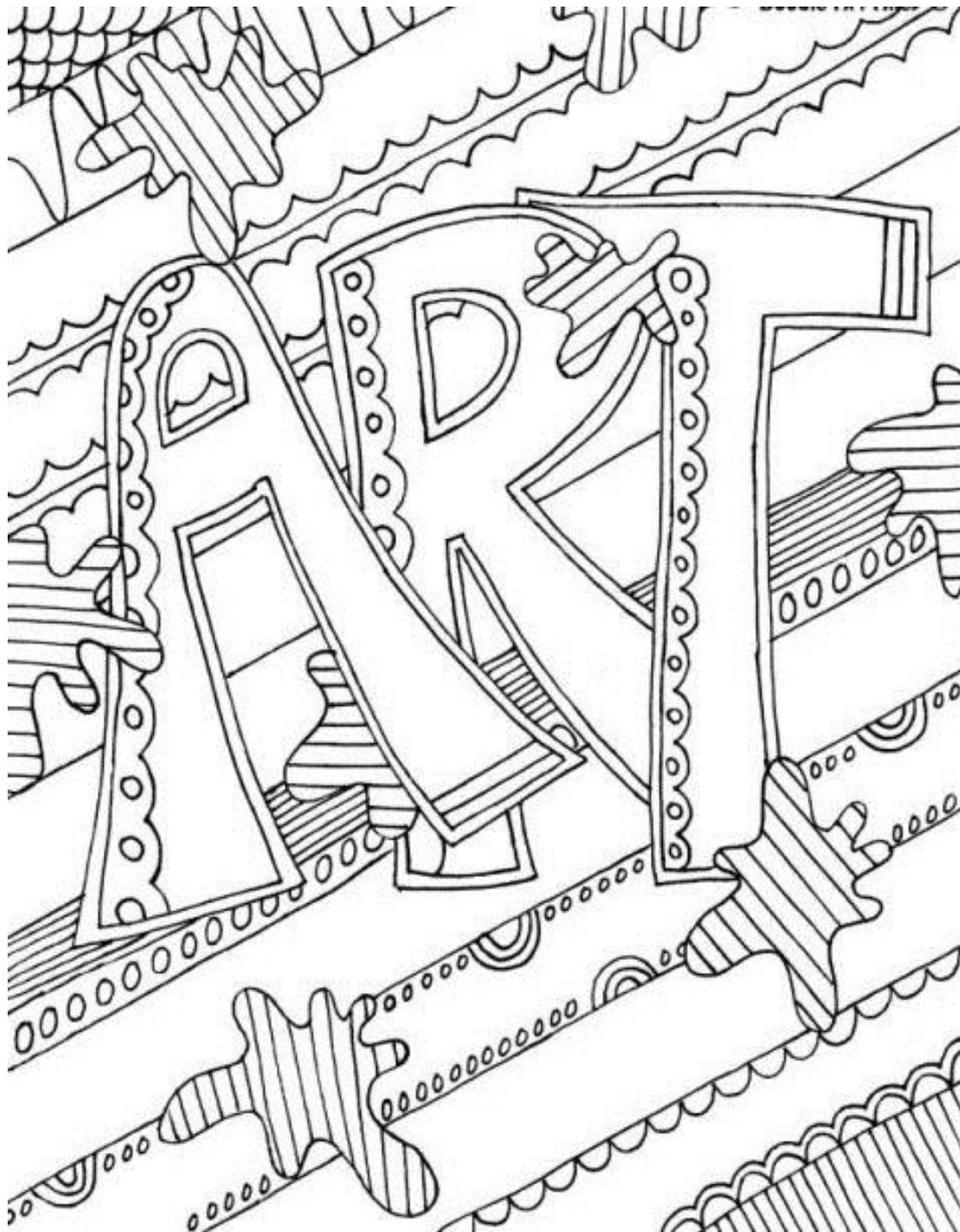




**9-1 Grading  
Year 9**



Subject: Art  
Curriculum Leaders

Mrs Davis

[sdavis@huddersfield-grammar.co.uk](mailto:sdavis@huddersfield-grammar.co.uk)

How you will be assessed this term:

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

Key websites:

BBC bitesize.  
[thestudentartguide.com](http://thestudentartguide.com).

