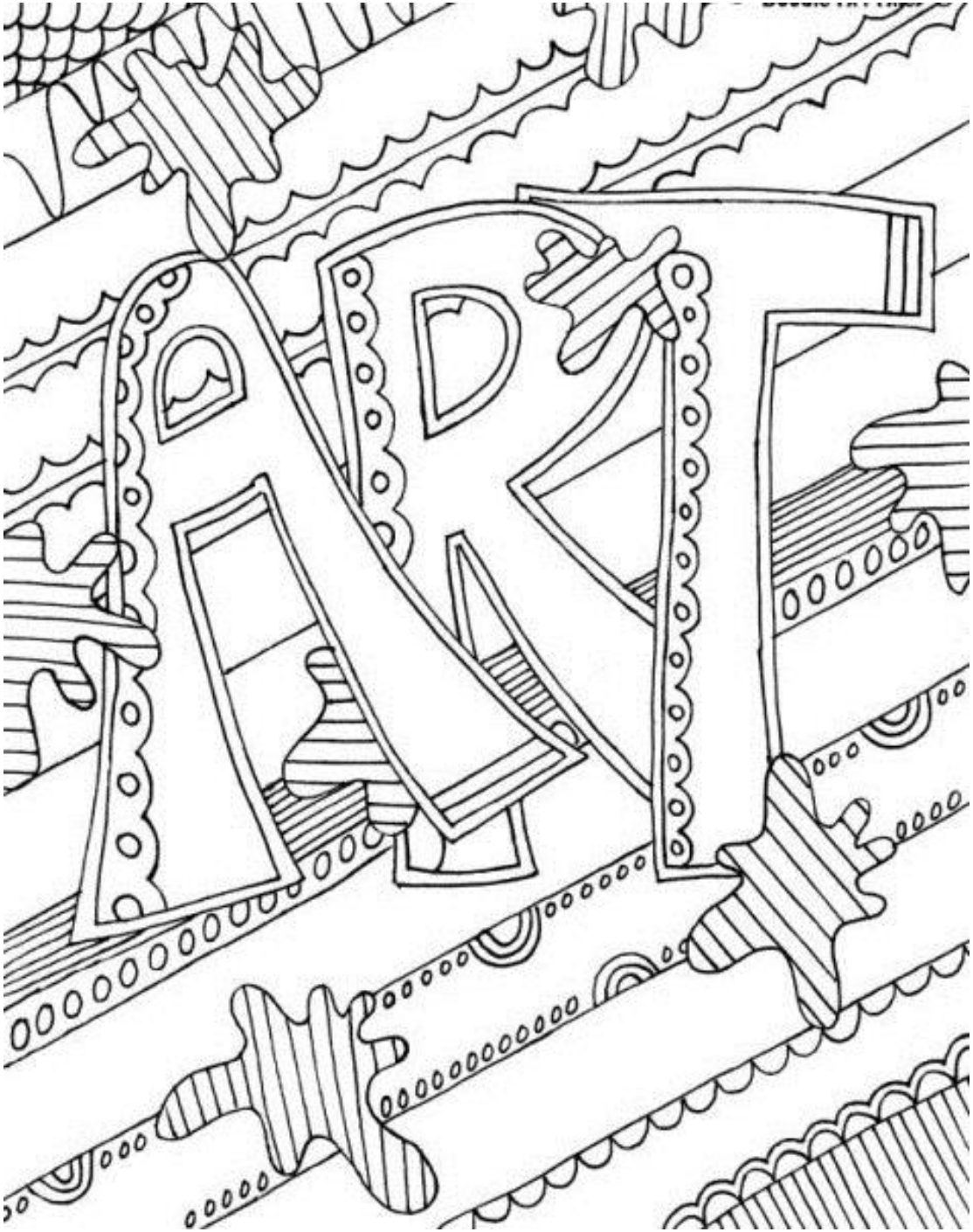

9-1 Grading
Year 8



Subject: Art

Curriculum Leaders Mrs Davis

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How you will be assessed this term:

Continually though class work
Formally assessed piece of classwork
Peer assessment
Definitions word tests.

Key websites:

BBC bitesize.
thestudentartguide.com.

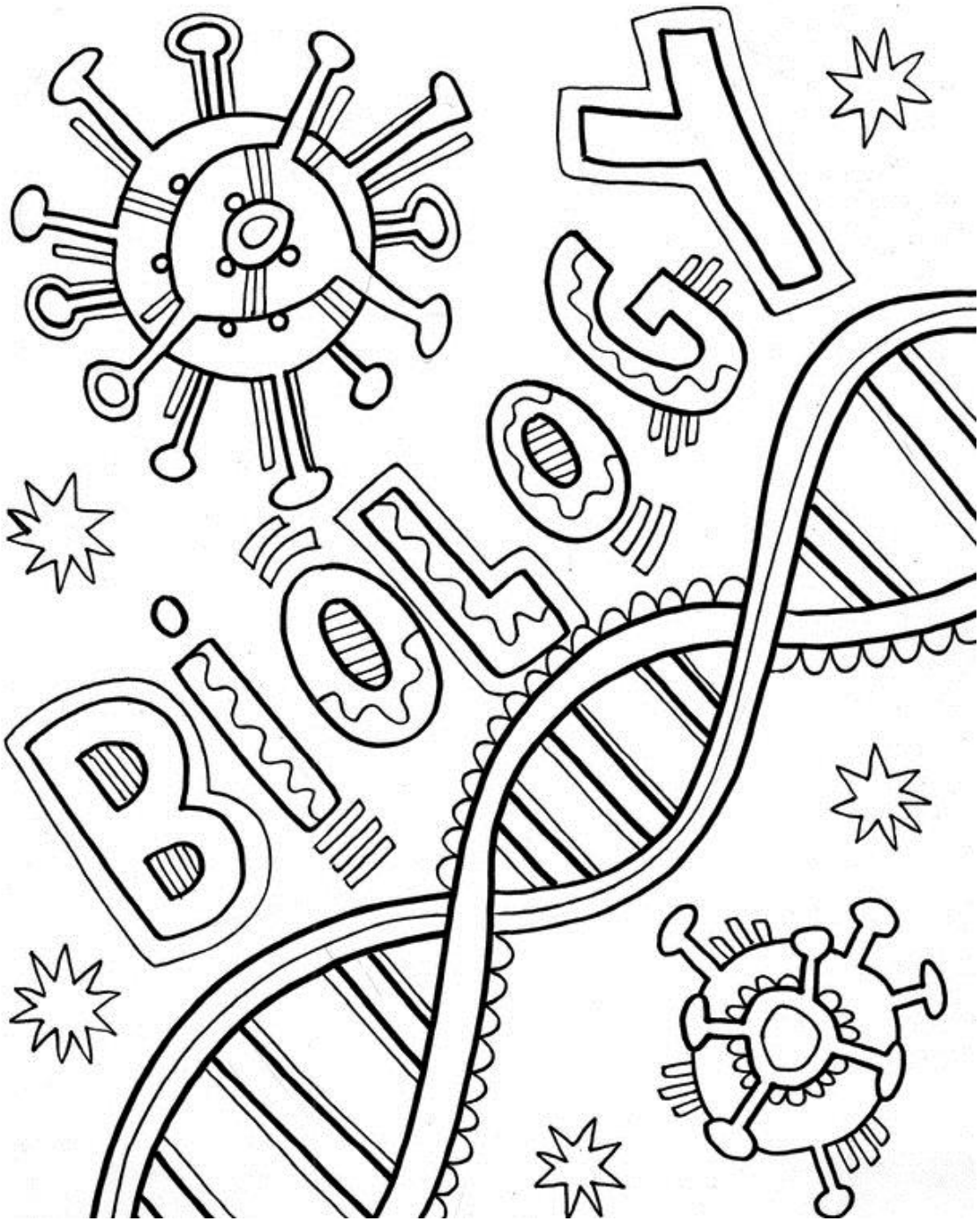
Additional Opportunities

Mural Club

Grade	**AO1** [Evaluate own & Artist work]	**AO2a** [3D Skills]	**AO2b** [Colours Skills]	**AO3a** [Line, Tone and Scale Skills]	**AO3b** [Document Progress in sketchbook]	**AO4** [Present a final piece]
9/8	Your artist analysis makes reference to why you like or dislike something, with in depth reference to the formal elements. In written and spoken formats. You show understanding of the artist's work and why they made certain decisions. You can link their work to art movements/styles. You can make connections between your work and that of the artists. Your work shows clear inspiration in the development of ideas.	I have an exceptional ability to skilfully record observations through a wide range of techniques and materials in order to render 3D shapes wide range of techniques and materials in order to render 3D shapes. An exceptional ability to skilfully record 3D forms using a wide range of materials and techniques appropriate to intentions as work progresses.	I understand the colour wheel, and how to make, secondary and tertiary colours. I can use the complimentary colours to mix a wide variety of colours. I can mix a range of tints and tones. I can do all of the above in water colour, acrylic and coloured pencil. I can blend colour in a variety of media to from one colour to another successfully and to an exceptional standard	You can draw from observation confidently adding detail and using proportion, accuracy and scale. Mark making is used effectively. Your ideas are presented confidently with careful thought to your presentation. You have taken a large range of your own photographs, using photography elements. Photos have been used well throughout your work. A variety of tones are added confidently.	You can draw from observation confidently adding detail and using proportion, accuracy and scale. Mark making is used effectively. Your ideas are presented confidently with careful thought to your presentation. You have taken a large range of your own photographs, using photography elements. Photos have been used well throughout your work. A variety of tones are added confidently.	You show highly developed skills when modifying and refining your work in order to realise your intentions. Your work shows clear and skilful links between the recording of your ideas and the development towards your final piece. You show highly developed skill when taking ideas from sources of inspiration
7	I make sensitive and informed evaluations of my own and others work. I evaluate my work fully against success criteria and can explain fully what I need to do to progress further using Art key words and terminology	I have an outstanding ability to render shapes in both 2D and 3D through observations and insights appropriate to intentions in a range of different media. An outstanding ability to render complex forms using a wide range of media and techniques appropriate to intentions.	I understand the colour wheel, and how to make, secondary and tertiary colours. I can use the complimentary colours to mix a wide variety of colours. I can mix a range of tints and tones. I can do all of the above in water colour, acrylic and coloured pencil. I can blend colour in a variety of media to from one colour to another successfully and skilfully to an outstanding standard	I have an outstanding ability to record ideas and observations through a range of appropriate materials relevant to outcomes. I use a wide variety of lines and marks to create a complex drawing. I use at least 5 tones and can render object so that they look 3D	I keep my sketchbook thoughtfully presented. I can record observations with a high level of detail and accuracy and show my ideas in depth. I confidently use all media and techniques with ease and control	You can modify and refine your work confidently in order to realise your intentions convincingly. You work shows clear and confident links between the recording of your ideas and the development towards your final piece. You can confidently develop your work by taking ideas from sources of inspiration.
6	My evaluations of my own and others work is in depth and purposeful. I make detailed suggestions for next steps using success criteria. I use Art key words	A highly-developed ability to render a wide range of 2D and 3D shapes, effectively selecting the appropriate media and	I understand the colour wheel, and how to make, secondary and tertiary colours. I can use the complimentary colours to mix a wide variety of colours. I can mix a range of tints and tones. I can do all of the above in water colour,	I have a highly-developed ability to use line in a wide range of outcomes. A highly-developed ability to use tone effectively, using the appropriate media and processes for a wide range of outcomes. I use a wide variety of	My sketchbook is presented appropriately and clearly. I can record observations with a good level of detail and accuracy and show my ideas with detail.	You can modify and refine your work consistently in order to realise your intentions clearly. You work shows consistent links between the recording of your ideas

	successfully to express my thoughts	techniques. A highly-developed ability to record form through observations and insights in media appropriate to intentions.	acrylic and coloured pencil. I can blend colour in a variety of media to from one colour to another successfully and skilfully to a consistent standard	lines and marks to create a complex drawing. I use at least 5 tones and can render object so that they look 3D	I carefully use all media and techniques with ease and control.	and the development towards your final piece. You can consistently develop your work well by taking ideas from sources of inspiration.
5	I can make appropriate and helpful evaluations of my own and others work. I give feedback on strengths and improvements for further progress using Art key words	A convincing ability to render a wide range of shapes in a consistent and confident manner. A convincing ability to render a wide range of complex 3D forms using line, tone and perspective.	I understand the colour wheel, and how to make, secondary and tertiary colours. I can use the complimentary colours to mix a wide variety of colours. I can mix a range of tints and tones. I can do all of the above in water colour, acrylic and coloured pencil. I can blend colour in a variety of media to from one colour to another successfully and skilfully to a moderate standard	I have a convincing ability to use line in a consistent and appropriate manner for a range of outcomes. A convincing and consistent ability to use tone for a range of different outcomes, creating the impression of 3D. I use a wide variety of lines and marks to create a drawing. I use at least 4 tones and can render objects so that they look 3D	I use my sketchbook to neatly and with purpose to record observations with some accuracy and detail. I can use media and techniques shown to me appropriately and consistently	You can modify and refine your work well in order to realise your intentions adequately. You can record your ideas well and show development towards your final piece. You can develop your work well by taking ideas from sources of inspiration.
4	My evaluations of my own and others work are purposeful and I can give feedback on strengths and areas for improvement. I use some Art key words in my written work	A clear ability to render a range of shapes accurately. Has a clear ability to render complex 3D forms with confidence	I understand the colour wheel, secondary and tertiary colours and I can use the complimentary colours to mix a wide variety of colours. I can mix a range of tints and tones in water colour, acrylic and coloured pencil. I can blend colour in a variety of media to from one colour to another successfully to a reasonable standard	I have a clear ability to use line to record ideas and insights. A clear ability to use a range of tones in order to create an impression of 3D. I use a wide variety of lines and marks to create a drawing. I use at least 4 tones and can render objects so that they look 3D	I use my sketchbook to show my observations with thought for presentation and accuracy. I show developing control in media and techniques and show my ideas with detail. I stick all sheets in as needed.	You can modify and refine your work in order to realise your intentions. You can record your ideas and show development towards your final piece. You can develop your work by taking ideas from a source of inspiration.
3	My evaluations of my own and others work are methodical and I can give feedback on some strengths and areas for improvement. I use some Art key words in my written work	Is able to draw a wide range of 2D/3D shapes. Can draw a range of 3D forms using tone.	I understand the colour wheel, and how to make, secondary and tertiary colours. I can use the complimentary colours to mix a wide variety of colours. I can mix a range of tints and tones. I can do all of the above in water colour, and some other media. I can blend colour in a variety of media to from one colour to another successfully and skill fully to an exceptional standard	I understand the colour wheel, and how to make, secondary and tertiary colours. I can use the complimentary colours to mix a wide variety of colours. I can mix a range of tints and tones. I can do all of the above in water colour, and some other media. I can blend colour in a variety of media to from one colour to another successfully and skill fully to an exceptional standard	I use my sketchbook to show my observations with some thought for presentation and accuracy. I show developing control in media and techniques and show my ideas with some detail. I stick all sheets in as needed.	You can make some attempts to modify and refine your work in order to realise your intentions. You can make some links between recording and developing ideas towards a final piece. You can make some attempt to develop your work by taking ideas from a source of inspiration.
2	I evaluate my works and the work of other in a straight forward way and I can give feedback on basic strengths and improvements. I	Is able to draw a range of shapes with developing accuracy. Can attempt to draw some 3D forms.	I know some of colour wheel, and how to make secondary colours. I can mix a range of tints and tones. in water colours I can blend colours in some media	I know some of colour wheel, and how to make secondary colours. I can mix a range of tints and tones. in water colours I can blend colours in some media	I show some developing skills in presenting my sketchbook. I show my observations in a straightforward way and include basic details. I use	You make attempts to realise your intentions within your work. You can understand the role of recording in the

	attempt to use some Art key words in my written work				some media and techniques but it is often unrefined.	development of a final piece. You can identify elements from a source of inspiration which you could use to develop your work.
1	I evaluate my works and the work of other in a straight forward way and I can give feedback on basic strengths and improvements. I without attempt to use some Art key words in my written work	Can draw basic 2D shapes. Can draw very simple 3 forms	I know the primary colours and some secondary colours. I can mix some basic colours, but rely on the colours in the tin or black and do not mix my own.	I know the primary colours and some secondary colours. I can mix some basic colours, but rely on the colours in the tin or black and do not mix my own.	I present my sketchbook in a very basic way without much thought. I have not used titles or stuck the sheets in. My observations are only partly developed and show little or no detail. When using media or techniques it is basic and not as the teacher instructed.	Minimal ability is shown to make a final piece.



