i> • Relative pronouns: <i>qui, que</i> • Interrogative pronouns: <i>qui, que</i> • Demonstrative pronouns: <i>ça, cela</i> • <i>Avant de</i> + infinitive • Understand only: <ul style="list-style-type: none"> • Direct object pronouns (<i>le/la/les</i>) with non-compound tenses
Secure	6	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> • The perfect tense with <i>être</i> • The present tense of regular reflexive verbs (full paradigm) • Three tenses together (present, perfect and near future) • <i>Je voudrais</i> + infinitive • <i>Il faut</i> + infinitive • The imperative (<i>tu</i> and <i>vous</i> forms) • Superlative adjectives (<i>le/la/les plus/moins ...; le/la meilleur(e)/les meilleur(e)s</i>) • Plural possessive adjectives: <i>notre/nos, votre/vos, leur/leurs</i> • Common adverbial phrases • Interrogative verb forms (e.g. <i>parlez-vous anglais? vous parlez anglais? parle-t-il anglais? est-ce que vous parlez anglais? vous parlez anglais, n'est-ce pas?</i>)
Developing	5	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> • The perfect tense of regular <i>-er</i> verbs, using <i>avoir</i> • The perfect tense of common irregular verbs: <i>boire, faire, prendre, voir</i> • The present tense of common irregular verbs (full paradigm, plus all plural subject pronouns) • Two tenses together (present and perfect or present and near future) • Prepositions followed by <i>de</i> (e.g. <i>à côté de, à droite de, en face de</i>) • Time expressions for use with the perfect tense (e.g. <i>hier, le weekend dernier, l'année dernière</i>) • Irregular adjectives (e.g. <i>beau/belle, vieux/vieille</i>) • Comparative adjectives (<i>plus ... que, moins ... que</i>) • Regular adverbs • Indefinite pronouns (<i>quelqu'un</i>) • Indefinite adjectives (<i>chaque, quelque</i>) • Interrogative adjectives: (<i>quel, quelle</i>)

		<ul style="list-style-type: none"> The imperfect tense of most common verbs (e.g. <i>j'étais, j'avais</i>)
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Emerging	4	<ul style="list-style-type: none"> Understand and use: <ul style="list-style-type: none"> The infinitive following verbs of liking (e.g. <i>j'aime</i> + infinitive) Modal verbs: the present tense of <i>pouvoir, devoir</i> and <i>vouloir</i> The present tense of regular verbs (full paradigm) The present tense of reflexive verbs (singular forms only) The near future tense (<i>aller</i> + infinitive) Time expressions for use with the near future tense (e.g. <i>demain, ce weekend, ce soir, l'année prochaine</i>) Other connectives (e.g. <i>parce que, ou, alors, donc</i>) Demonstrative adjectives (<i>ce, cet, cette, ces</i>) Use of <i>de</i> after a negative More common prepositions (e.g. <i>au, à la, à l', aux, du, de la, de l', des</i>) Time
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Spanish

Band	Step	Descriptor
Mastered	7	<ul style="list-style-type: none"> Understand and use: <ul style="list-style-type: none"> Direct object pronouns: <i>lo/la/los/las</i> <i>Se debería</i> + infinitive The imperfect tense of <i>haber, tener, estar</i> and <i>ser</i> (3rd person singular only) plus <i>estar</i> and <i>hacer</i> in weather expressions <i>Quisiera</i> <i>Soler</i> + infinitive The different uses of <i>ser/estar</i> Reflexive constructions (<i>se necesita, se habla</i>) Understand only: <ul style="list-style-type: none"> Use of <i>desde hace</i> with present tense Invariable neuter article <i>lo</i> + adjective (<i>lo fácil, lo bueno, lo mejor, lo justo</i>)
Secure	6	<ul style="list-style-type: none"> Understand and use: <ul style="list-style-type: none"> The preterite tense of common irregular verbs (<i>hacer, tener, ver</i>) and stem-changing verbs (<i>jugar, sacar</i>) The present tense of <i>poder</i> <i>Se puede</i> + infinitive <i>Se debe/No se debe</i> + infinitive <i>Tener que</i> and <i>hay que</i> + infinitive The imperative (<i>tú</i> form only) The present tense of reflexive verbs (singular forms only) Three tenses together (present, preterite and near/immediate future) <i>Me duele/Me duelen</i> + noun Demonstrative adjectives: <i>este/esta/estos/estas</i> Questions using a range of question words: <i>¿quién?, ¿adónde?, ¿por qué?, ¿cuándo?, ¿cuánto?, ¿cuál?</i> Prepositions <i>por</i> and <i>para</i>
Developing	5	<ul style="list-style-type: none"> Understand and use: <ul style="list-style-type: none"> the preterite tense of regular <i>-ar, -er</i> and <i>-ir</i> verbs;