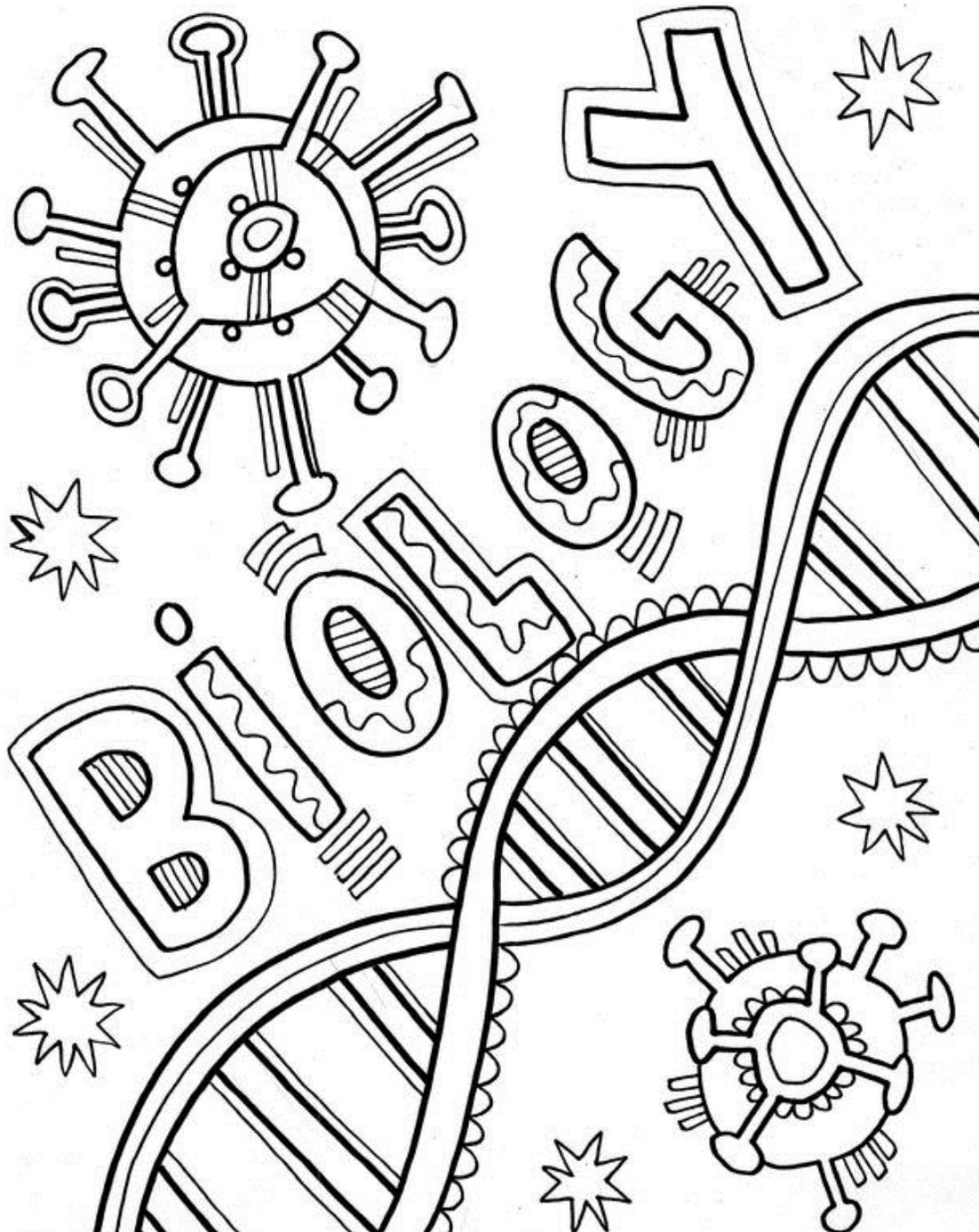
Additional Opportunities

Mural Club

	<b>AO1</b> [Evaluate own & Artist work]	<b>AO2a</b> [3D Skills]	<b>AO2b</b> [Colours Skills]	<b>AO3a</b> [Line, Tone and Scale Skills]	<b>AO3b</b> [Document Progress in sketchbook]	<b>AO4</b> [Present]
<b>9</b>	You can show critical analysis of an artist's work and use the formal elements to justify your opinion. In written or spoken formats. You show clear understanding of artists work and why they made different decisions. Your work shows extended development from the inspiration of artists work.	You can use advanced and challenging techniques with highly developed skills in various materials. You try out multiple ideas to develop your work. You show highly developed skill when refining and making improvements to your work. You show highly developed ability when making choices about the direction of your work. You can make highly informed choices about formal elements within your work.	You can use advanced and challenging techniques with highly developed skills in various materials. You try out multiple ideas to develop your work. You show highly developed skill when refining and making improvements to your work. You show highly developed ability when making choices about the direction of your work. You can make highly informed choices about formal elements within your work.	You show highly developed skill when drawing from observation with detail, proportion, accuracy and scale. Mark making is used to great effect. Your ideas are presented neatly. You show highly developed skill in your presentation. You have taken a range of your own photographs which have been used effectively throughout your work. Photographs show clear skill and reference elements. A variety of tone is added skilfully.	You show highly developed skill when drawing from observation with detail, proportion, accuracy and scale. Mark making is used to great effect. Your ideas are presented neatly. You show highly developed skill in your presentation. You have taken a range of your own photographs which have been used effectively throughout your work. Photographs show clear skill and reference elements. A variety of tone is added skilfully.	You show highly developed skills when modifying and refining your work in order to realise your intentions. You show highly developed skill when taking ideas from sources of inspiration. Your work shows clear and skilful links between the recording of your ideas and the development towards your final piece.
<b>8</b>		You can use advanced techniques confidently with various materials. You try out several different ideas to develop your work. You can confidently refine and make improvements to your work. You can make confident choices about the direction of your work and about the formal elements within your work.	You can use advanced techniques confidently with various materials. You try out several different ideas to develop your work. You can confidently refine and make improvements to your work. You can make confident choices about the direction of your work and about the formal elements within your work.	I can draw from observation confidently adding detail and using proportion, accuracy and scale. Mark making is used effectively. My ideas are presented confidently with careful thought to my presentation. I have taken a large range of my own photographs, using photography elements. Photos have been used well throughout my work. A variety of tones are added confidently.		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.
<b>7</b>	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	I have exceptional ability to skilfully record ideas, in Line and Tone observations through a wide range of materials appropriate to intentions as work progresses with confidence and conviction. I use a wide variety of lines and marks of create a complex drawing. I use at least 5 tones and can render object so that they look 3D	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.