Subject: Biology

Curriculum Leaders Mrs Nemyria

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How you will be assessed this term:

In Year 8 Biology you will also have in each Topic; a graded assessment in the form of a Topic Test during the topic you will produce class work and homework which will involve both teacher and some peer assessment. From this the teacher will assess the Grade you are performing at. Alongside this there will be an End of Year Exam in the Summer Term to establish your long term progress and recall.

You should be aware of the assessment criteria and your target grade, you will record your results on your target sheet in your books and planners.

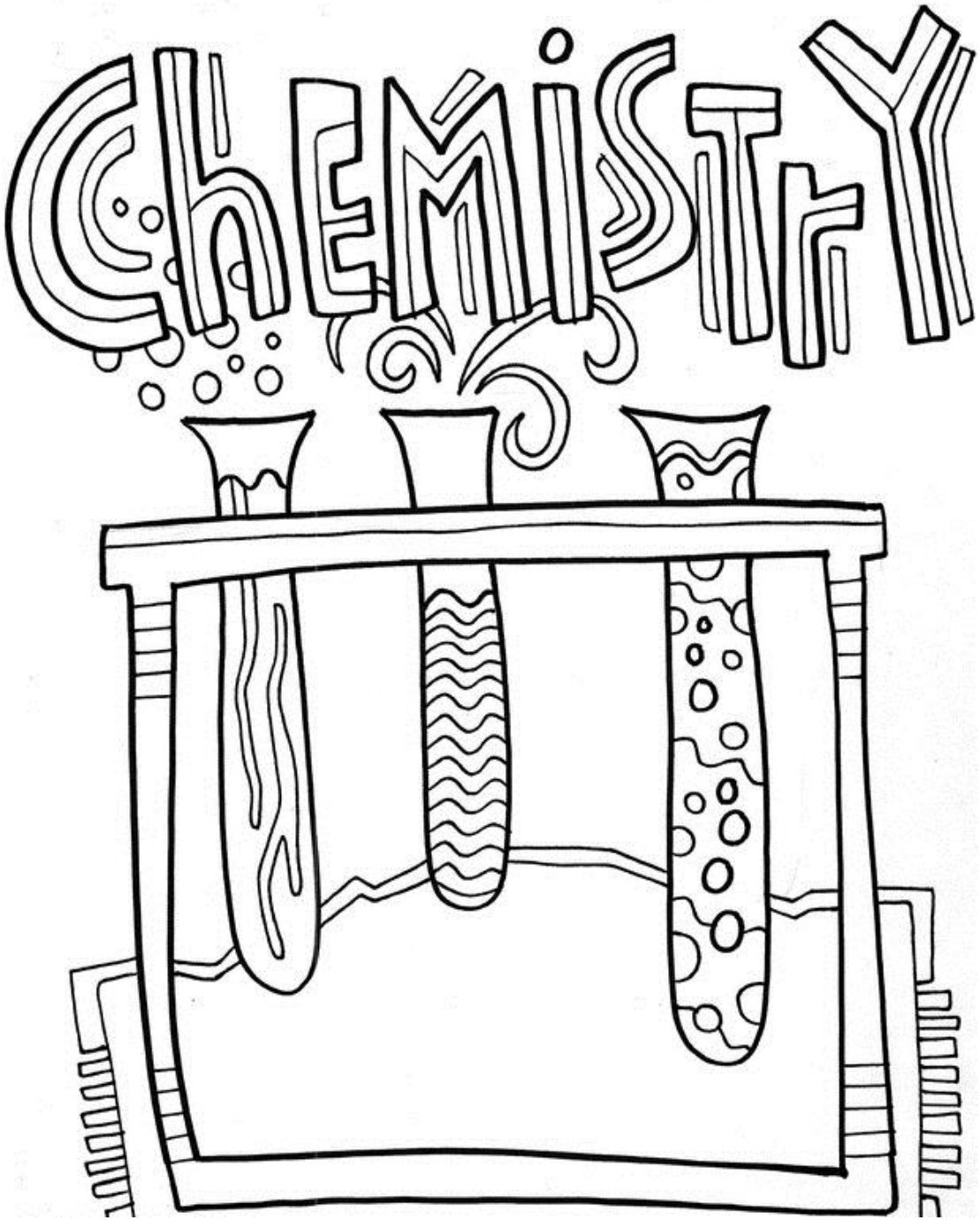
Key websites:

Additional Opportunities:

STEM Club

Grade	KNOW (Know is know-how, or being able to carry out the skills accurately and fluently.)	APPLY (It is the thinking behind the doing, or describing and explains the principles to carry out skills and strategies.)	EXTEND
9	Pupils can consistently demonstrate both breathe and depth of knowledge of microbes in all contexts. Students always demonstrate the use of accurate scientific terminology in all answers (key words and phrases).	Students can apply effectively their knowledge and understanding of microbes to explain their role in causing disease in unfamiliar contexts. Students can apply effectively their knowledge and understanding of microbes to explain the body's immune responses to disease and how vaccination works. Students use evidence to draw conclusions and to make accurate predictions in familiar and unfamiliar contexts.	Students are able to write a detailed description of how to carry out an experiment, using the correct pieces of equipment consistently for the right purposes.
8	Students regularly demonstrate relevant and comprehensive knowledge and understanding of microbes correctly to both familiar and unfamiliar contexts. Students regularly demonstrate the use of accurate scientific terminology in all answers (key words and phrases).	Students can use their knowledge and understanding of microbes to explain their role in causing disease in unfamiliar contexts. Students can use their knowledge and understanding of microbes to explain the body's immune responses to disease and how vaccination works. Students use evidence to draw conclusions and to make accurate predictions in familiar and some unfamiliar contexts.	Students are able to write a detailed description of how to carry out an experiment, using the correct pieces of equipment mostly for the right purposes.
7	Students in most cases demonstrate relevant and detailed knowledge of microbes correctly to a wide range of contexts. Students in most cases demonstrate the use of accurate scientific terminology in answers (key words and phrases).	Students use their knowledge and understanding of microbes to explain their role in causing disease, in familiar contexts. Students use evidence to draw conclusions and make predictions in familiar and some unfamiliar contexts	Students are able to write a detailed description of how to carry out an experiment, using most of the correct pieces of equipment mostly for the right purposes.
6	Students show some correct extended scientific knowledge and understanding of microbes in a range of contexts. Students usually use appropriate terminology in answers (key words and phrases).	Students can usually use their knowledge and understanding of microbes to explain their role in causing disease, in familiar contexts. Students use evidence to draw conclusions and start to make predictions in familiar contexts.	Students are able to write a description of how to carry out an experiment, using most of the correct pieces of equipment mostly for the right purposes.
5	Students can demonstrate mostly correct knowledge and understanding of microbes to familiar contexts. Students demonstrate, in the main, use of mostly accurate scientific terminology in answers (key words and phrases).	Students can sometimes use their knowledge and understanding of microbes to explain their role in causing disease, in familiar contexts. Students are usually able to use evidence to draw conclusions and start to make predictions in familiar contexts	Students are able to write a description of how to carry out an experiment, using most of the correct pieces of equipment mostly for the right purposes.
4	Students can demonstrate some relevant and detailed knowledge and understanding of microbes correctly to a familiar contexts. Students demonstrate some accurate scientific terminology in answers (key words and phrases).	Students can use relevant knowledge and understanding of microbes to begin to explain their role in causing disease, in familiar contexts. Students are sometimes able to use evidence to draw conclusions and start to make predictions in familiar contexts	Students are able to write a description of how to carry out an experiment, using most of the correct pieces of equipment sometimes for the right purposes.

3	Students have some relevant knowledge of microbes in a limited context. Students demonstrate some scientific terminology in answers (key words and phrases).	Students can use some knowledge and understanding of microbes to begin to explain their role in causing disease, in familiar contexts. Students can draw conclusions and start to make predictions.	Students are able to write a description of how to carry out an experiment, using some of the correct pieces of equipment sometimes for the right purposes.
2 1	Students can demonstrate some simplistic knowledge of microbes in a limited context. Students can demonstrate very basic knowledge of microbes in a limited context.	Students will use limited knowledge of microbes to begin to explain their role in causing disease. Students can draw conclusions and start to make simple predictions. Students will attempt to use limited knowledge of microbes to begin to explain their role in causing disease. Students can draw simple conclusions and start to make simple predictions	Students are able to write a description of how to carry out an experiment, using some of the correct pieces of equipment Students are able to write a basic description of how to carry out an experiment, using some of the correct pieces of equipment.



Subject: Drama

Curriculum Leaders Mrs Holmes

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How you will be assessed this term:

In Year 8 Chemistry you will also have in each Topic; a graded assessment in the form of a Topic Test during the topic you will be involved in problem solving, practical skills and data interpretation which will involve both teacher and some peer assessment.

You should be aware of the assessment criteria and your target grade, you will record your results on your target sheet in your books and planners.

Key websites:

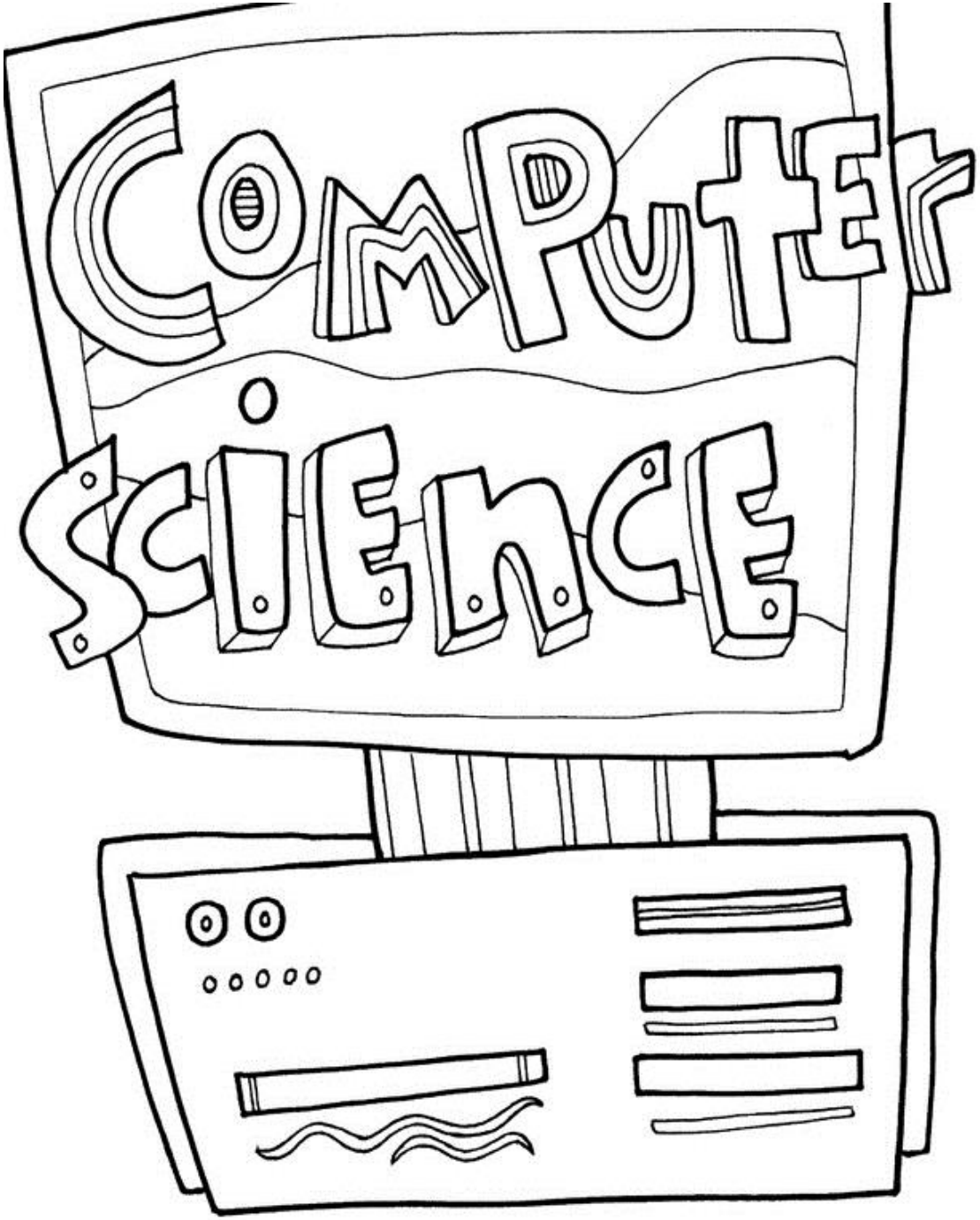
www.rsc.org
www.bbc.com/education/subjects/znxtyrd
www.youtube.com
http://www.docbrown.info/ks3chemistry/ks3chemistry.htm
https://tinycards.duolingo.com/

Additional Opportunities

STEM Club

Grade	KNOW (Know is know-how, or being able to carry out the skills accurately and fluently.)	APPLY (It is the thinking behind the doing, or describing and explains the principles to carry out skills and strategies.)	EXTEND
9	Pupils can consistently demonstrate both breathe and depth of knowledge of; Periodic Table; Solutions; Metals and Environmental Chemistry in all contexts. Students always demonstrate the use of accurate scientific terminology in all answers. Students discuss limitations of the experiment. Students confidently decide the type of chart or graph to draw based on its purpose or type of data.	Students can apply effectively the knowledge in their descriptions and explanations of; Periodic Table; Solutions; Metals and Environmental Chemistry making links in unfamiliar contexts. Build on processes such as questioning, investigating and evidence-gathering Students can fully analyse patterns and draw conclusions Students use evidence to draw conclusions and to make accurate predictions in familiar and some unfamiliar contexts. Students understanding how scientific ideas change over time. Students start to critique claims and justify opinions in unfamiliar contexts.	
8	Students regularly demonstrate relevant and comprehensive knowledge and understanding of; Periodic Table; Solutions; Metals and Environmental Chemistry correctly to both familiar and unfamiliar contexts. Students regularly demonstrate the use of accurate scientific terminology in all answers Students understand the relationship of scientific applications and evidence in a range of contexts Pupils start to discuss limitations of experiments.	Students can use their knowledge and understanding to link descriptions and explanations. Students can consistently apply abstract knowledge such as the particle model Can compare and contrast scientific knowledge and data patterns. Students can analyse patterns and draw conclusions Students use evidence to draw conclusions and start to make accurate predictions in familiar and some unfamiliar contexts. Students can apply abstract knowledge such as dissolving. Students start to apply links between different areas of science in their explanations	Students understanding how scientific ideas change over time. Students start to critique claims and justify opinions in unfamiliar contexts
7	Students in most cases demonstrate relevant and detailed knowledge of; Periodic Table; Solutions; Metals and Environmental Chemistry correctly to a wide range of contexts. Students in most cases demonstrate the use of accurate scientific terminology in answers Students can describe processes using abstract ideas and scientific vocabulary Students demonstrate methods and suggest improvements (accuracy and precision) to further investigations. Students explain outcomes using both qualitatively and quantitatively observations and patterns in data.	Students use scientific ideas to explain in detail processes and phenomena. Students use evidence to draw conclusions and make predictions in familiar and some unfamiliar contexts Explain how evidence supports scientific ideas in a range of contexts Students evaluate data showing awareness of potential sources of error. Students evaluate methods and suggest specific improvements (accuracy and precision) to further investigations. Can estimate values of data between known values.	Students can apply abstract knowledge such as dissolving. Students start to apply links between different areas of science in their explanations
6	Students can use some extended scientific knowledge and understanding of; Periodic Table; Solutions; Metals and Environmental Chemistry correctly to a wide range of contexts. Students usually use appropriate terminology in answers Students can describe processes using scientific ideas. Students plan experiments to make observations, test hypotheses and explore phenomenon. Students start to explain outcomes using both qualitatively and quantitatively observations and patterns in data. Students start to use more advanced mathematical skills to perform calculations.	Students use scientific ideas to explain processes and phenomena. Students use evidence to draw conclusions and start to make predictions in familiar and some unfamiliar contexts. Students use models to explain abstract processes Students describe how to make an experiment repeatable and reproducible comparing and contrasting the two terms Students analyse data presented graphically and deduce patterns and draw lines of best fit without guidance. Students evaluate methods to suggest improvements.	Students evaluate data showing awareness of potential sources of error. Students evaluate methods and suggest specific improvements (accuracy and precision) to further investigations.