		<ul style="list-style-type: none"> • the preterite tense of <i>ir</i> and <i>ser</i>; • two tenses together (present and preterite or present and near/immediate future); • <i>me gustaría</i> + infinitive; • comparative and superlative adjectives including <i>mejor</i>, <i>peor</i>, <i>mayor</i>, <i>menor</i>; • other negatives: <i>nunca</i>, <i>no... nada</i>; • modes of address: <i>tú</i>, <i>vosotros/as</i>, <i>usted</i>, <i>ustedes</i>; • past expressions (e.g. <i>el año pasado</i>, <i>el sábado pasado</i>); • indefinite pronouns: <i>algo</i>, <i>alguien</i>; • adverbs of time and place (e.g. <i>aquí</i>, <i>allí</i>, <i>ahora</i>, <i>ya</i>); • disjunctive pronouns: <i>conmigo</i>, <i>para mí</i>; • indefinite adjectives: <i>cada</i>, <i>otro</i>, <i>todo</i>, <i>mismo</i>, <i>alguno</i>.
Emerging	4	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> • expressions of opinion followed by the infinitive (e.g. <i>me gusta mucho</i>, <i>me encanta</i>, <i>no me gusta nada</i>); • present tense verbs from 2nd and 3rd steps (plural as well as singular forms); • the present tense of <i>estar</i> and use for location; • the present tense of <i>querer</i>; • the near/immediate future tense (<i>ir a</i> + infinitive) • impersonal verbs (most common) (e.g. <i>llueve</i>, <i>nieva</i>, <i>hace sol/frío</i>); • other connectives (e.g. <i>porque</i>, <i>cuando</i>); • time expressions, including future (e.g. <i>los lunes</i>, <i>por la mañana</i>, <i>a las tres de la tarde</i>, <i>mañana por la tarde</i>).

Music

Mastered

Students are extremely competent in the skills acquired in music lessons through the year. They take on lead roles in class or group work. Compositional ideas are interesting and effective. Their knowledge and application of theory and aural skills are strong.

Vocal (Hip-Hop)	<ul style="list-style-type: none"> • A rap performance that shows mastery and flair. The composition work consists of at least 16 bars and a sung vocal hook.
Analysis	<ul style="list-style-type: none"> • Students will be able to accurately identify and explain musical features of works studied in class and accurately apply this knowledge to unprepared works
Band work	<ul style="list-style-type: none"> • Students perform their chosen song fluently with attention to instrumental balance and dynamics as part of a band.
Digital Music Production and Composition (Remix)	<ul style="list-style-type: none"> • Students produce a remix, which is musically satisfying and exciting to listen to. • All of the elements learnt in class are included and accurately applied in the track. • Use of texture/layering is effective and creates excitement • Effects and production techniques enhance the music

Secure

Students are competent in the skills acquired in music lessons through the year. They take on smaller ensemble roles in vocal work. Compositional ideas are interesting and mostly effective. Their knowledge of theory and their aural skills are quite strong.

Vocal (Hip-Hop)	<ul style="list-style-type: none"> • A rap performance demonstrating accurate timing and confidence. The composition work consists of 16 bars.
Analysis	<ul style="list-style-type: none"> • Students will be able to accurately identify and explain musical features of works studied in class
Band work	<ul style="list-style-type: none"> • Students can perform their chosen song with only a few mistakes/hesitations as part of a band.
Digital Music Production and Composition (Remix)	<ul style="list-style-type: none"> • Students produce a remix including all of the elements learnt in class. • Use of texture/layering has been applied in a satisfying way • Effects and production techniques are appropriate

Developing

Students are quite competent in the skills acquired in music lessons through the year. They work well in large groups. Compositional ideas are quite effective, with some misjudgements. Their knowledge of theory and their aural skills are satisfactory.