6	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. Your 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.
5	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 successfully to express my thoughts	A highly-developed ability to render a wide range of 2D and 3D shapes, effectively selecting the appropriate media and techniques. A highly-developed ability to record form through observations and insights in media 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 a consistent standard	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 lines and marks to create a complex drawing. I use at least 5 tones and can render object so that they look 3D	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. I carefully use all media and techniques with ease and control.	You can modify and refine your work consistently in order to realise your intentions clearly. Your work shows consistent links between the recording of your ideas and the development towards your final piece. You can consistently develop your work well by taking ideas from sources of inspiration.
4	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 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.
3	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	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	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.

			from one colour to another successfully and skilfully to a reasonable standard		detail. I stick all sheets in as needed.	
<b>1/2</b>	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	I am able to draw a range of shapes with developing accuracy. I 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 have some 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 limited 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 some thought for presentation and accuracy. I show some developing control in media and techniques and show my ideas with some detail. I stick all sheets in as needed.	I can make some attempts to modify and refine my work in order to realise your intentions. I can make some links between recording and developing ideas towards a final piece. I can make some attempt to develop my work by taking ideas from a source of inspiration.



**Subject:** Biology  
**Curriculum Leaders**

Mrs Nemyria

**[bnemyria@huddersfield-grammar.co.uk](mailto:bnemyria@huddersfield-grammar.co.uk)**

**How you will be assessed this term:**

In Year 9 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:**

[www.aqa.org](http://www.aqa.org)

[www.bbc.co.uk/schools/gcsebitesize/biology](http://www.bbc.co.uk/schools/gcsebitesize/biology)

[www.gcsepod.com](http://www.gcsepod.com)

[www.docbrown.info/gcsebiology.htm](http://www.docbrown.info/gcsebiology.htm)