		Students analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence	
5	Students can demonstrate mostly accurate and appropriate knowledge and understanding of; Periodic Table; Solutions; Metals and Environmental Chemistry mostly correctly to familiar and unfamiliar contexts. Students demonstrate, in the main, use mostly accurate scientific terminology in answers Students can describe some processes using scientific ideas Students can follow any written method unaided. Students recognise both qualitatively and quantitatively observations and patterns in data. Students use basic mathematical skills to perform calculations	Students start to use scientific ideas to explain processes and phenomena. Students use models to support explanations Students use evidence to draw conclusions and make predictions in familiar contexts Students can apply scientific knowledge from other investigations to plan an investigation. Students begin to recognise evidence can support or refute scientific ideas Students begin to interpret data and begin to explain this using scientific knowledge and understanding of the topics.	Students describe how to make an experiment repeatable and reproducible comparing and contrasting the two terms Students analyse data presented graphically and deduce patterns and draw lines of best fit without guidance. Students evaluate methods to suggest improvements. Students analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence
4	Students can demonstrate some relevant and detailed knowledge and understanding of; Periodic Table; Solutions; Metals and Environmental Chemistry correctly to a wide range of contexts. Students demonstrate some accurate scientific terminology in answers Students can describe phenomena. Students can follow a simple written method. Students can define and identify variables in information presented. Students can identify anomalies in data. Students with guidance can construct graphs and draw lines or curves of best fit.	Students can use relevant knowledge and understanding to begin to explain Students start to use models to support explanations Students begin use the evidence to support conclusions. Students can design a fair test to answer questions that arise from their work in science Students can describe in simple terms patterns in data qualitatively and relate to simple predictions Students use simple scientific ideas with evidence to explain observations. Students can compare properties	Students begin to recognise evidence can support or refute scientific ideas Students begin to interpret data and begin to explain this using scientific knowledge and understanding of the topics.
3	Students can demonstrate some relevant knowledge of; Periodic Table; Solutions; Metals and Environmental Chemistry correctly to a range of contexts. Students demonstrate some scientific terminology in answers Students can classify changes in materials Students can make and record observations using a range of apparatus and given methods. Students can make simple predictions and can comment on control variables. Students describe simple patterns in observed data. Students can perform some calculations.	Students use some relevant knowledge and understanding of materials to group materials. Students can draw conclusions and relate it to knowledge and understanding. Students can ask questions and develop a line of enquiry. Students start to explain the ways in which some materials are suited to a purpose.	Students use simple scientific ideas with evidence to explain observations. Students can compare properties
2 1	Students can demonstrate some relevant scientific knowledge of; Periodic Table; Solutions; Metals and Environmental Chemistry in a limited context. Students demonstrate limited scientific terminology in answers Use their knowledge to identify a range of common materials. Recognise similarities and differences between materials they observe. They can recognise changes in materials. Students can, with guidance, record observations using a range of apparatus and given methods. Students can perform basic calculations	Students can with guidance ask questions and develop a line of enquiry. Students can describe simple patterns in observed data. Students suggest answers to questions, based on own ideas and evidence Students can draw simple conclusions	.



Sub Subject: Computing

Curriculum Leaders Mrs Ackeroyd

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How you will be assessed this term:

Classwork and homework will form the basis of assessment for these units of work.

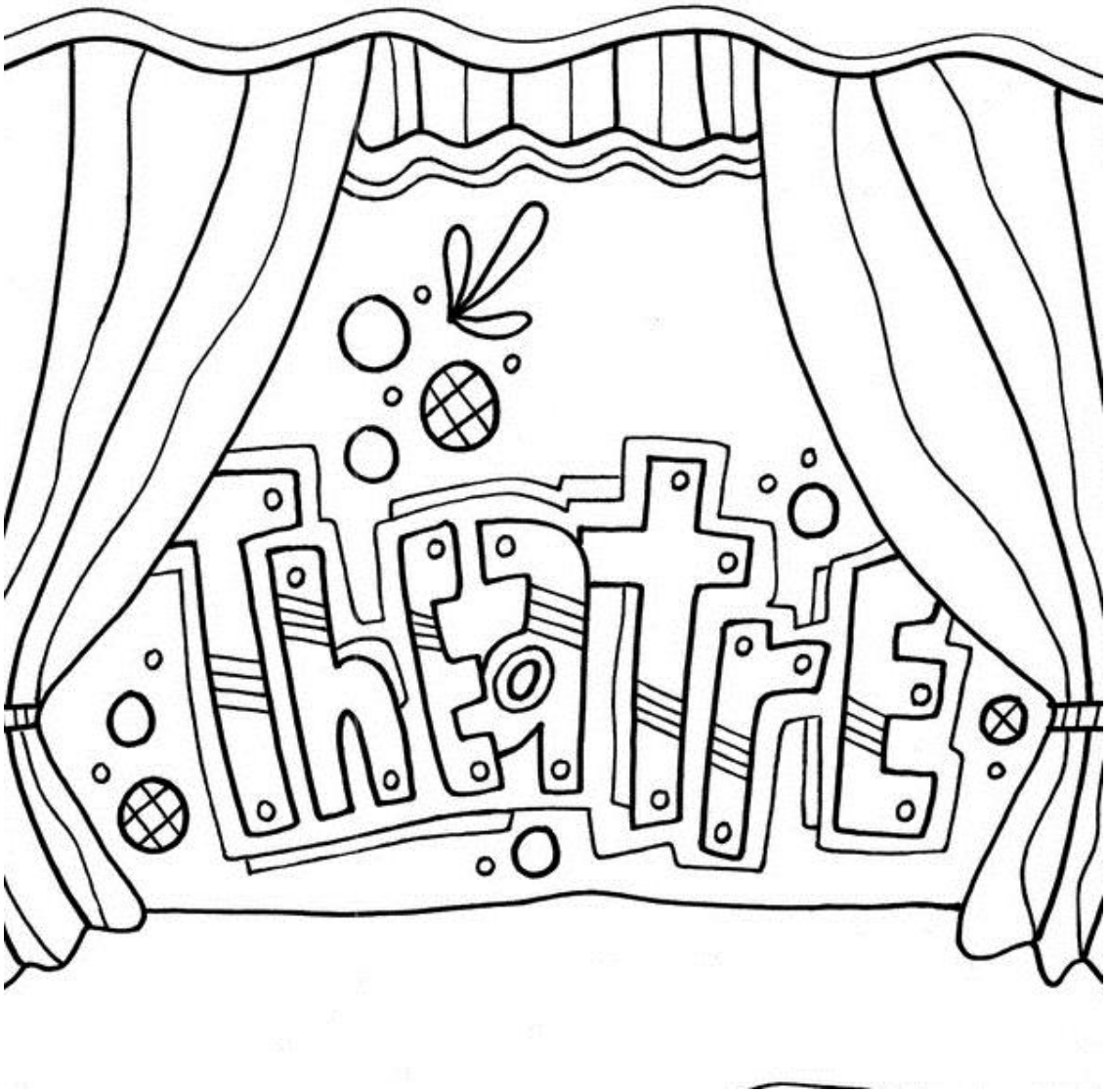
Key websites:

https://www.bbc.com/education/guides/zgr2mp3/revision/1
https://www.bbc.com/education/guides/z9nk87h/revision/1
https://www.bbc.com/education/guides/z2g2mp3/revision/1

Additional Opportunities:

Computing Club

Grade	Digital Literacy- Assess the Reliability of Information	Software Development- Creating webpages using HTML
9	Explain a range of current ethical and legal impacts of digital technology on society. Demonstrate a basic knowledge of the Copyright, design and Patents Act.	A detailed design has been produced for a website including a test plan Hyperlinks have been tested and the results explained
8	Demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including societal impacts Explain some of the current ethical and legal impact of digital technology on society	Some consideration had been given to how well the solution meets most of the requirements of the problem, and potential improvements to the solution are explained
7	Explain some of the current legal impacts of digital technology on society Demonstrate a basic understanding of 'Creative Commons' licenses	The design choices are described The choice of the test data has been justified
6	Explain a wide range of way to determine the reliability of information on a website Give an accurate list of all sources used in the creation of a piece of work and use quotation marks where applicable Compare & contrast the linear and binary search algorithms	Some design choices have been described A basic test plan has been made to test at least two hyperlinks. Consideration is given to how well the solution meets some of the requirements of the problem and some potential improvements are stated.
5	Demonstrate limited knowledge and understanding of fundamental concepts and principles including societal impacts Understand the term 'Copyright' and that material posted on-line may be covered by copyright law. Understand & explain how the binary search algorithm works	The design choices have been stated Use HTML to create a webpage which contains a hyperlink to another webpage Test some parts of the HTML code (e.g. a hyperlink) to show that it works.
4	Explain a few of the current ethical or legal risks of digital technology on society Explain a range of way to determine the reliability of information on a website. Give a list of some sources used in the creation of a piece of work and use quotation marks where applicable. Be able to explain plagiarism and give some ways to avoid plagiarising someone else's work. Understand & explain how the linear search algorithm works.	Produce a minimal design of what the problem involves At the design stage identify some of the website content and a house style Use HTML to create a webpage to check that it works as intended and make amendments if required Evaluate part of the project in a superficial way
3	Explain a few of the current ethical risks of digital technology on society Explain a few ways to determine the reliability of information on a website Understand the basic concept of plagiarism	Plan out a design for a webpage which includes choices of images and colours Use HTML to create a webpage containing formatted text, an image or background colour
2	State some ways to determine the reliability of information on a website	Use HTML to create a basic webpage which contains some formatted text Preview the webpage and check that it works as intended Make statements on the success of the project
1	Know that information found on the internet may be out of date or biased	Sketch out a design for a simple webpage Use HTML to create a very simple webpage which contains text



Subject: Drama

Curriculum Leaders Miss Haigh

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How you will be assessed this term:

Continually through class work, Key homework, End of topic practical assessment and written module analysis

Key websites:

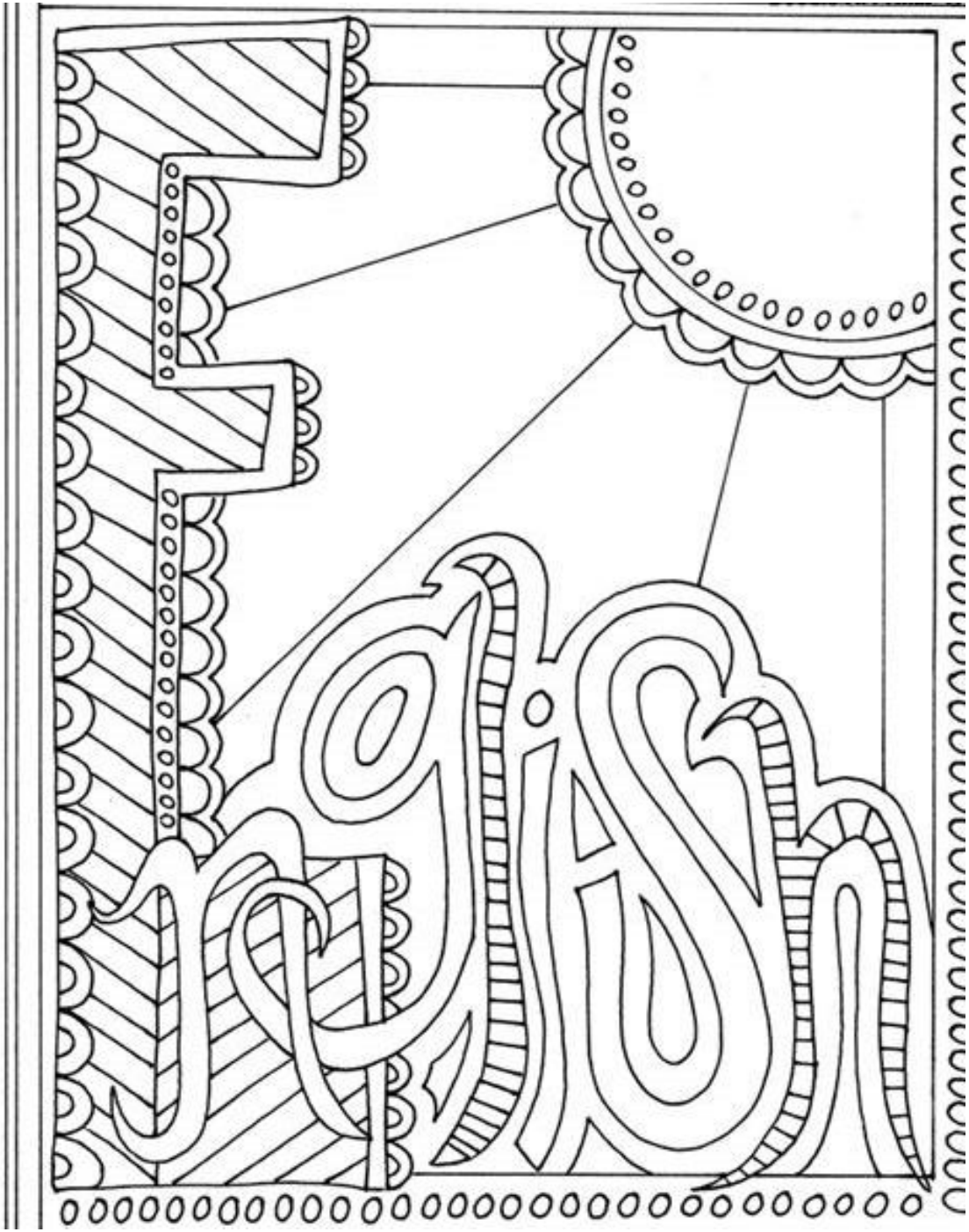
Additional Opportunities

Students may wish to take advantage of the range of drama clubs on offer this term to develop their skills further. There will be additional break and lunchtime rehearsal opportunities as they approach their practical assessment.