Vocal (Hip-Hop)	<ul style="list-style-type: none"> A rap performance that is mostly in time and has a sense of relationship with the instrumental backing. The composition work consists of 8 bars.
Analysis	<ul style="list-style-type: none"> Students will be able to explain some of the musical features of works studied in class
Band work	<ul style="list-style-type: none"> Students can perform their part with the band, but it is hesitant in places
Digital Music Production and Composition (Remix)	<ul style="list-style-type: none"> Students produce a remix, which includes some of the elements learnt in class. Use of texture has been considered, but is not always appropriate/effective Use of effects and production techniques are attempted

Emerging

Students have demonstrated some of the skills acquired in music lessons through the year. They work well in large groups. Compositional ideas are quite good, but not always effective, with some misjudgements. Their knowledge of theory and their aural skills are improving.

Vocal (Hip-Hop)	<ul style="list-style-type: none"> During the rap performance timing is compromised and therefore lacks a sense of relationship with the instrumental backing. The composition work consists of 4 bars.
Analysis	<ul style="list-style-type: none"> Students will be able to identify some of the musical features of works studied in class
Band work	<ul style="list-style-type: none"> Students can play their part individually, but not with the band.
Digital Music Production and Composition (Remix)	<ul style="list-style-type: none"> Students produce a remix, which includes some of the elements learnt in class. The music has been programmed in a mechanical way and requires more consideration towards the vocal line

Physical Education

Mastered	Skills and application	<ul style="list-style-type: none"> • I can select and combined advanced skills, techniques and compositional ideas, adapting them accurately and appropriately to the demands of the activities. • I can consistently show precision, control, fluency and originality.
	Tactics & Problem Solving	<ul style="list-style-type: none"> • I can consistently apply advanced strategies, tactics and compositional ideas with proficiency and flair in my own and others' work. • I can adapt it appropriately in response to changing circumstances and other performers. • I can consistently perform under pressure with appropriate problem solving skills.
	Evaluation	<ul style="list-style-type: none"> • I can analyse and comment on my own and others' work as individuals and team members, showing that I have understood how skills, tactics and composition relate to quality of the performance. • I always plan ways to improve my own and other performances.
	Participation & health benefits	<ul style="list-style-type: none"> • I can describe the benefits of regular planned activity on health and fitness, and plan their own appropriate exercise and activity programme. • I consistently attend extra-curricular sessions. • I represent the school and/or local club at a competitive level.
Secure	Skills and application	<ul style="list-style-type: none"> • I can select and combine skills, techniques and ideas and apply them accurately and appropriately, showing precision, control and fluency.
	Tactics & Problem Solving	<ul style="list-style-type: none"> • I can understand and describe more advanced tactics and composition. I can start to vary how I respond to tactics and composition without prompting. I can confidently identify and accurately describe specific problems, and provide appropriate solutions and apply them to my work.
	Evaluation	<ul style="list-style-type: none"> • I can accurately compare and comment on skills used in my own and others' work, and use this understanding to improve my performance.
	Participation & health benefits	<ul style="list-style-type: none"> • I can explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. • I can explain why regular, safe exercise is good for fitness and health. • I show commitment to extra-curricular activities.