**Additional Opportunities:**

STEM Club

Grade	Ao1 <b>Demonstrate knowledge and understanding of: Scientific ideas: scientific techniques and procedures</b>	Ao2 <b>Apply knowledge and understanding of: Scientific ideas: scientific techniques and procedures</b>	Ao3 <b>Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.</b>
9	<p>Students always demonstrate relevant and detailed knowledge of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity correctly to both familiar and unfamiliar contexts.</p> <p>Students always demonstrate the use of accurate scientific terminology in all answers</p> <p>Students always demonstrate a wide range of mathematical skills to perform complex scientific calculations.</p>	<p>Students always apply detailed knowledge and understanding of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity correctly to both familiar and unfamiliar contexts.</p> <p>Students always use theories to make detailed explanations of events.</p> <p>Students always make effective use of data to support evidence.</p> <p>Students can consistently rearrange equations in calculations.</p>	<p>Students always critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions</p> <p>Students always critically evaluate information from a wide range of sources systematically to develop arguments or explanations.</p> <p>Students always evaluate relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can consistently spot causes of error and uncertainty in data or experimental procedures.</p>
8	<p>Students regularly demonstrate relevant and comprehensive knowledge and understanding of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity correctly to both familiar and unfamiliar contexts.</p> <p>Students regularly demonstrate the use of accurate scientific terminology in all answers (key words and phrases).</p> <p>Students regularly use a wide range of mathematical skills to perform complex scientific calculations.</p>	<p>Students regularly apply detailed knowledge and understanding of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity correctly to both familiar and unfamiliar contexts.</p> <p>Students always use theories to make detailed explanations of events.</p> <p>Students always make effective use of data to support evidence.</p> <p>Students can consistently rearrange equations in calculations.</p>	<p>Students regularly critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions</p> <p>Students regularly critically evaluate and refine methodologies, and judge the validity of scientific conclusions.</p> <p>Students regularly evaluate relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can regularly spot causes of error and uncertainty in data or experimental procedures.</p>
7	<p>Students in most cases demonstrate relevant and detailed knowledge of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity correctly to a wide range of contexts.</p> <p>Students in most cases demonstrate the use of accurate scientific terminology in answers</p> <p>Students in most cases, demonstrate mathematical skills to perform complex scientific calculations.</p>	<p>Students in most cases apply detailed knowledge and understanding of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity correctly to a wide range of contexts.</p> <p>Students in most cases use theories to make detailed explanations of events.</p> <p>Students demonstrate methods and suggest improvements (accuracy and precision) to further investigations.</p> <p>Students in most cases use theories to make detailed explanations of events.</p> <p>Students in most cases can usually use data to support evidence.</p> <p>Students can usually rearrange equations in calculations.</p>	<p>Students in most cases can evaluate information from most sources systematically to develop arguments or explanations.</p> <p>Students in most cases analyse qualitative and quantitative data to draw logical, well-evidenced conclusions</p> <p>Students in most cases evaluate relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can spot causes of error and uncertainty in data or experimental procedures.</p>
6	<p>Students can use some extended scientific knowledge and understanding of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity correctly to a wide range of contexts.</p> <p>Students usually use appropriate terminology in answers.</p> <p>Students plan experiments to make observations, test hypotheses and explore phenomenon.</p> <p>Students in most cases, demonstrate mathematical skills to perform scientific calculations.</p>	<p>Students usually apply knowledge and understanding of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity effectively in a wide range of contexts.</p> <p>Students usually use theories to make detailed explanations of events.</p> <p>Students demonstrate methods and may suggest some improvements (accuracy and precision) to further investigations.</p> <p>Students can usually use data to support evidence.</p> <p>Students can usually rearrange equations in calculations.</p>	<p>Students can occasionally evaluate information systematically to develop arguments and explanations.</p> <p>Students usually draw detailed, evidence-based conclusions.</p> <p>Students can recognise the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can usually spot causes of error and uncertainty in data or experimental procedures.</p>

5	<p>Students can demonstrate mostly accurate and appropriate knowledge and understanding of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity mostly correctly to familiar and unfamiliar contexts.</p> <p>Students demonstrate, in the main, use mostly accurate scientific terminology in answers.</p> <p>Students use appropriate mathematical skills to perform multi-step calculations</p> <p>Students can spot some causes of error and uncertainty in data or experimental procedures.</p> <p>Students can understand scientific discoveries have risks and benefits.</p>	<p>Students can apply mostly accurate knowledge and understanding of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity mostly correctly to a wide range of contexts.</p> <p>Students usually use theories to make simple explanations of events.</p> <p>Students describe how to make an experiment repeatable and reproducible comparing and contrasting the two terms</p> <p>Students can sometimes use data to support evidence.</p> <p>Students can consistently use and sometimes rearrange equations in calculations.</p>	<p>Students sometimes, evaluate information to develop arguments or explanations.</p> <p>Students draw conclusions consistent with the available evidence.</p> <p>Students on occasion can recognise the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can usually spot causes of error and uncertainty in data or experimental procedures.</p>
4	<p>Students can demonstrate some relevant and detailed knowledge and understanding of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity correctly to a wide range of contexts.</p> <p>Students demonstrate some accurate scientific terminology in answers</p> <p>Students in some cases, demonstrate mathematical skills to perform scientific calculations.</p> <p>Students demonstrate an understanding of dependent, independent and control variables; they can define and identify variables in an experiment.</p>	<p>Students can apply some detailed knowledge and understanding of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity correctly to a wide range of contexts.</p> <p>Students use some theories to make simple explanations of events.</p> <p>Students can define the term repeatable and reproducible, calculate means and identify anomalies in data.</p> <p>Students can describe in simple terms patterns in data.</p>	<p>Students sometimes, evaluate information to develop arguments or explanations.</p> <p>Students sometimes draw conclusions consistent with the available evidence.</p> <p>Students can in simple terms recognise improvements to experiments.</p>
3	<p>Students can demonstrate some relevant knowledge of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity correctly to a range of contexts.</p> <p>Students demonstrate some scientific terminology in answers</p> <p>Students occasionally demonstrate mathematical skills with scientific calculations</p> <p>Students can make simple predictions and can comment on variables and how they can be investigated.</p> <p>Students can make and record observations using a range of apparatus and methods.</p> <p>Realise simple or obvious effects of science on society.</p>	<p>Students can occasionally apply knowledge of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity effectively to a range of contexts.</p> <p>Students occasionally use theories to make simple explanations of events.</p> <p>Students can occasionally use data to support evidence.</p>	<p>Students can evaluate basic information to develop simple arguments and explanations.</p> <p>Students occasionally draw conclusions consistent with the available evidence.</p> <p>Students can occasionally recognise anomalous results and spot some causes of error in experimental procedures.</p>
2 1	<p>Students can demonstrate some relevant scientific knowledge of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity in a limited context.</p> <p>Students perform basic calculations.</p> <p>Students can make basic comments relating to experimental methods; and on how variables can be investigated.</p> <p>Students can, with guidance, record observations using a range of apparatus and methods.</p> <p>Recognise similarities and differences between materials they observe.</p>	<p>Students can apply some relevant scientific knowledge of genetics, cell structure &amp; diffusion, adaptation &amp; classification, disease &amp; immunity a limited context.</p> <p>Students can describe simple patterns in observed data.</p> <p>Students use their knowledge to identify a range of common materials.</p>	<p>Students suggest answers to questions, based on own ideas and evidence</p> <p>Students draw simple conclusions from available evidence.</p> <p>Students make predictions about what might happen.</p>