LAMDA

Shakespeare for Schools Programme

Grade	**AO1 – Practical** **Contribution to group work to develop an assessed performance**	**AO2- Practical** **Communicate role through application of theatrical skills**	**AO3- Practical** **Use the performance space effectively with clear awareness of audience**	**AO4- Written** **Reflect on practical work objectively**	**AO5 - Written** **Demonstrate understanding of how drama is developed and performed**
8-9	Works encouragingly and enthusiastically with all members of their group and is able to balance performance opportunities equally. Generates creative and challenging ideas which are appropriate to the module.	Able to communicate their role effectively with simultaneous use of theatrical skills (body, face and voice). This is sustained in performance.	Staging is used creatively throughout the performance with a clear awareness of audience in all blocking. Staging is entirely appropriate to the context of the topic / scene.	Reflects on the practical work objectively making insightful comments throughout on how to develop the skills of themselves and the group further.	Has demonstrated very clearly knowledge and understanding of how the genre or style is developed and performed as well as making appropriate links with their own theatrical decisions.
7	Works encouragingly with all members of their group and is able to balance roles equally. Generates creative ideas which are appropriate to the module.	Able to communicate the appropriate role effectively with use of all theatrical skills (body, face and voice). This is sustained in performance.	There is creativity and secure audience awareness in how the space is used throughout the performance. Staging is sensitive to the context of the topic.	Reflects on the practical work objectively making purposeful comments throughout on how to develop skills further.	Has demonstrated very clearly knowledge and understanding of how the genre or style is developed and performed.
6	Works well with all group members and is able to makes effective contributions to the group work. Shares creative ideas with others which are all mostly appropriate to the module.	Able to communicate an appropriate role with good focus and use of theatrical skills (body, face and voice). This is consistent in performance.	There are creative uses of the staging and consistent audience awareness in throughout the performance. Staging is appropriate to the context of the topic.	Reflects on the practical work objectively making mostly purposeful comments on how to develop skills further.	Has demonstrated with reasonable clarity their knowledge and understanding of how the genre or style is developed and performed.
5	Works well with all group members and makes confident contributions to the group work. Can discuss and develop creative ideas with the group which have mostly appropriate links to the module.	Able to communicate a mostly appropriate role with use of most theatrical skills (body, face and voice). This is consistent in performance.	There are some creative uses of the staging and consistent audience awareness throughout the performance. Staging is mostly appropriate to the context of the topic.	Reflects on the practical work with some objectivity making purposeful comments on how to develop skills further.	Has demonstrated knowledge and understanding of how the genre or style is developed and performed.
4	Works well with most group members and makes some contribution to the creative process. Can discuss the ideas of others and make some appropriate suggestions for development which reflect the module objectives.	Able to communicate a role using some theatrical skills which has relevance to the performance. Focus is held for the majority of the performance.	There are some creative uses of the staging which demonstrates audience awareness throughout most the performance. Staging is reasonably appropriate to the context of the topic.	Reflects on the practical work with some objectivity making occasional purposeful comments on how to develop skills further.	Has frequently demonstrated some knowledge and understanding of how the genre or style is developed and performed.
3	Makes some contributions to the creative process. Can share ideas when prompted which have some relevance to the module objectives.	Able to communicate a role using some theatrical skills which has some relevance to the performance. Focus is reasonable in performance.	There are occasional creative uses of the staging which demonstrate audience awareness in some aspects of the performance. Staging is reasonably appropriate to the context of the topic.	Reflects on the practical work with occasional objectivity making occasional purposeful comments on how to develop skills further.	Has demonstrated some knowledge and understanding of how the genre or style is developed and performed.
1-2	Can demonstrate some of the creative ideas presented by the group. Has occasional input into the creative performance.	Able to communicate a role with some theatrical skills. Can occasionally hold focus in performance.	Is able to use basic staging techniques with occasional creative moments which demonstrate audience awareness.	Reflects descriptively on the practical performance occasionally sharing their own ideas.	Can occasionally demonstrate some understanding of how the genre or style is developed and performed.



Subject: English

Curriculum Leaders Mrs Brierley

kbrierley@huddersfield-grammar.co.uk

How you will be assessed this term:

Continually though class work
Formally assessed piece of classwork
Peer assessment
Definitions word tests.

Key websites:

https://www.bbc.com/bitesize/subjects/z3kw2hv
https://www.educationquizzes.com/ks3/

Additional Opportunities:

Scrabble Club
Book Club
Young Journalist
Support and Intervention

Reading

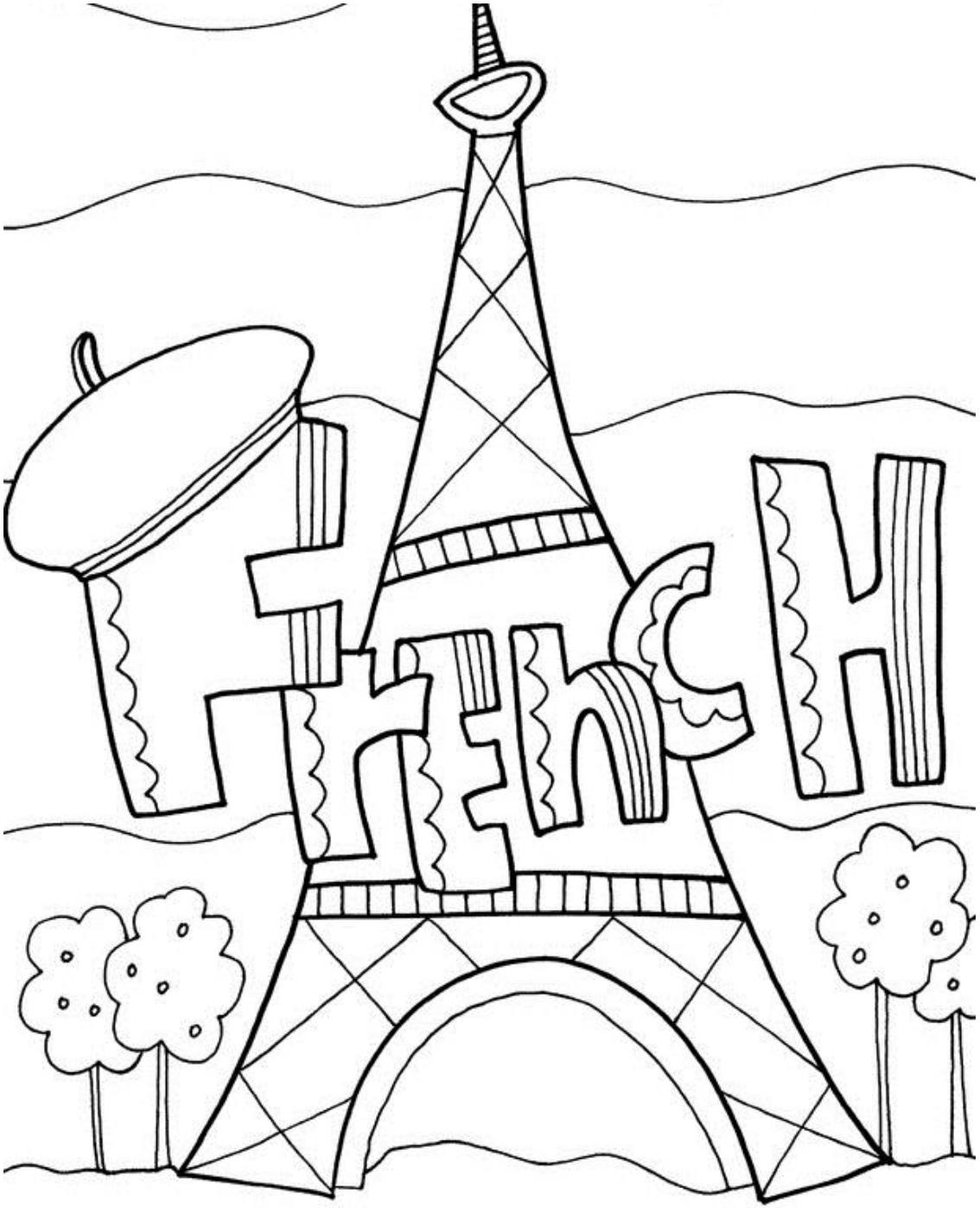
Grade	Using and interpreting evidence	Identifying, commenting on and evaluating techniques	Exploring context, viewpoint and purpose of a text	Making comparisons
9	Thoughtful, developed response to task and whole text, which demonstrates critical acumen and maturity.	Apt references integrated into interpretations, with thorough investigation made of specific vocabulary	Developed consideration ideas/ perspectives/ contextual factors shown by examination of detailed links between context/ text/ task.	Coherent, logical and eloquent connections made across literary texts, with pertinent analysis made
8	Clear critical stance and coherent interpretation, well supported by reference and wider textual knowledge.	Sophisticated appreciation and evaluation of writers' choices and the overall construction of a text.	Sustained critical analysis of purpose, viewpoint and relationship to context and traditions.	Sophisticated exploration and appreciation of qualities and relative merits of texts with perceptive comparisons.
7	Precision in selection and application of textual reference and reference to wider texts to support points; comments develop an interpretation of a text, weighing up evidence.	Evaluation of the overall construct ion of a text and the effect on the reader	Some evaluation of purpose, viewpoint and effects of particular techniques; analysis of influences on texts and how different interpretations can relate to context in which they are written/read.	Detailed exploration and evaluation of similarities and differences of details and 'who le text' aspects.
6	Summary and synthesis of evidence from different places in a text/ multiple texts; different layers of meaning or wider significance of meaning considered in textual evidence	Detailed analysis of structure and language features from across texts, using accurate terminology. Some evaluation of impact.	Comments on purpose, viewpoint and effect precisely located at word and sentence level; more detailed discussion of how context affects meaning and how conventions are used by writers from different periods.	Exploration of more specific similarities and differences with some evaluation of relative impact or effectiveness
5	Confident identification of relevant points and textual evidence; developed explanations of inferences.	Analysis of a range of structure and language features with confident comment on effect.	Confident explanation of purpose, viewpoint and effect of texts; confident explanation of how context affects meaning and how conventions are used.	Exploration of similarities and differences between texts and consideration of relative effectiveness.
4	Most relevant points identified from across a text and supported by relevant quotations; inferences based on textual evidence and explained.	Able to form some analysis of techniques, commenting on the effect of structure and language choices.	Main purpose, viewpoint and effect clearly identified with some explanation; some explanation of how context contributes to the meaning of a text.	Some explanation of key similarities and differences between text s. Some consideration of effect on reader
3	Some relevant points identified and supported by textual reference or quotation; inferences based on different points of a text, not always securely evidenced.	Simple comments on structural choices and use of language; some ability to identify techniques.	Simple comments show awareness of writers' viewpoint, context and purpose; simple comment on overall effect on the reader	Identification of similarities and differences between texts. Clear preferences expressed with coherent reasoning.
2	Simple, most obvious points identified with some reference to text; simple inference based on single point of reference.	Identify writer s' use of language and structure with little comment.	Begin to comment on the main purpose of a text, expressing personal opinions based on own experiences and basic contextual factors.	Features common to different texts identified with some expression of preference.
1	Specific, straightforward information recalled; simple, plausible inferences. Support needed to recall simple points; some understanding of simple meaning	Begin to make simple comments on construction and features of a text. Identify obvious features of a text and obvious word choices.	Some awareness that writers have viewpoints and purposes; some awareness that texts are set in different times and places. Simple comments ontexts based on own experiences.	Simple comments on points of comparison; simple preferences expressed. Basic features of comparison identified

Writing

Grade	Adapting content and style to purpose, audience and form	Structuring ideas for coherence and impact	Sentence structure, punctuation and spelling
9 8	Register is convincingly matched to audience. Varied and effective structural features	Writing pertinently matched to purpose. Writing is highly engaging with a range of developed complex ideas.	Extensive vocabulary with conscious crafting of linguistic devices. Consistently coherent use of paragraphs with integrated discourse markers
7	Creative selection and adaptation of forms and conventions with distinctive personal voiceand style; wide ranging vocabulary used imaginatively and with precision	Imaginative and consistently well- controlled structuring and paragraphing position reader appropriately in relation to writer's purpose.	Sentence structure and punctuation is imaginative and highly accurate, matched precisely to purpose and intended effect on the audience; spelling is correct throughout
6	Imaginative treatment of content; form adapted to purpose and audience; convincing voice established; varied vocabulary generally matched to purpose and audience.	Content is skilfully managed and shaped to achieve intended purpose and effect; paragraphing is integral to meaning and purpose and paragraphs are crafted for effect.	Sophisticated used of sentence types and punctuation across a text to achieve purpose and effect, with rare, if any, loss of control; virtually all spelling is correct.
5	Material is controlled and sequenced to meet purpose and audience; range of features signal overall direction; paragraphing contributes to meaning and effect.	Overall direction of material is signalled and controlled; paragraphs are consistently used to structure and develop ideas in a clear and coherent way	Wide variety of sentence length and structure; accurate use of a range of punctuation; most spelling, including complex words, is correct.
4	Deliberate use of a variety of sentence types and subordination for effect; accurate use of more complex punctuation, including colons and semi colons; spelling of complex irregular words is correct.	Development of material is effectively managed; paragraphs structure main ideas to support purpose and devices within them support cohesion.	Increasing variety of sentence length and structure; basic punctuation accurate, with some comma splicing and errors in ambitious structures; spelling of more complex words is correct.
3	Writing meets purpose; viewpoint generally established and maintained; some expansion of vocabulary for purpose and audience.	Ideas fittingly organised but overall direction not clearly signalled; paragraphs used with some simple links within and between them.	Increasing use of subordination; accurate use of exclamation and question marks and full stops; commas used in lists and occasionally for clauses; speech marks generally accurate; spelling of most polysyllabic words is correct.
2	Generally appropriate content with some attempt to express viewpoint or meet purpose; some words chosen for deliberate effect.	Some attempt to organise ideas in logical sequence with related points next to each other; openings and closings signalled; some links between sentences in paragraphs.	Use of common conjunctions with occasional subordination; usually accurate use of exclamation and question marks and full stops; some use of speech marks and commas; spelling of simple and some polysyllabic words is accurate
1	Generally relevant content, sometimes repetitive or sparse; simple, speech -like vocabulary. Some relevant content for task; basic vocabulary choices.	Basic sequencing of ideas **with** ideas in sections grouped by content; some openings or closings signalled. Start and end of texts signalled by basic phrases; simple connections between ideas or events.	Use of simple sentences; some accurate use of exclamation and question marks and full stops; high frequency words usually accurate. Simple phrases and clauses; some awareness of full stops/ capital letters; simple high frequency words usually accurate

Speaking

Grade	Adapting **spoken** language to tasks and roles	Listening and **responding** to others
9	Articulate thoughtful ideas using a mature range of rhetorical devices. Develop perceptive ideas in a fluent and articulate fashion.	Demonstrate knowledge and flair, by crafting their talk, with rhetorical devices and persuasive techniques.
8	Make creative and precise selection of techniques to meet the demands of varied scenarios and approach context and purpose **with** a distinct personal style.	Show perceptive understanding of complex speech, sustaining concentrated listening and responding flexibly; manage and sustain discussion with sensitivity.
7	Manage talk to have specific impact on the listener; make apt and flexible choices of features of speech across different registers and roles.	Interrogate the **views** of others and shape direction of talk through **well-**judged contributions ; draw on range of roles to sustain effective discussion
6	Explore complex ideas and feelings and maintain effective organisation to guide the listener; adapt features of speech to an increasing range of demands.	Make perceptive responses to more complex material, including awareness of speakers' aims; adopt roles and actively promote effective discussion
5	Explore ideas and feelings in detail; shape talk to engage the listener; adapt language and non-verbal features to audience, purpose and context.	Develop a speaker's ideas in different ways dependent on purpose; sustain more complex roles and responsibilities.
4	Explain relevant ideas with elaboration; shape talk for clarity; match language and non-verbal features to audience, purpose and context.	Recognise significant details and develop a speaker's ideas; sustain roles and responsibilities independently, including shaping direction of talk
3	Express ideas in an extended structure with relevant detail; vary language and non-verbal features to suit audience, purpose and context	Show clear understanding and introduce some new material or ideas; take on straightforward roles and responsibilities.
2	Develop and organise ideas and feelings in sustained speech; adapt language and non-verbal features to suit content and audience.	Respond to and develop a speaker's main ideas through comments; attempt different roles and responsibilities.
1	Express simple comments and connect ideas; vary talk in simple ways to hold listeners' attention. Audibly express thoughts and feelings; show some awareness of a listener.	Listen and make simple responses and helpful contributions Understand and engage with a speaker and take turns