Developing	Skills and application	<ul style="list-style-type: none"> I can link skills, techniques and ideas and apply them accurately and appropriately.
	Tactics & Problem Solving	<ul style="list-style-type: none"> I can identify and understand simple tactics and composition. I can start to vary how I respond to tactics and composition when prompted. I can identify and describe specific problems, and provide some appropriate solutions.
	Evaluation	<ul style="list-style-type: none"> I can compare and comment on skills used in my own and others' work, and use this understanding to improve my performance.
	Participation & health benefits	<ul style="list-style-type: none"> I can give reasons why warming up before an activity is important. I can identify why physical activity is good for health. I can perform in a competitive situation. I attend some extra-curricular activities
Emerging	Skills and application	<ul style="list-style-type: none"> I can select and use skills, actions and ideas appropriately, performing them with some co-ordination and control.
	Tactics & Problem Solving	<ul style="list-style-type: none"> I can identify simple tactics and composition. I can identify simple problems and provide simple solutions.
	Evaluation	<ul style="list-style-type: none"> I can talk about differences between my own and others' performances and suggest improvements.
	Participation & health benefits	<ul style="list-style-type: none"> I understand how to exercise safely. I can describe how my body feels during different activities. I show some interest in competition but do not engage with extra curricular activities

Religious Studies

Mastering	<ul style="list-style-type: none"> • Explain in detail with relevant and comprehensive knowledge. • Use sources of wisdom and authority effectively throughout their work. • Compare beliefs and practices within and between religions or beliefs in detail. • Construct a sustained and convincing argument. • Critically analyse and evaluate different perspectives. • Use key terms accurately and throughout.
Securing	<ul style="list-style-type: none"> • Explain in some detail with mostly accurate and appropriate knowledge. • Make reference to sources of wisdom and authority with some explanation. • Compare similar and contrasting practices within and between religions or beliefs briefly. • Construct a reasoned point of view. • Include some analysis and evaluation of different perspectives. • Use key terms mostly accurately.
Developing	<ul style="list-style-type: none"> • Explain briefly with mostly accurate and appropriate knowledge. • Make reference to sources of wisdom and authority with some explanation. • Compare contrasting practices within and between religions or beliefs briefly. • Construct a reasoned point of view using some key terms. • Include some explanation of opposing viewpoints and justification of own opinion.
Emerging	<ul style="list-style-type: none"> • Explain briefly with some relevant knowledge and understanding of some beliefs and practices • Make reference to sources of wisdom and authority. • Express an opinion on matters of religion or belief using everyday language. • Recognise that others may have different views.

Science

In Year 9, students start to study the GCSE AQA Combined Science (Trilogy) specification.

The following topics are covered over the year:

Biology

Organisation

Cells, tissues and organs	Human digestive system
Heart and blood vessels	Blood
Health issues	Lifestyle and non-communicable diseases
Plant tissues	Plant organ system

Cell biology

Eukaryotes and prokaryotes	Microscopes and measuring cells
Structures of animal and plant cells	Specialised cells
Chromosomes and genes	Mitosis (cell division)
Stem cells – uses and risks	Diffusion and factors that affect it
Osmosis and active transport	

Chemistry

Chemical analysis

Chemical purity	Pure substances in everyday life
Formulations	Chromatography
Testing for gases (H ₂ , O ₂ , CO ₂ and Cl ₂)	

Earth chemistry

Composition of the atmosphere	Early atmosphere
Changes to the atmosphere	Greenhouse effect
Climate change	Carbon footprint
Atmospheric pollutants	Potable water
Sewage treatment	Finite and renewable resources
Life cycle assessments	

Organic chemistry

Crude oil	Hydrocarbons and alkanes
Fractional distillation	Cracking and alkenes

Physics

Energy

Types of energy	Energy transfers
Conservation of energy	Kinetic energy $E = \frac{1}{2}mv^2$
Potential energy $E = mgh$	Specific heat capacity $E = mc\Delta\theta$
Calculate and define power $P = E/t$ and $P = W/t$	Efficiency
Renewable and non-renewable resources	

Particle model

Density $\rho = m/V$	Solid, liquid and gas diagrams
Explain density using diagrams	Changes of state
Internal energy	Thermal energy $E = mc\Delta\theta$
Specific latent heat $E = mL$	Interpret heating and cooling graphs
Volumes of gases	

Waves

Transverse and longitudinal waves	Properties of waves
Speed of sound	Wave equation
Refraction	Electromagnetic spectrum

The following Assessment Objectives (AO) apply to all topics:

	AO1 <i>Knowledge & recall</i>	AO2 <i>Applying knowledge</i>	AO3 <i>Analyse & Evaluate</i>	Scientific literacy
Emerging	<ul style="list-style-type: none"> Remember some basic facts. Use a few key words. Realise simple or obvious effects of science on society. 	<ul style="list-style-type: none"> They can occasionally apply knowledge effectively in a range of contexts. They can occasionally use theories to make simple explanations of events. They can occasionally use data to support evidence. They can usually use equations in calculations. 	<ul style="list-style-type: none"> They evaluate basic information to develop simple arguments and explanations. They usually draw conclusions consistent with the available evidence. They can spot some causes of error and uncertainty in data or experimental procedures. 	<ul style="list-style-type: none"> They occasionally know the units of quantities. Sometimes accurate spelling and correct use of punctuation, sentences, capital letters and paragraphs.
Developing	<ul style="list-style-type: none"> Remember a wide range of basic facts. Use a few key words for any topic studied. Understand scientific discoveries have risks and benefits. 	<ul style="list-style-type: none"> They usually apply knowledge effectively in a range of contexts. They can usually use theories to make simple explanations of events. They can sometimes use data to support evidence. They can consistently use and sometimes rearrange equations in calculations. 	<ul style="list-style-type: none"> They evaluate information to develop arguments and explanations. They consistently draw conclusions consistent with the available evidence. They can recognise anomalous results and spot some causes of error in experimental procedures. 	<ul style="list-style-type: none"> They know the units of the key quantities. Mostly accurate spelling and correct use of punctuation, sentences, capital letters and paragraphs.
Secure	<ul style="list-style-type: none"> Remember key facts about most areas of Science. They usually use appropriate terminology in answers (key words and phrases) They can see the relationships between scientific advances, their ethical implications and the benefits and risks associated with them. 	<ul style="list-style-type: none"> They usually apply knowledge effectively in a wide range of contexts. They can usually use theories to make detailed explanations of events. They can usually use data to support evidence. They can usually rearrange equations in calculations. 	<ul style="list-style-type: none"> They evaluate information systematically to develop arguments and explanations. They usually draw detailed, evidence-based conclusions. They can usually spot causes of error and uncertainty in data or experimental procedures. 	<ul style="list-style-type: none"> They know the unit and/or symbol of most quantities. Usually accurate spelling and correct use of punctuation, sentences, capital letters and paragraphs.
Mastered	<ul style="list-style-type: none"> Remember key and detailed facts of any area within Science. They always use appropriate terminology in answers (key words and phrases) They can explain the relationships between scientific advances, their ethical implications and the benefits and risks associated with them. 	<ul style="list-style-type: none"> They always apply knowledge effectively in a wide range of contexts. They can always use theories to make detailed explanations of events. They always make effective use of data to support evidence. They can consistently rearrange equations in calculations. 	<ul style="list-style-type: none"> They evaluate information from a wide range of sources systematically to develop arguments and explanations. They consistently draw detailed, evidence-based conclusions. They can consistently spot causes of error and uncertainty in data or experimental procedures. 	<ul style="list-style-type: none"> They know the unit and/or symbol of every quantity. Faultless spelling and correct use of punctuation, sentences, capital letters and paragraphs.

Subject Contacts

For further information, please contact the following teachers:

Art & Design	Mr A Clarke	Art & Design: Key Stage 3 Coordinator
Computer Science	Miss V McDowell	Computer Science: Key Stage 3 Coordinator
Design & Technology	Mr S Fowler	Head of Design & Technology
	Ms J Hardy	Food Preparation & Nutrition: Key Stage 3 Coordinator
English	Mrs N Archer	English: Key Stage 3 Coordinator
French	Mrs L Davis	Head of French
Geography	Ms A Reville	Geography: Key Stage 3 Coordinator
History	Mrs N Ball	Head of History
Mathematics	Mr T Forshaw	Head of Mathematics
Music	Mr J Tuck	Head of Music
Physical Education	Mr M Sergeant	Head of Physical Education
Religious Studies	Mrs C Davis	Acting Head of Religious Studies
Science	Miss C Foreman	Science: Key Stage 3 Coordinator
Spanish	Miss J Nicholson	Head of Spanish