Subject: Drama

Curriculum Leaders

Mrs Holmes

[dholmes@huddersfield-grammar.co.uk](mailto:dholmes@huddersfield-grammar.co.uk)

#### How you will be assessed this term:

In Chemistry you will have grading assessments in the form of Unit and Exam Style Tests and also in problem solving, practical skills and data interpretation which will involve both peer and teacher assessment. For each of these you will be given a GCSE Grade for your performance along with guidance on how to improve. Definitions word tests.

#### Key websites:

[www.aqa.org](http://www.aqa.org)

[www.rsc.org](http://www.rsc.org)

[www.bbc.co.uk/schools/gcsebitesize/chemistry](http://www.bbc.co.uk/schools/gcsebitesize/chemistry)

[www.gcsepod.com](http://www.gcsepod.com)

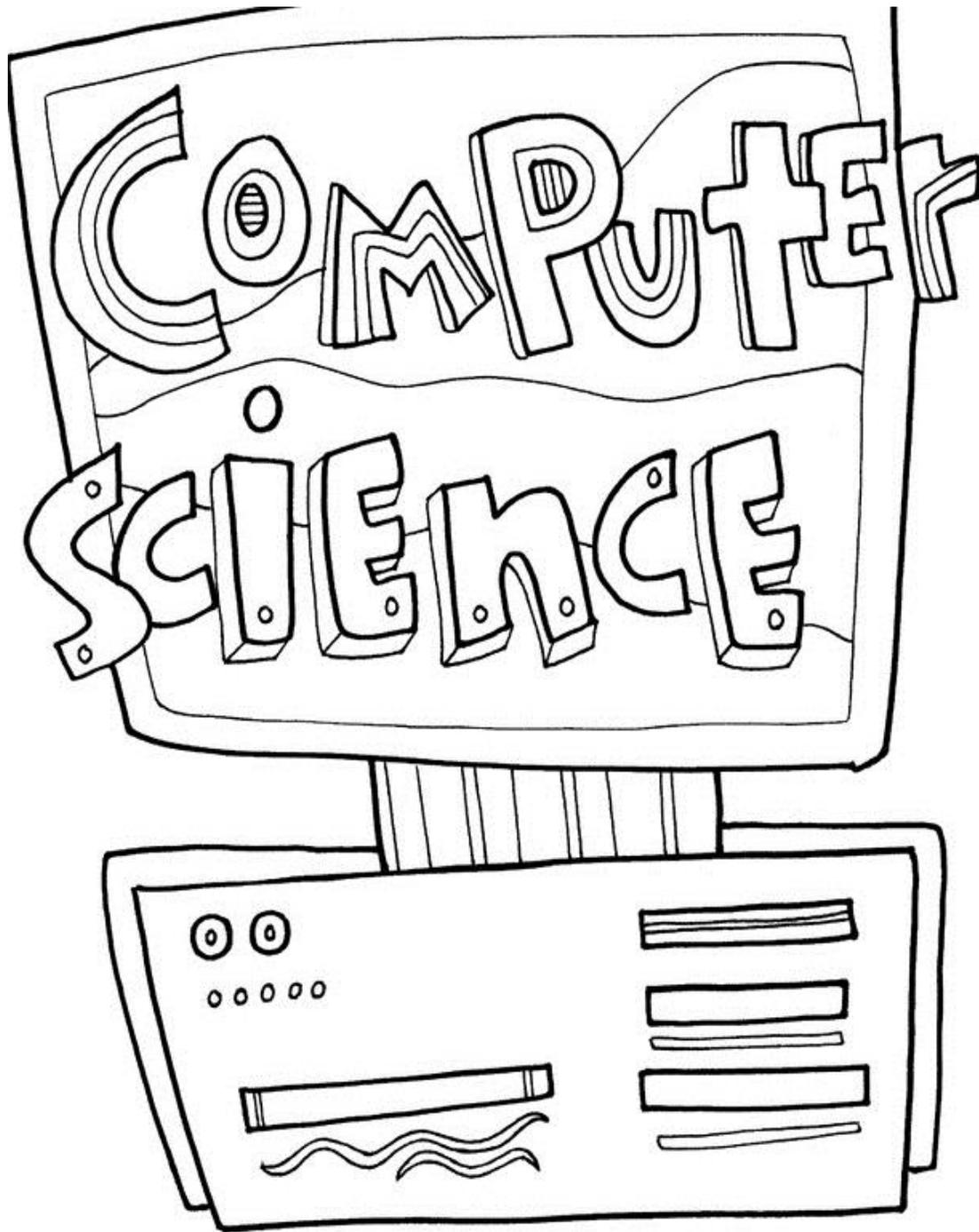
[www.docbrown.info/gcsechemistry.htm](http://www.docbrown.info/gcsechemistry.htm)