Subject: French

Curriculum Leaders Miss Belkadir

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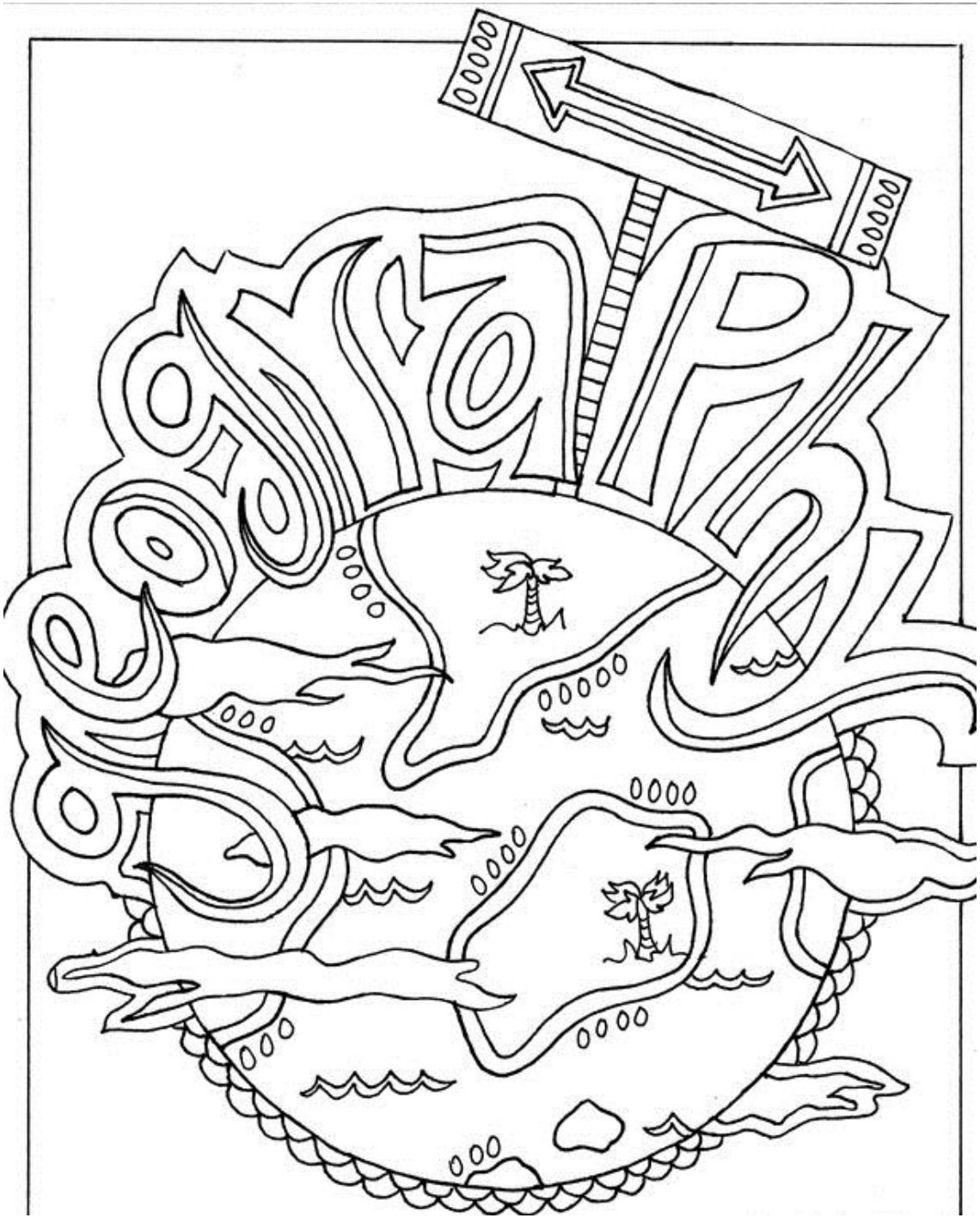
How you will be assessed this term:
Weekly vocabulary tests
Written assessment
Unit tests

Key websites:
Wordreference.com – online dictionary

Additional Opportunities:

Grade	Receptive skills (Listening, Reading)	Productive skills (Speaking, Writing)
9	I can identify main points and details from passages with less familiar words and phrases. I can translate mostly accurately longer passages using some complex language and unfamiliar vocabulary. I can scan texts to get the gist. I can translate short texts into English	I can apply a variety of structures to create new sentences. I can produce extended paragraphs made of a minimum of 90 words, expanding my answers and details using mostly specific vocabulary. I can take part in longer conversations including answering a couple of unprepared questions. I use increasingly accurate pronunciation and intonation. I make few mistakes.
8	I can understand several familiar contexts in the same passage. I can understand some details in various longer passages using some complex structures. I can translate single sentences into English.	I can apply some complex grammatical rules accurately in familiar contexts. I can produce longer paragraphs made of a minimum of 70 words giving a few details and using some varied vocabulary. I can take part in longer conversations, asking and/or answering at least 8 questions. I begin to speak spontaneously with generally good pronunciation. I make some mistakes but am easily understood.
7	I can understand most points in longer passages across a range of familiar topics. I can use what I know and the context to deduce meaning of unfamiliar words. I can analyse linguistic structures to deduce grammatical patterns.	I can adapt phrases and structures to convey information. I can use my knowledge of grammar to create new sentences. I can produce longer pieces of writing made of a minimum of 50 words, giving some details and beginning to link my sentences. I can take part in short conversations asking and/or answering at least 5 questions.
6	I can understand main points, opinions and reasons with some details in short passages made of less than 60 words using familiar vocabulary.	I begin to use knowledge of grammar to adapt and substitute words or phrases. I can produce a short paragraph made of less than 30 words using familiar vocabulary. I can prepare a short conversation using mainly memorised phrases.
5	I can understand familiar words, main points and opinions from a short extract made of less than 40 words.	I can use the right words to fill in gaps. I can describe simple information using a few short sentences and frequently-used verbs.
4	I can understand main points from single sentences using familiar vocabulary.	I can use short phrases using familiar vocabulary from memory
3	I can understand simple opinions and familiar phrases.	I can remember a minimum of 6 single words from a new topic. I can use short phrases with support.
2	I can match sound to print. I can understand familiar words and cognates.	I can remember a couple of words from a new topic.
1	I can understand transparent words.	I can copy single words orally after several repetitions. I can copy single words correctly in writing.



Subject: Geography

Curriculum Leaders Mrs Doyle

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How you will be assessed this term:

Classwork and homework form the basis of assessment, including class discussion/contributions
Independent piece of fieldwork/research
Formally assessed piece of classwork
End of topic tests; these include key terminology, knowledge and application

Key websites:

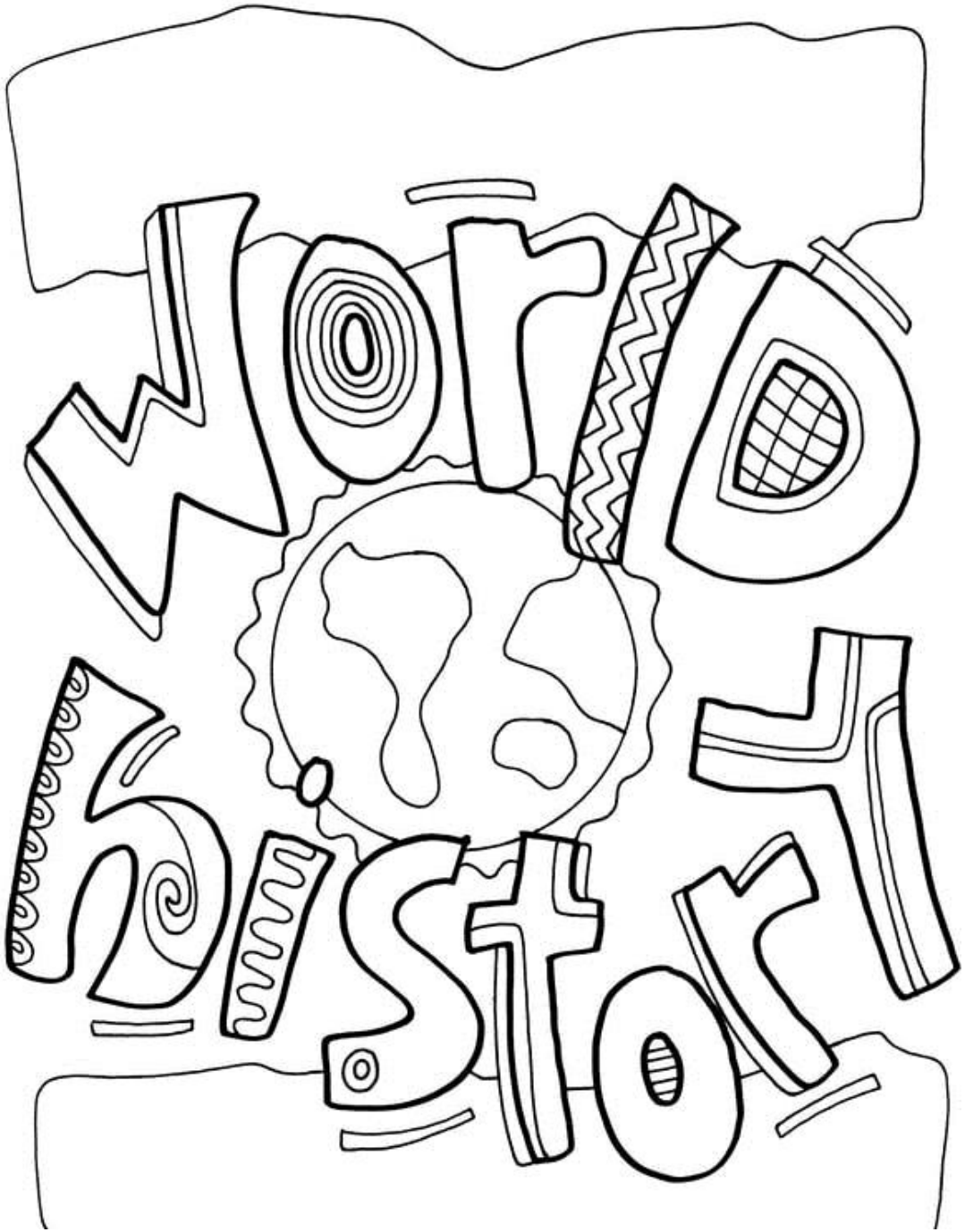
www.bbc.com/education/subjects/zrw76sg
www.geographyalltheway.com/ks3_geography.htm
www.geography.learnontheinternet.co.uk/ks3/index.html
www.educationquizzes.com/ks3/geography/
www.ordnancesurvey.co.uk/mapzone/

Additional Opportunities:

Model UN

Grade	Knowledge (AO1)	Geographical Understanding (AO2)	Applied Knowledge and Understanding (AO3)	Geographical Skills (AO4)
	Demonstrate knowledge of locations, places, processes, environments and different scales	*Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes*	*Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements*	*Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings*
8/9	You are able to demonstrate outstanding geographical knowledge and use it to explain geographical processes and features. Consequences of physical and human activities are explored. You are able to evaluate and assess changes in the features of places over time using your knowledge and understanding of a wider range of locations at a variety of scales.	You can evaluate and assess any links between processes and show how those links create diversity, interdependence and change. You understand how differences between people and environments can result in complex changes.	*Make links between prior learning and be able to adapt effectively to unfamiliar situations / contexts.* You begin assess sources of data / evidence critically. You can present full and clearly argued summaries and reach fully supported conclusions using a wider range of accurate key terms.	You can create and carry out fieldwork and geographical enquiry independently and accurately using a wider range of techniques and equipment. You can evaluate your fieldwork and enquiry, and suggest appropriate improvements. You can use a wider range of more complex geographical skills accurately and confidently.
7	You are able to demonstrate excellent knowledge showing independent thinking. You produce outstanding description of geographical features and processes using a wider range of appropriate terms and demonstrate links between geographical topics. You are able to analyse and interpret changes in the features of places over time using your knowledge and understanding of a wider range of locations.	You are able to analyse and interpret geographical patterns at a range of scales. You can explain any links between processes in a detailed manner. You can explain how people and environments are affected by events in other places. You are able to explain in detail, the changes that result from decisions made by different groups of people.	You begin to analyse and interpret sources of data / evidence critically. You can find and respond to bias. You are able to present well-argued summaries and provide justified conclusions using a wider range of accurate key terms.	With limited assistance, you begin to create and plan your own sequence of investigation for an independent enquiry, making use of a wider range of appropriate and accurate fieldwork techniques. You can use a wider range of map, data and source interpretation skills accurately. You can use a wider range of more complex geographical skills accurately.
6	You are able to demonstrate very good knowledge showing independent thinking. You produce very detailed descriptions of geographical features using a wider range of appropriate terms. You are able to make links in your knowledge and understanding and use these links to explain and compare the features and processes of places, using your knowledge of a wide range of locations.	You are able to identify, explain and compare geographical patterns and processes at a range of scales and places. You recognise that people's uses of the environment might conflict with each other. You are able to describe, explain and compare sustainable and other approaches to managing environments.	*Identifies links between prior learning and adapts knowledge to respond to unfamiliar tasks/contexts.* You can use and understand a range of data sources and can identify potential bias in a range of sources. You can communicate your ideas in detail with convincing conclusions, and using a range of appropriate key terms.	You can suggest some appropriate sequence of investigation for an independent enquiry, making use of a wide range of appropriate and accurate fieldwork techniques. You can select and use appropriate map, data and sources to help answer geographical questions. You can use a wider range of geographical skills accurately and confidently.
5	You demonstrate good knowledge and can confidently use a range of appropriate key terms in description and explanation of geographical features and processes.	You are beginning to describe and explain geographical patterns, including how processes affect places and people, and the ways that human activities cause environments to change.	*Recognises prior learning and knowledge could be used to respond to unfamiliar tasks/contexts.*	You can suggest relevant questions for enquiry and use appropriate ways of collecting and presenting your findings to

	Through the use of knowledge and understanding, you are able to accurately describe, explain and compare most of the physical and human features of places in a range of locations at a range of scales.	You show a deeper sense of awareness of sustainable development and management.	You can use and select information and use sources of data as you begin to identify bias. You can suggest possible conclusions and make use of appropriate key terms.	help answer geographical questions clearly. You can use a range of geographical skills accurately.
4	You demonstrate some good geographical knowledge and can use a limited range of appropriate key terms to describe the physical and human features and processes of places, relating it to where they are in the world.	You recognise and describe simple geographical patterns. You recognise and describe physical and human processes that change places and people. You are able to offer some reasons for your own views about environmental change and recognise that other people may have different views.	You can use and understand some sources of data to make accurate decisions but with limited conclusions. You use some appropriate key terms.	You begin to suggest suitable geographical questions. You use a limited range of basic geographical skills to help investigate places and environments. You can use some geographical skills with some accuracy.
3	You are able to offer some satisfactory geographical knowledge through some simple descriptions of geographical features and processes. Features and /or processes will be incomplete.	You can state some similarities and differences between places. You are able to give some simple reasons for your views about places and environments.	*With guidance, uses knowledge of familiar situations to respond to unfamiliar tasks/contexts.* You demonstrate a basic understanding of data sources offering basic descriptive responses. You begin to use a limited number of appropriate key terms.	You can carry out simple fieldwork and use a limited range of basic skills and sources to answer a range of geographical questions in a simple manner. You can use a limited number of geographical skills.
1/2	You have a limited knowledge and ability to identify and describe geographical features. You can state the features of different places with limited recognition of processes.	You begin to recognise that there are places beyond your local area. You can give a simple view about the world, people and places within it.	*Unable to apply prior learning to unfamiliar tasks/contexts.* You demonstrate a limited understanding of data sources and offer basic description only with little use of appropriate key terms.	You can ask and answer basic geographical questions about places. You use a simple geographical skill.



Subject: History

Curriculum Leaders Mr Poulter-Dunford

tpoulterdunford@huddersfield-grammar.co.uk

How you will be assessed this term:

Students will be assessed through an in-class source-based assessment in the first half term on Elizabethan England
In the second term, students will have to complete a knowledge based assessment on the Industrial Revolution

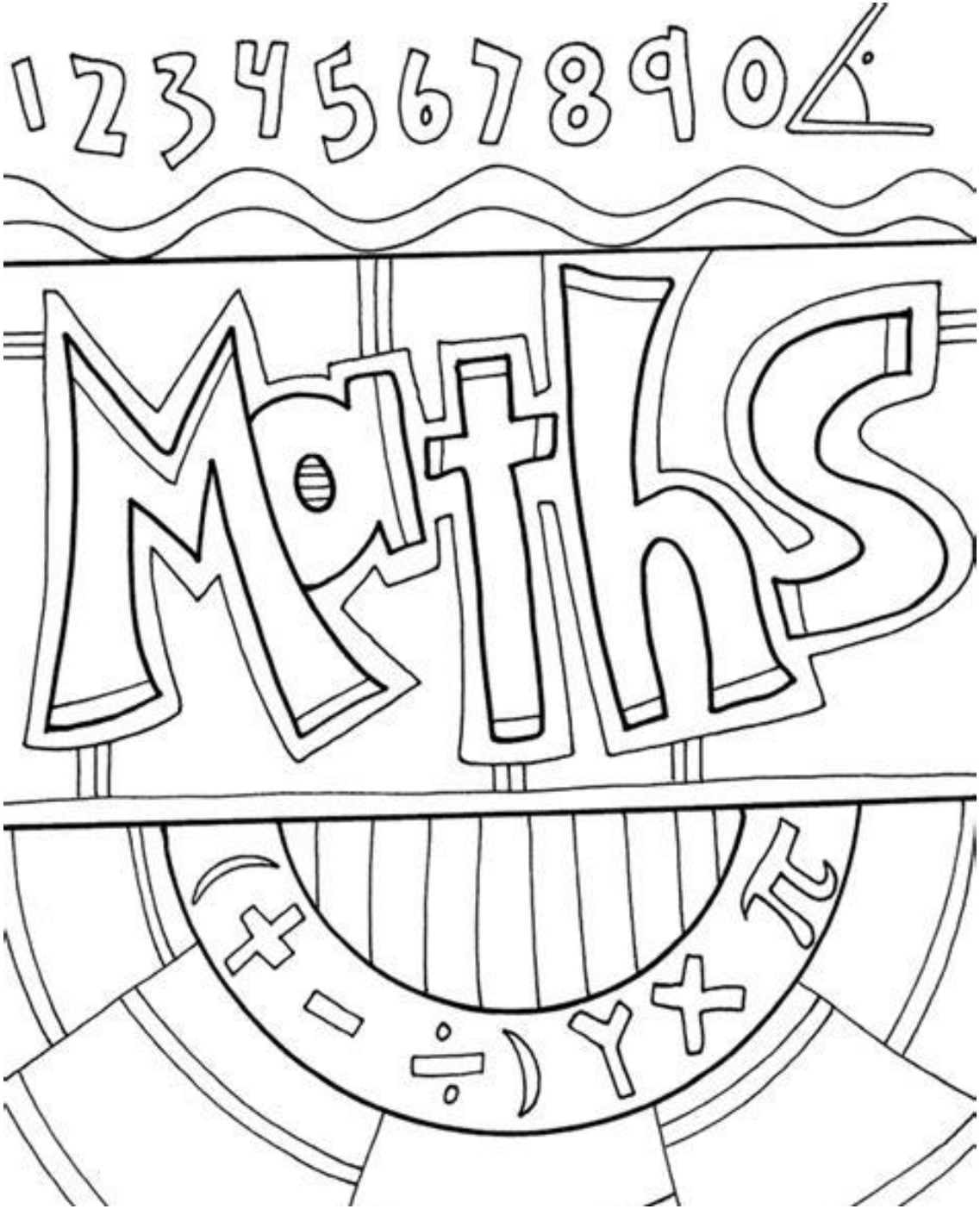
Key websites:

https://www.bbc.com/education/subjects/zk26n39
https://www.educationquizzes.com/ks3/history/

Additional Opportunities:

Model UN

Grade	Knowledge	Source Work
9	Can produce analytical work which is substantiated and assesses key events/individuals studied Can understand relevant concepts such as causes and consequences when constructing a narrative	Can use a range of sources and judge which is the most useful or reliable based on specific criteria or the question asked. Can make judgements based on evaluation of the source provenance and content.
8	Can produce structured, logical and coherent work Can assimilate new knowledge through their research and are able to challenge generalisations made about the past	Can apply own knowledge in relation to the question. Can make links from the source to own knowledge in order to come to a reasoned conclusion.
7	Can produce an account that shows logic and an ability to plan coherently Can select and blend new knowledge and uses sound analytical skills Can use extensive historical vocabulary related to the period	Can produce more developed comments on source provenance (nature, origin and purpose) shown. Can consider the utility and reliability of a source and use this to make a judgement, event justifying why some sources are unreliable
6	Can write an answer that builds a mostly coherent account with clear analysis	Can select precise content from the sources and support with relevant own knowledge about the time period.
5	Can produce narrative accounts that are sometimes analytical. Can adapt their vocabulary correctly in relation to the era studied.	Can support judgements by using the content of a source and/or provenance. Can accurately describe why some sources can be more/less useful.
4	Can select and blend mostly relevant knowledge to add quality to their answer.	Can judge which source is more/less useful for a particular purpose. Can make a judgement on a source – but this will be basic and not fully developed.
3	Can show hints of analysis within their descriptive accounts of the past Can use some historical vocabulary correctly within their work in relation to the era studied	Can begin to extract appropriate information from more than one source to support simple judgements. Can use more than one source to make inferences.
2	Can produce a descriptive narrative of the past with some development.	Can comment on the provenance (primary/ secondary etc) or the reliability of a source.
1	Use some information to support their narrative but this may lack detail and/or relevance Can construct a simple timeline of historical periods they have studied. Can remember key historical information	Can quote the source and make a simple inference on what the source suggests.



Subject: Maths

Curriculum Leaders Mrs Rudkin

rrudkin@huddersfield-grammar.co.uk

How you will be assessed this term:

Classwork, Homework set once a week. A test on Chapters 1 to 4 will be used (along with teacher assessment) to assess if pupils are in the appropriate set.

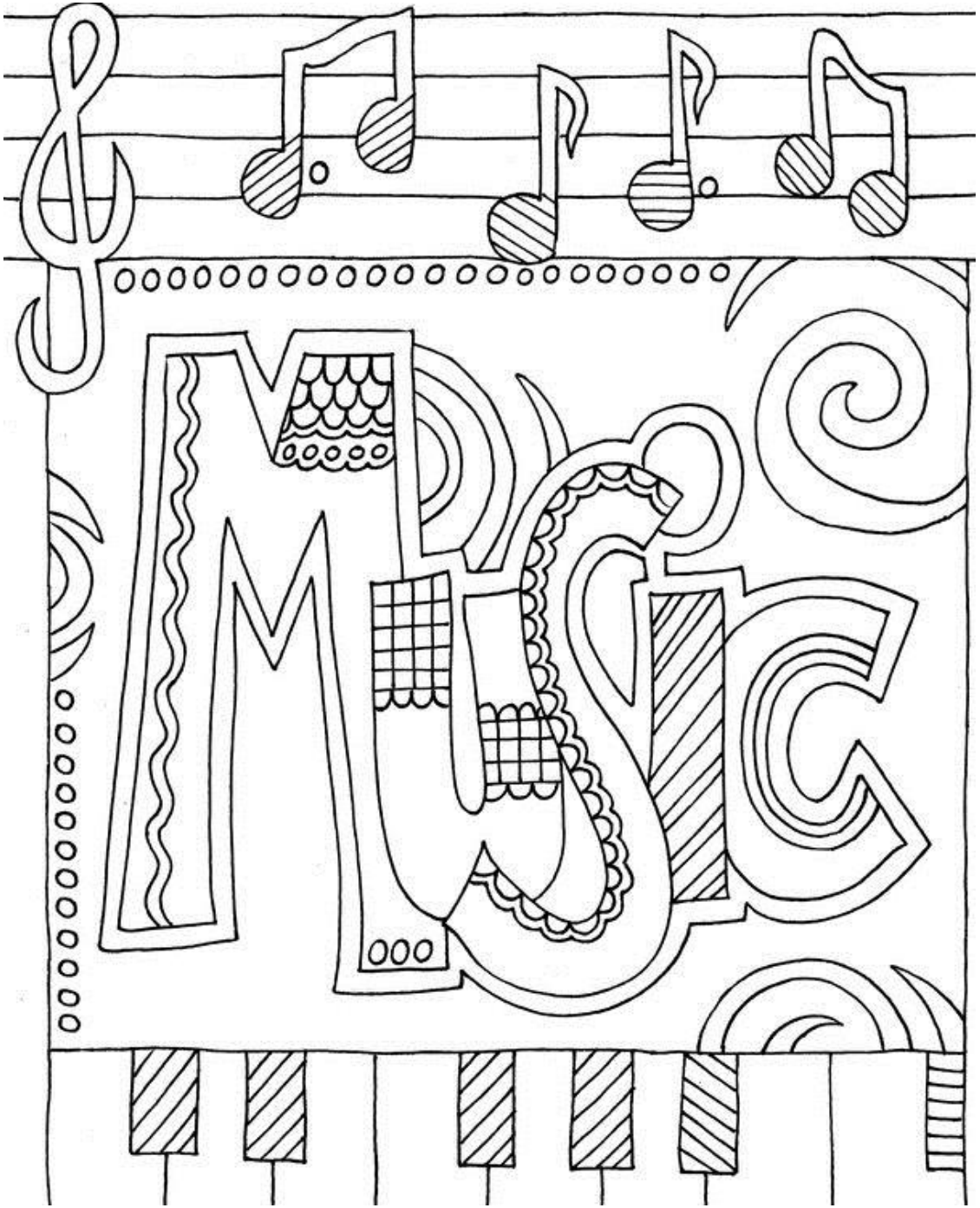
Key websites:

MathsWatch (vle.mathswatch.co.uk)

Additional Opportunities:

STEM Club

Grade	Number and Algebra	Geometry and Measures	Data and Probability
9	Solving word problems involving negative numbers, powers, roots Use a multiplier consistently in percentage word problems	Find missing angles in parallel lines and quadrilaterals involving algebra Perform or describe any transformation Solve complex problems involving areas	Use mutually exclusive events and probabilities of 2 events in explanations
8	Using BIDMAS with negative numbers Find HCF and LCM from Venn diagrams Using any powers and roots Use a multiplier for percentage word problems Work out and use the n^{th} term of a sequence	Find missing angles in parallel lines and quadrilaterals within one problem Describe any transformation in full Use the correct construction Calculate missing lengths from area formulae	Work out probabilities for 2 events Understand mutually exclusive events Understand experimental probabilities
7	All 4 operations with negative numbers Find HCF and LCM using prime factors Understanding any roots Use percentages to compare quantities Work out a percentage increase or decrease Work out the n^{th} term of a sequence	Find missing angles in parallel lines in a multi-step problem Use properties of special quadrilaterals Describe a translation using a vector Rotate a shape about a point not on the shape Construct an angle bisector Work out areas of compound shapes	Draw a possibility space diagram and calculate probabilities for 2 events Recognise mutually exclusive events Use experimental probabilities
6	Multiplication and division with negative numbers Find HCF and LCM of 2 numbers by listing Using powers and square roots Write a number as a product of prime factors Write one quantity as a percentage of another Use a multiplier to calculate a percentage change Use the n^{th} term of a sequence Use the Fibonacci sequence	Find a missing angle in parallel lines Know properties of special quadrilaterals Describe a translation in words Rotate a shape about a point on the shape Construct a perpendicular bisector Work out the area of a trapezium Work out the surface area of a cuboid	Complete a possibility space diagram and calculate probabilities for 2 events Work out experimental probabilities
5	Addition and subtraction of negative numbers Find multiples and factors of numbers Understanding powers Use a factor tree for prime factors Use a multiplier to find a percentage Generate a sequence from the n^{th} term	Recall names of angle facts with parallel lines Know properties of some special quadrilaterals Translate a shape accurately Describe a rotation Work out the area of a parallelogram	Work out the probability of an event not happening
4	Addition and subtraction with negative numbers Find all factors of a number Understanding squaring Recall prime numbers Convert a percentage to a multiplier Recognise linear and Fibonacci sequence	Recognise equal angles with parallel lines Be able to name special quadrilaterals Understand how to translate a shape Recognise a rotation Work out the area of a triangle Work out the surface area of a cube	Work out the probability of an event
3	Using a number line with negative numbers List multiples of any number Work out prime numbers Generate a sequence from a flow diagram	Use angles facts for straight lines, triangles Recognise special quadrilaterals Recognise a translation Work out area of a rectangle	Use a probability scale
1 / 2	Ordering negative numbers Recall multiples for simple numbers Work out the next term in a sequence	Recall angle facts for straight lines, triangles Work out areas by counting squares	Add probabilities to a scale



Subject: Music

Curriculum Leaders Mrs Fitzpatrick

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How you will be assessed this term:

Continually through classwork, written and verbal ie class discussions / activities, performance practice
Key homework
A final performance of Jackass Blues (in class time)
Listening and appraising work in class
Composition work completed in class

Key websites:

YouTube (to listen to a variety of Blues music – Bessie Smith, Ma Rainey, Louis Armstrong, Ella Fitzgerald);
http://www.bbc.co.uk/schools/gcsebitesize/music/popular_music/blues2.shtml;
https://www.apronus.com/music/flashpiano.htm www.allaboutjazz.com

Additional Opportunities:

Wide range of opportunities in the Extra Curricular Timetable

Grade	**Performing**	**Composing**	**Listening and Appraising**
9	Can perform *Jackass Blues* with exceptional accuracy, fluency and expression. Improvisations will demonstrate exceptional performance ability. Will appear as a soloist in group performance playing complex parts.	Will compose music that shows exceptional ability to create and extend musical ideas and use conventions with imagination, exploring the potential of musical structures and resources. Compositions will successfully explore blue notes, seventh chords, different accompaniment pattern, tonalities and rhythmic ideas.	Can successfully identify and analyse complex features of Blues music demonstrating contextual understanding of the music as well as understanding the composer's intention and audience.
8	Can perform *Jackass Blues* with exceptional accuracy, fluency and expression. Improvisations will demonstrate exceptional performance ability. Will appear as a soloist in group performance playing complex parts.	Will compose music that shows exceptional ability to create and extend musical ideas and use conventions with imagination, exploring the potential of musical structures and resources. Compositions will successfully explore blue notes, seventh chords, different accompaniment pattern, tonalities and rhythmic ideas.	Can successfully identify and analyse complex features of Blues music demonstrating contextual understanding of the music as well as understanding the composer's intention and audience.
7	Can accurately perform *Jackass Blues* as an individual or in a group performance playing two independent parts with fluency, accuracy and appropriate expression. Improvisations will be extended and include complex syncopated rhythms. Will take a lead role in group performance.	Will compose music that shows a highly developed ability to create and extend musical ideas and use conventions with imagination, exploring the potential of musical structures and resources. Compositions will successfully explore blue notes, seventh chords, different accompaniment patterns and rhythmic ideas.	Can identify and analyse more complex features of Blues music ie tonality, chords, instrumentation using appropriate and advanced musical vocabulary.
6	Can perform melody/chords with walking bass line and/or boogie woogie accompaniment with fluency and accuracy. Can perform with control, making use of phrasing and dynamics to enhance the mood of the performance. An maintain their part in a group performance making small adjustments where necessary to maintain the ensemble.	Will compose music that shows a developing ability to create and extend musical ideas and use conventions with some imagination, broadly exploring the potential of musical structures and resources. Compositions will accurately include blue notes, syncopation and appropriate instrumentation.	Can analyse features of Blues music using appropriate musical vocabulary applying contextual understanding of the music with some success.
5	Can perform the *Jackass Blues* melody and appropriate improvised fills with fluency and accuracy (on keyboard or their own instrument). Can perform the melody and chords together with some fluency and accuracy on keyboard. Can maintain their part in a group performance re-joining accurately.	Will compose music that shows secure ability to organise musical ideas and use appropriate resources and conventions in response to a brief. Students will being to develop their own Blues melody with simple syncopated rhythmic ideas.	Can describe features of Blues music using appropriate musical vocabulary. Demonstrates understanding of the contextual influences on the music.
4	Can perform the Jackass Blues melody and appropriate improvised fills with some fluency and accuracy (on keyboard or their own instrument). Can maintain their part in a group performance, re-joining accurately if necessary.	Will compose music that shows secure ability to organise musical ideas and use appropriate resources in response to a brief. Students will complete the missing notes of a melody and accompaniment composition to create a successful Blues piece.	Can describe features of Blues music using some appropriate musical vocabulary. Demonstrates some understanding of the contextual influences on the music.