#### Additional Opportunities

[STEM Club](#)

Grade	Ao1 Demonstrate knowledge and understanding of: Scientific ideas: scientific techniques and procedures	Ao2 Apply knowledge and understanding of: Scientific ideas: scientific techniques and procedures	Ao3 Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.
9	<p>Students always demonstrate relevant and detailed knowledge of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter correctly to both familiar and unfamiliar contexts.</p> <p>Students always demonstrate the use of accurate scientific terminology in all answers</p> <p>Students always demonstrate a wide range of mathematical skills to perform complex scientific calculations.</p>	<p>Students always apply detailed knowledge and understanding of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter correctly to both familiar and unfamiliar contexts.</p> <p>Students always use theories to make detailed explanations of events.</p> <p>Students always make effective use of data to support evidence.</p> <p>Students can consistently rearrange equations in calculations.</p>	<p>Students always critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions</p> <p>Students always critically evaluate information from a wide range of sources systematically to develop arguments or explanations.</p> <p>Students always evaluate relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can consistently spot causes of error and uncertainty in data or experimental procedures.</p>
8	<p>Students regularly demonstrate relevant and comprehensive knowledge and understanding of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter correctly to both familiar and unfamiliar contexts.</p> <p>Students regularly demonstrate the use of accurate scientific terminology in all answers.</p> <p>Students regularly use a wide range of mathematical skills to perform complex scientific calculations.</p>	<p>Students regularly apply detailed knowledge and understanding of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter correctly to both familiar and unfamiliar contexts.</p> <p>Students always use theories to make detailed explanations of events.</p> <p>Students always make effective use of data to support evidence.</p> <p>Students can consistently rearrange equations in calculations.</p>	<p>Students regularly critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions</p> <p>Students regularly critically evaluate and refine methodologies, and judge the validity of scientific conclusions.</p> <p>Students regularly evaluate relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can regularly spot causes of error and uncertainty in data or experimental procedures.</p>
7	<p>Students in most cases demonstrate relevant and detailed knowledge of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter correctly to a wide range of contexts.</p> <p>Students in most cases demonstrate the use of accurate scientific terminology in answers.</p> <p>Students in most cases, demonstrate mathematical skills to perform complex scientific calculations.</p>	<p>Students in most cases apply detailed knowledge and understanding of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter correctly to a wide range of contexts.</p> <p>Students in most cases use theories to make detailed explanations of events.</p> <p>Students demonstrate methods and suggest improvements (accuracy and precision) to further investigations.</p> <p>Students in most cases use theories to make detailed explanations of events.</p> <p>Students in most cases can usually use data to support evidence.</p> <p>Students can usually rearrange equations in calculations.</p>	<p>Students in most cases can evaluate information from most sources systematically to develop arguments or explanations.</p> <p>Students in most cases analyse qualitative and quantitative data to draw logical, well-evidenced conclusions</p> <p>Students in most cases evaluate relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can spot causes of error and uncertainty in data or experimental procedures.</p>
6	<p>Students can use some extended scientific knowledge and understanding of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter correctly to a wide range of contexts.</p> <p>Students usually use appropriate terminology in answers</p> <p>Students plan experiments to make observations, test hypotheses and explore phenomenon.</p> <p>Students in most cases, demonstrate mathematical skills to perform scientific calculations.</p>	<p>Students usually apply knowledge and understanding of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter effectively in a wide range of contexts.</p> <p>Students usually use theories to make detailed explanations of events.</p> <p>Students demonstrate methods and may suggest some improvements (accuracy and precision) to further investigations.</p> <p>Students can usually use data to support evidence.</p>	<p>Students can occasionally evaluate information systematically to develop arguments and explanations.</p> <p>Students usually draw detailed, evidence-based conclusions.</p> <p>Students can recognise the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can usually spot causes of error and uncertainty in data or experimental procedures.</p>