3	Can perform the 12 bar blues chord pattern fluently and accurately with one hand on and/or ukulele. OR Can perform the Jackass Blues melody fluently and accurately with one hand on the keyboard Can maintain their part in a group performance with some support.	Will compose music that shows moderate to secure ability to organise musical ideas and use appropriate resources. Students will complete the missing notes of a melody and accompaniment composition to create a mostly successful Blues piece.	Can identify simple features of Blues music. Can recall contextual facts about the music with accuracy.
2	Can perform the 12 bar blues chord pattern with some fluency and accuracy using 2 hands on the keyboard or the ukulele. OR Can perform the Jackass Blues melody with 2 hands on the keyboard with some accuracy and fluency	Will compose simple music that makes moderate use of the elements of music. Students will accurately complete the missing notes in a simple composition to complete a simple chord pattern.	Can identify simple features of Blues music.
1	Identify the 3 chords used in the 12 bar blues correctly on the keyboard and/or ukulele	Will compose simple music that makes limited use of the elements of music. Students will mostly accurately complete the missing notes in a simple composition to complete a simple chord pattern.	Can identify simple features of Blues music with guidance.

Su Subject: PE

Curriculum Leaders Mr Butters

sbutters@huddersfield-grammar.co.uk

How you will be assessed this term:

Practical assessment will take place throughout lessons, based on the "Head, Heart and Hands" principles outlined. Feedback will be given to students on performance/skill verbally, visually and there will be opportunities to peer assess as part as part of their learning. The "Head, Heart and Hands" principles will be reinforced during the programme to allow the students to understand where they are at currently and what they need to do to progress further.

Key websites:

http://www.teachpe.com/

https://www.sportplan.net

https://www.pecentral.org/websites/kidsites.html

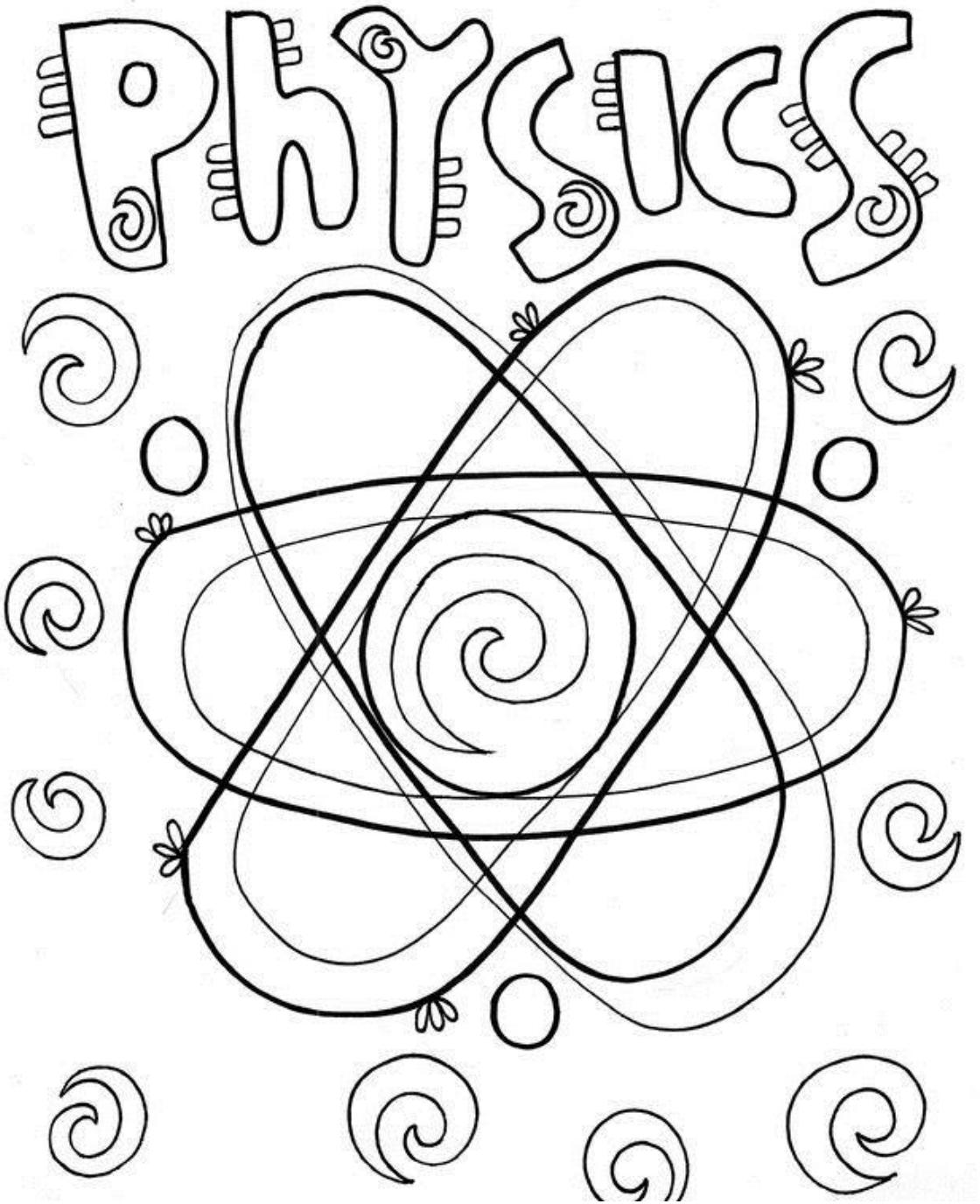
https://www.sportengland.org/

Additional Opportunities:

Wide range of opportunities in the Extra Curricular Timetable

	HEAD	HEART	HANDS
Grade	**DECISION MAKING / KNOWLEDGE / ANALYTICAL / CONFIDENCE**	**SOCIAL / EMOTIONAL / EFFORT / ATTITUDE**	**PHYSICAL DEVELOPMENT / COMPETITION**
9	Lead others in activities/warm ups and be able to individually set up practices and enhance other student's performances and learning. Critically evaluate the quality of your own and others' tactics and skills when outwitting opponents, showing that you understand and suggest ways how skills, strategies and tactics can affect the quality of performance.	Know and understand how to maintain and develop strength, speed, flexibility, endurance, cardiovascular fitness in order to improve. Display high motivational attributes which can lift self and others when confidence is low or a player are struggling.	Consistently show high standards of precision, control, fluency and originality and disguise, when performing. Use speed, power and skills to beat opponents as an individual and alongside teammates during attack Rarely make mistakes.
8	Lead/officiate full pitch matches showing a good understanding of rules. Show advanced knowledge of tactics when performing at maximum, including roles/responsibilities on pitch in attacking/defensive plays. Using this knowledge to analyse and evaluate a player's performance. Have a solid understanding of complex moves in gym / dance.	Develop own speed, power, reactions, agility, flexibility, timing, co-ordination, cardiovascular fitness. Show determination and desire to achieve success and beat opponent in any competitive situation.	Select and use advanced skills and techniques in different positions or routines, showing a good knowledge of tactics and incorporating these into the game. Begin to organise others in games / performances.
7	Start to organise team mates in order to position themselves for stronger attack and defence Analyse how skills/techniques have been used to outwit opponent(s) in a game describing the impact of each. Suggest ways to improve. Understands what all the different marking on the pitch mean.	Understand the importance of and show good speed, power, reaction time, agility, flexibility, timing, co-ordination, and cardiovascular fitness in a game situation Display a mental determination to outwit you opponent and be competitive in a game	Can do basic skills to a good standard, incorporating these into game situations, using knowledge to start to lead teams.
6	Recognise patterns of play and use more difficult tactics to enhance game play. Begins to show understanding of how to pull off more complex moves within games / performances. Has a good knowledge of the rules. Analyse your own and other performance suggesting obvious weakness and corrective measures	Consistently show outstanding effort and enthusiasm in lesson. Always in correct PE kit and understand Enthusiastic and helpful with taking out/bringing in kit and equipment. Understands the importance of looking after PE equipment safely and sensibly	Can anticipate game play and move into various positions on the field to counter attacks. Can put more complex passing sequences into play during practices. Use appropriate skills to gain an advantage. Can create more complex routines in gym / dance.
5	Have a good understanding of the rules of the game. Use of basic tactics to outwit the opposition. Understand what elements make up a positive performance and think about what can be done to improve your own.	Take part in activities outside of lessons to develop skills, fitness and wellbeing. Encourage others to participate regularly in sports outside of PE lessons Understand, identify and demonstrate some of the components of fitness required for each sport.	Use a range of skills and techniques with good technique in order to enhance their team's performance during games. Can pass with accuracy at pace. Can play a full sided game know where to position themselves at different times Can create a routine with correct timing
4	Can describe the basic technique for the different skills in the given sport Knows when to perform the above techniques in a game / performance. Has an understanding of the basic rules of the game.	Participate fully in all PE lesson with 100% effort and enthusiasm. Listen carefully to the teachers feedback and try to put into practice corrections they suggest	Can perform the basic technique for the different skills in each activity. Can perform these skills to some degree in a small sided game. Uses basic tactics in a game situation to outwit opponents. Can use timing as appropriate to the activity
3	Can participate in a small sided game Understands the very basic rules. Knows where the boundaries of the pitch / court they are to work in	Listen carefully to the teachers instructions and follow them first time. Volunteer to answer questions from the teacher without being prompted.	Can pass the ball over a short distance to a partner. Can catch the ball over a short distance the majority of the time. Can run with the ball and pass backwards whilst moving.

			Can follow basic instructions given by the teacher.
2	Able to name some positions in the sport Understand how to score / umpire Understand very basic rules	Understand and demonstrate the importance of regular participation in PE lessons Understand importance of consistency bringing the correct PE kit and equipment to PE lessons.	Able to hold the ball / equipment in 2 hands without dropping. Can catch the ball from a short distance the majority time when stationary. Understand how to hold equipment properly. Can move in the manor appropriate for the activity.
1	Follow instructions and can control a ball in non-pressured drill/situation Needs assistance and prompts to show an understanding of the lesson objectives and outcomes	Practices safely Works hard to develop and improve Could be more organised and remember to bring all items of kit to the lesson	Reserved action in team games May lack confidence but tries to get involved in team games Has difficulty maintaining effort levels but it working towards improving



Subject: Physics

Curriculum Leaders Mrs Watson

awatson@huddersfield-grammar.co.uk

How you will be assessed this term:

In Year 8 Physics you will also have in each Topic; a graded assessment in the form of a Topic Test during the topic you will be involved in problem solving, practical skills and data interpretation which will involve both teacher and some peer assessment. From this the teacher will assess the Grade you are performing at.

You should be aware of the assessment criteria and your target grade, you will record your results on your target sheet in your books and planners.

Key websites:

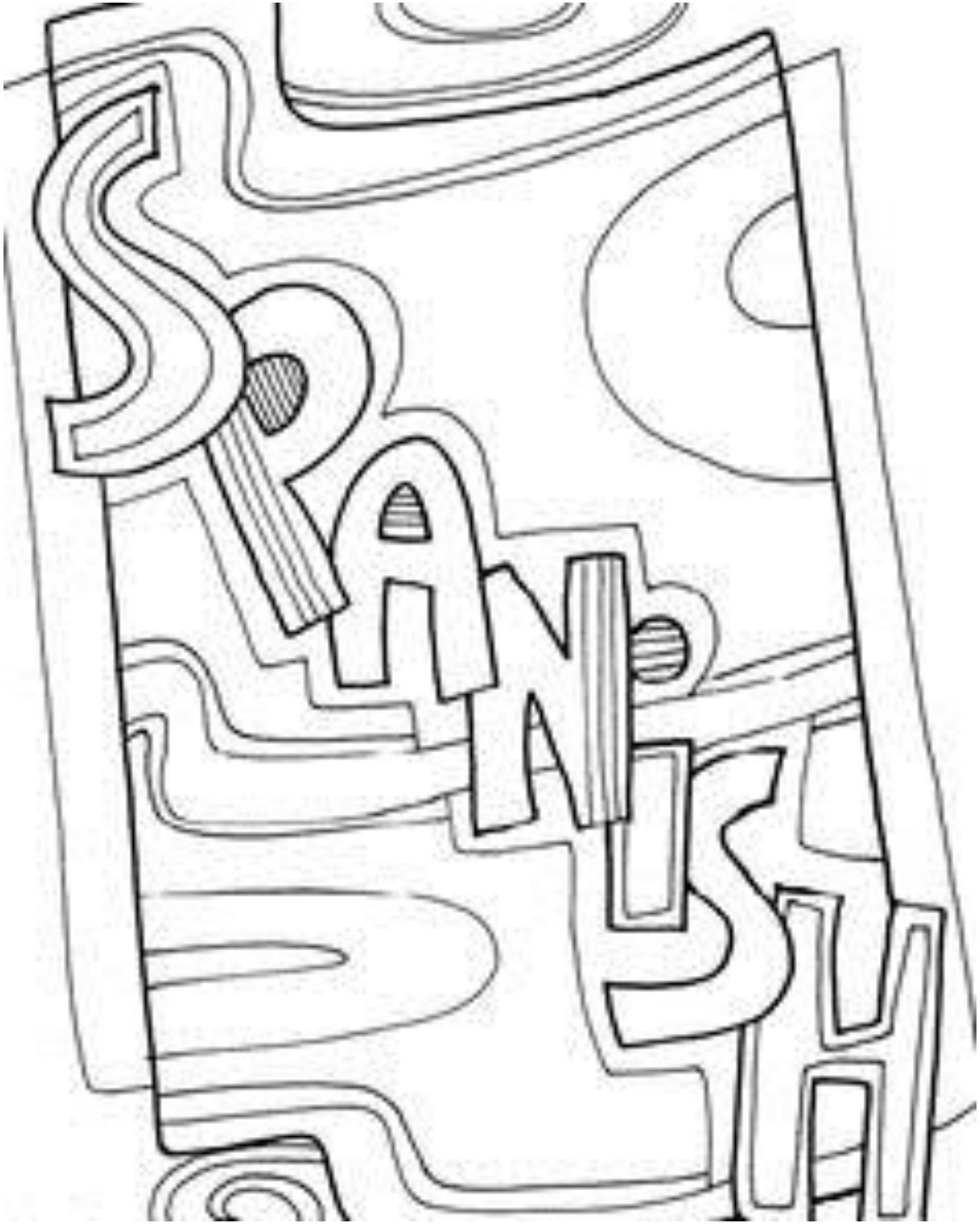
Iop.com
www.bbc.com/education/subjects/znxtyrd -
www.youtube.com - Lots of different videos and experiments to watch
https://tinycards.duolingo.com/

Additional Opportunities:

STEM Club

Grade	KNOW (Know is know-how, or being able to carry out the skills accurately and fluently.)	APPLY (It is the thinking behind the doing, or describing and explains the principles to carry out skills and strategies.)	EXTEND
9	Pupils can consistently demonstrate both breathe and depth of knowledge of; Light, Waves, Magnetism and Applied Forces in all contexts. Students always demonstrate the use of accurate scientific terminology in all answers (key words and phrases). Students discuss limitations of the experiment. Students confidently decide the type of chart or graph to draw based on its purpose or type of data.	Students can apply effectively the knowledge in their descriptions and explanations of; Light, Waves, Magnetism and Applied Forces making links in unfamiliar contexts. Build on processes such as questioning, investigating and evidence-gathering Students can fully analyse patterns and draw conclusions Students use evidence to draw conclusions and to make accurate predictions in familiar and some unfamiliar contexts. Students understanding how scientific ideas change over time. Students start to critique claims and justify opinions in unfamiliar contexts.	
8	Students regularly demonstrate relevant and comprehensive knowledge and understanding of; Light, Waves, Magnetism and Applied Forces correctly to both familiar and unfamiliar contexts. Students regularly demonstrate the use of accurate scientific terminology in all answers (key words and phrases). Students understand the relationship of scientific applications and evidence in a range of contexts Pupils start to discuss limitations of experiments.	Students can use their knowledge and understanding to link descriptions and explanations. Students can consistently apply abstract knowledge such as duality of particles. Can compare and contrast scientific knowledge and data patterns. Students can analyse patterns and draw conclusions Students use evidence to draw conclusions and start to make accurate predictions in familiar and some unfamiliar contexts. Students can apply abstract knowledge such as dissolving. Students start to apply links between different areas of science in their explanations	Students understanding how scientific ideas change over time. Students start to critique claims and justify opinions in unfamiliar contexts
7	Students in most cases demonstrate relevant and detailed knowledge of; Light, Waves, Magnetism and Applied Forces correctly to a wide range of contexts. Students in most cases demonstrate the use of accurate scientific terminology in answers (key words and phrases). Students can describe processes using abstract ideas and scientific vocabulary Students demonstrate methods and suggest improvements (accuracy and precision) to further investigations. Students explain outcomes using both qualitatively and quantitatively observations and patterns in data.	Students use scientific ideas to explain in detail processes and phenomena. Students use evidence to draw conclusions and make predictions in familiar and some unfamiliar contexts Explain how evidence supports scientific ideas in a range of contexts Students evaluate data showing awareness of potential sources of error. Students evaluate methods and suggest specific improvements (accuracy and precision) to further investigations. Can estimate values of data between known values.	Students can apply abstract knowledge such as electro-magnetic waves Students start to apply links between different areas of science in their explanations
6	Students can use some extended scientific knowledge and understanding of; Light, Waves, Magnetism and Applied Forces correctly to a wide range of contexts. Students usually use appropriate terminology in answers (key words and phrases). Students can describe processes using scientific ideas. Students plan experiments to make observations, test hypotheses and explore phenomenon.	Students use scientific ideas to explain processes and phenomena. Students use evidence to draw conclusions and start to make predictions in familiar and some unfamiliar contexts. Students use models to explain abstract processes Students describe how to make an experiment repeatable and reproducible comparing and contrasting the two terms Students analyse data presented graphically and deduce patterns and draw lines of best fit without guidance. Students evaluate methods to suggest improvements.	Students evaluate data showing awareness of potential sources of error. Students evaluate methods and suggest specific improvements (accuracy and precision) to further investigations.

	Students start to explain outcomes using both qualitatively and quantitatively observations and patterns in data. Students start to use more advanced mathematical skills to perform calculations.	Students analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence	
5	Students can demonstrate mostly accurate and appropriate knowledge and understanding of; Light, Waves, Magnetism and Applied Forces mostly correctly to familiar and unfamiliar contexts. Students demonstrate, in the main, use mostly accurate scientific terminology in answers (key words and phrases). Students can describe some processes using scientific ideas Students can follow any written method unaided. Students recognise both qualitatively and quantitatively observations and patterns in data. Students use basic mathematical skills to perform calculations	Students start to use scientific ideas to explain processes and phenomena. Students use models to support explanations Students use evidence to draw conclusions and make predictions in familiar contexts Students can apply scientific knowledge from other investigations to plan an investigation. Students begin to recognise evidence can support or refute scientific ideas Students begin to interpret data and begin to explain this using scientific knowledge and understanding of the topics.	Students describe how to make an experiment repeatable and reproducible comparing and contrasting the two terms Students analyse data presented graphically and deduce patterns and draw lines of best fit without guidance. Students evaluate methods to suggest improvements. Students analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence
4	Students can demonstrate some relevant and detailed knowledge and understanding of; Light, Waves, Magnetism and Applied Forces correctly to a wide range of contexts. Students demonstrate some accurate scientific terminology in answers (key words and phrases). Students can describe phenomena. Students can follow a simple written method. Students can define and identify variables in information presented. Students can identify anomalies in data. Students with guidance can construct graphs and draw lines or curves of best fit.	Students can use relevant knowledge and understanding to begin to explain Students start to use models to support explanations Students begin use the evidence to support conclusions. Students can design a fair test to answer questions that arise from their work in science Students can describe in simple terms patterns in data qualitatively and relate to simple predictions Students use simple scientific ideas with evidence to explain observations. Students can compare properties	Students begin to recognise evidence can support or refute scientific ideas Students begin to interpret data and begin to explain this using scientific knowledge and understanding of the topics.
3	Students can demonstrate some relevant knowledge of; Light, Waves, Magnetism and Applied Forces correctly to a range of contexts. Students demonstrate some scientific terminology in answers (key words and phrases). Students can make and record observations using a range of apparatus and given methods. Students can make simple predictions and can comment on control variables. Students describe simple patterns in observed data. Students can perform some calculations.	Students can draw conclusions and relate it to knowledge and understanding. Students can ask questions and develop a line of enquiry.	Students use simple scientific ideas with evidence to explain observations. Students can compare properties
2 **1**	Students can demonstrate some relevant scientific knowledge of; Light, Waves, Magnetism and Applied Forces in a limited context. Students demonstrate limited scientific terminology in answers (key words and phrases). Students can, with guidance, record observations using a range of apparatus and given methods. Students can perform basic calculations	Students can with guidance ask questions and develop a line of enquiry. Students can describe simple patterns in observed data. Students suggest answers to questions, based on own ideas and evidence Students can draw simple conclusions	.



Subject: Spanish

Curriculum Leaders Miss Belkadir

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How you will be assessed this term:

Fortnightly vocabulary tests

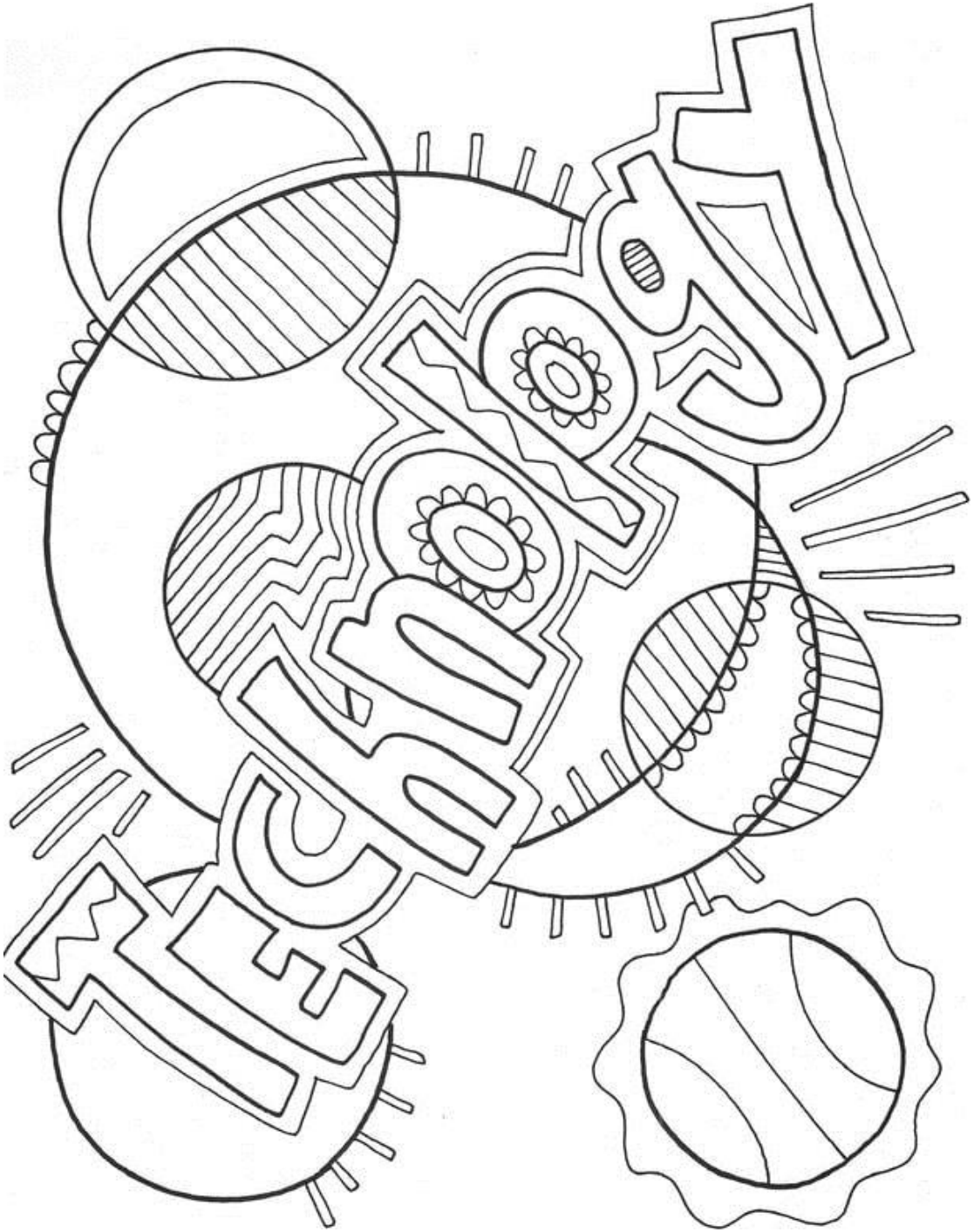
Unit tests 2A&B

Key websites:

Wordreference.com – online dictionary

Additional Opportunities:

Grade	**Receptive skills (Listening, Reading)**	**Productive skills (Speaking, Writing)**
9	I can understand a range of longer passages, containing complex sentences forms and unfamiliar language. I understand passages at normal talking speed, needing little repetition. I can explain overall message and summarise key points. I can translate short texts with a few complex sentences.	I can understand a range of longer passages, containing complex sentences forms and unfamiliar language. I understand passages at normal talking speed, needing little repetition. I can explain overall message and summarise key points. I can translate short texts with a few complex sentences.
8	I can identify main points and details from passages with less familiar words and phrases. I can translate mostly accurately longer passages using some complex language and unfamiliar vocabulary. I can scan texts to get the gist. I can translate short texts into English.	I can apply a variety of structures to create new sentences. I can produce extended paragraphs made of a minimum of 90 words, expanding my answers and details using mostly specific vocabulary. I can take part in longer conversations including answering a couple of unprepared questions. I use increasingly accurate pronunciation and intonation. I make few mistakes.
7	I can understand several familiar contexts in the same passage. I can understand some details in various longer passages using some complex structures. I can translate single sentences into English	I can apply some complex grammatical rules accurately in familiar contexts. I can produce longer paragraphs made of a minimum of 70 words giving a few details and using some varied vocabulary. I can take part in longer conversations, asking and/or answering at least 8 questions. I begin to speak spontaneously with generally good pronunciation. I make some mistakes but am easily understood.
6	I can understand most points in longer passages across a range of familiar topics. I can use what I know and the context to deduce meaning of unfamiliar words. I can analyse linguistic structures to deduce grammatical patterns.	I can adapt phrases and structures to convey information. I can use my knowledge of grammar to create new sentences. I can produce longer pieces of writing made of a minimum of 50 words, giving some details and beginning to link my sentences. I can take part in short conversations asking and/or answering at least 5 questions.
5	I can understand main points, opinions and reasons with some details in short passages made of less than 60 words using familiar vocabulary.	I begin to use knowledge of grammar to adapt and substitute words or phrases. I can produce a short paragraph made of less than 30 words using familiar vocabulary. I can prepare a short conversation using mainly memorised phrases.
4	I can understand familiar words, main points and opinions from a short extract made of less than 40 words	I can use the right words to fill in gaps. I can describe simple information using a few short sentences and frequently-used verbs.
3	I can understand main points from single sentences using familiar vocabulary	I can use short phrases using familiar vocabulary from memory.
2	I can understand simple opinions and familiar phrases.	I can remember a minimum of 6 single words from a new topic. I can use short phrases with support
1	I can match sound to print. I can understand familiar words and cognates	I can remember a couple of words from a new topic



Subject: Food

Curriculum Leaders Mrs Richards

arichards@huddersfield-grammar.co.uk

How you will be assessed this term:

Homework,
End of term test,
Practical skills

Key websites:

www. nhs.uk
www.nutrition.org.uk

Additional Opportunities:

The day of practicals Food Nutrition facilities are available for use during break/lunch with the prior permission of Mrs Richards.

Grade	Food prep skills	Food Nutrition & health	Food science	Food Safety	Food Choice	Food Provenance
9-8	Demonstrate **very good** relevant knowledge and understanding of cooking and nutrition.Plan, prepare and present dishes with some complexity. Working largely independently.	Demonstrate very good relevant and knowledge and understanding of the concepts, principles and properties of nutrition	Demonstrate very good relevant and comprehensive knowledge and understanding of the concepts, principles and properties of food science	Safely and effectively apply precise and sophisticated technical skills when using a wide range of equipment and ingredients to plan, prepare and present complex dishes.	Critically analyse and evaluate, to draw very good evidenced conclusions: food made by them and others. Choosing scientific and accurate terminology in a logical manner.	Critically analyse and evaluate, to draw very good well-evidenced conclusions. Choosing scientific and accurate terminology
7	Demonstrate accurate knowledge of cooking and nutrition. Plan, prepare and present dishes with some degree of complexity. Working with some independence	Demonstrate very good accurate and knowledge and understanding of the concepts, principles and properties of nutrition	Demonstrate very good accurate and appropriate knowledge and understanding of the concepts, principles and properties of food science.	Safely and effectively apply competent technical skills to a range of equipment and ingredients to plan, prepare and present dishes with some degree of complexity	Analyse and evaluate, to draw coherent conclusions and logical thought: food made by them and others. Choosing accurate terminology in a logical manner.	Analyse and evaluate, to draw coherent conclusions food made by them and others. Choosing accurate terminology
6	Demonstrate **good** knowledge of cooking and nutrition. Plan, prepare and present dishes with some degree of complexity. Working mainly independently.	Demonstrate good knowledge and understanding of the concepts, principles and properties of nutrition	Demonstrate good accurate and appropriate knowledge and understanding of the concepts, principles and properties of food science.	Safely and effectively apply competent technical skills to a range of equipment and ingredients to plan, prepare and present dishes with some degree of complexity	Analyse and evaluate, to draw conclusions and logical thought: food made by them and others. Choosing appropriate terminology in a logical manner.	Analyse and evaluate, to draw conclusions and logical thought: food made by them and others. Choosing appropriate terminology
5	Demonstrate mostly relevant accurate knowledge and understanding of cooking and nutrition. Plan, prepare and present dishes showing some complexity. Working mainly independently.	Demonstrate mostly relevant accurate and appropriate knowledge and understanding of the concepts, principles and properties of nutrition	Demonstrate mostly relevant accurate and appropriate knowledge and understanding of the concepts, principles and properties of food science.	Safely and effectively apply competent technical skills to a range of equipment and ingredients to plan, prepare and present dishes with some degree of complexity	Analyse and evaluate, to draw conclusions and logical thought: food made by them and others. Choosing appropriate terminology in a logical manner.	Analyse and evaluate, to draw coherent conclusions and logical thought: food made by them and others. Choosing appropriate terminology
4	Demonstrate some knowledge of cooking and nutrition. Plan, prepare and present simple dishes with help.	Demonstrate some relevant knowledge and understanding of nutrition	Demonstrate some relevant knowledge of food science.	Safely apply limited skills to some equipment and ingredients to plan, prepare and present simple dishes	Make straightforward comments on food made by themselves and others.	Make straightforward and obvious comments on issues. Using some appropriate terminology
3	Demonstrate some knowledge of cooking and nutrition. Plan, prepare and present simple dishes. Help is required.	Demonstrate some knowledge and understanding of nutrition	Demonstrate some knowledge of food science.	Safely apply limited skills to some equipment and ingredients to plan, prepare and present simple dishes.	Make straightforward comments on food made by themselves and others.	Make straightforward and obvious comments on issues.
2-1	Demonstrate little knowledge of cooking and nutrition. Plan, prepare and present simple dishes. Help is required	Demonstrate little knowledge and understanding of nutrition	Demonstrate little knowledge of food science.	Apply limited skills to some equipment and ingredients to plan, prepare and present	Make limited comments on food made by themselves and others.	Make comments on issues.

	in process, timing and identifying equipment			simple dishes with the aid of others.		