		Students can usually rearrange equations in calculations.	
5	<p>Students can demonstrate mostly accurate and appropriate knowledge and understanding of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter mostly correctly to familiar and unfamiliar contexts.</p> <p>Students demonstrate, in the main, use mostly accurate scientific terminology in answers.</p> <p>Students use appropriate mathematical skills to perform multi-step calculations</p> <p>Students can spot some causes of error and uncertainty in data or experimental procedures.</p> <p>Students can understand scientific discoveries have risks and benefits.</p>	<p>Students can apply mostly accurate knowledge and understanding of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter mostly correctly to a wide range of contexts.</p> <p>Students usually use theories to make simple explanations of events.</p> <p>Students describe how to make an experiment repeatable and reproducible comparing and contrasting the two terms</p> <p>Students can sometimes use data to support evidence.</p> <p>Students can consistently use and sometimes rearrange equations in calculations.</p>	<p>Students sometimes, evaluate information to develop arguments or explanations.</p> <p>Students draw conclusions consistent with the available evidence.</p> <p>Students on occasion can recognise the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can usually spot causes of error and uncertainty in data or experimental procedures.</p>
4	<p>Students can demonstrate some relevant and detailed knowledge and understanding of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter correctly to a wide range of contexts.</p> <p>Students demonstrate some accurate scientific terminology in answers.</p> <p>Students in some cases, demonstrate mathematical skills to perform scientific calculations.</p> <p>Students demonstrate an understanding of dependent, independent and control variables; they can define and identify variables in an experiment.</p>	<p>Students can apply some detailed knowledge and understanding of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter correctly to a wide range of contexts.</p> <p>Students use some theories to make simple explanations of events.</p> <p>Students can define the term repeatable and reproducible, calculate means and identify anomalies in data.</p> <p>Students can describe in simple terms patterns in data.</p>	<p>Students sometimes, evaluate information to develop arguments or explanations.</p> <p>Students sometimes draw conclusions consistent with the available evidence.</p> <p>Students can in simple terms recognise improvements to experiments.</p>
3	<p>Students can demonstrate some relevant knowledge of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter correctly to a range of contexts.</p> <p>Students demonstrate some scientific terminology in answers</p> <p>Students occasionally demonstrate mathematical skills with scientific calculations</p> <p>Students can make simple predictions and can comment on variables and how they can be investigated.</p> <p>Students can make and record observations using a range of apparatus and methods.</p> <p>Realise simple or obvious effects of science on society.</p>	<p>Students can occasionally apply knowledge of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter effectively to a range of contexts.</p> <p>Students occasionally use theories to make simple explanations of events.</p> <p>Students can occasionally use data to support evidence.</p>	<p>Students can evaluate basic information to develop simple arguments and explanations.</p> <p>Students occasionally draw conclusions consistent with the available evidence.</p> <p>Students can occasionally recognise anomalous results and spot some causes of error in experimental procedures.</p>
2 1	<p>Students can demonstrate some relevant scientific knowledge of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter in a limited context.</p> <p>Students perform basic calculations.</p> <p>Students can make basic comments relating to experimental methods; and on how variables can be investigated.</p> <p>Students can, with guidance, record observations using a range of apparatus and methods.</p> <p>Recognise similarities and differences between materials they observe.</p>	<p>Students can apply some relevant scientific knowledge of; Atomic structure and the periodic table; Bonding; structure; and the properties of matter in a limited context.</p> <p>Students can describe simple patterns in observed data.</p> <p>Students use their knowledge to identify a range of common materials.</p>	<p>Students suggest answers to questions, based on own ideas and evidence</p> <p>Students draw simple conclusions from available evidence.</p> <p>Students make predictions about what might happen.</p>



Sub Subject: Computing

Curriculum Leaders

Mrs Ackeroyd

[kackeroyd@huddersfield-grammar.co.uk](mailto:kackeroyd@huddersfield-grammar.co.uk)

How you will be assessed this term:

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

Key websites:

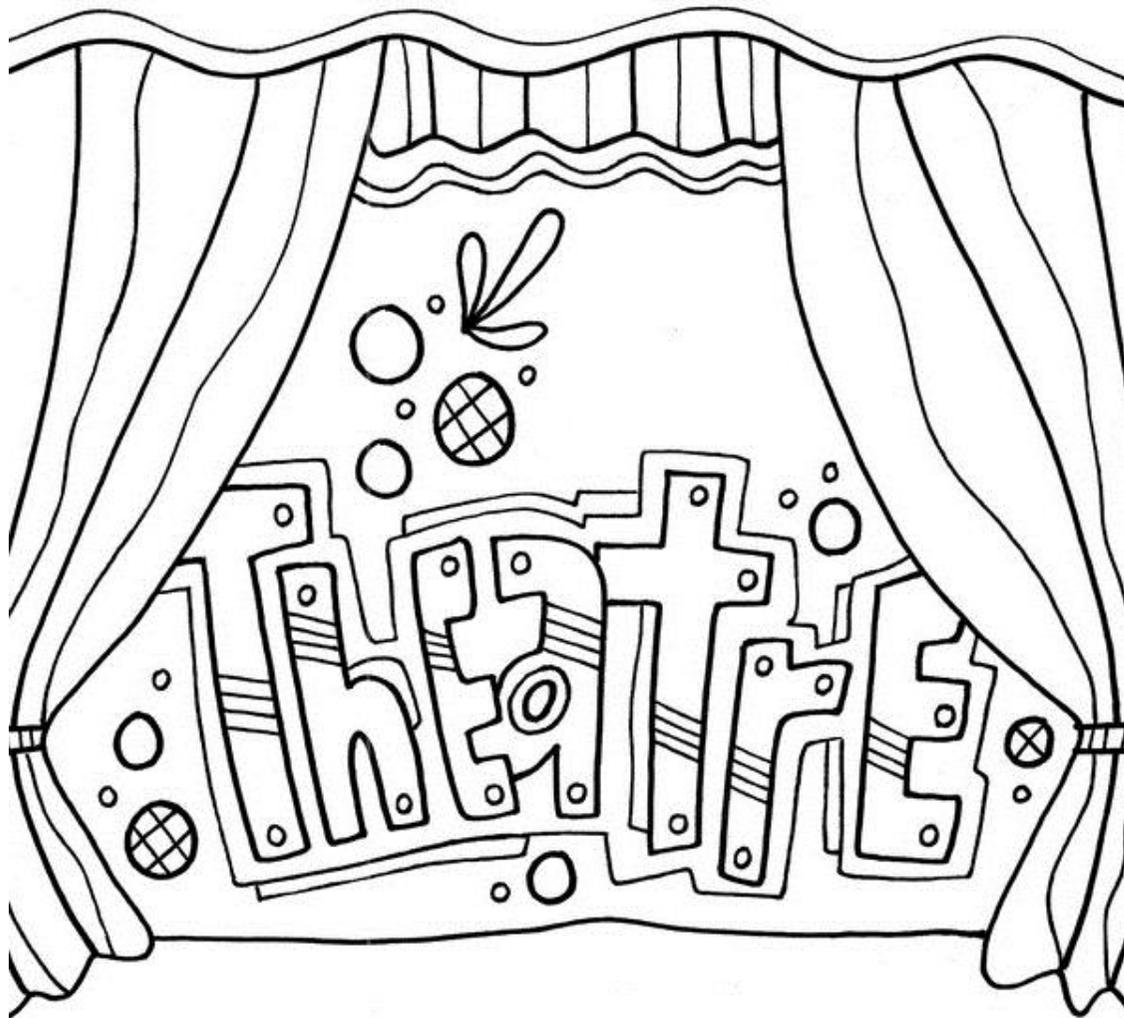
[http://www.teach-ict.com/2016/ks3/ks3\\_home.html](http://www.teach-ict.com/2016/ks3/ks3_home.html)

<https://www.bbc.com/education/guides/zts8d2p/revision/1>

Additional Opportunities:

Computing Club

Grade	Networks- An Introduction	Programming- using Mathematical & Boolean Operators.
9	Describe in detail the 4 layer TCP/IP model	Create a program which combine variable declaration, constant declaration assignment, iteration, selection and arrays. Clearly annotate the program to explain how it works.
8	Describe the 4 layer TCP/IP model.	Use an array within a program and annotate the code to explain its' use.
7	Demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems. Explain the star and bus network topologies and be able to select the most appropriate topology for a given scenario.	Appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems. Create a program which combines variable declaration, constant declaration assignment, iteration & selection. Annotate the program to explain how it works.
6	Explain the purpose and use of common network protocols. Understand the need for, and importance of network security.	Use the following data types appropriately: integer, real, Boolean, character & string. Use arithmetic operators including real division and integer division. Use definite & indefinite iteration (for & while loops).
5	Discuss the benefits and risks of using computer networks. Discuss the benefits and risks of wireless networks as opposed to wired networks. Explain the differences between a star and a bus topology. Explain the purpose and use of the Internet Protocol (IP) Understand how data packets are used to transfer data through the internet.	Understand and use the following data types appropriately: integer, character & string. Use meaning full identifier names & know why it is important to use them. Use relational & Boolean operators: equal to, not equal to, less than, greater than, less than or equal to, greater than or equal to, NOT, AND, OR Be able to generate random numbers in Python. Use selection (if, elif & else).
4	Demonstrate limited knowledge and understanding of fundamental concepts and principles including digital systems. Define the term 'network protocol'. Describe the main types of computer network including: Local Area Network Wide Area Network (WAN), Personal Area Network (PAN). Be able to draw a bus topology. Know that data is transmitted in data packets through the internet.	Apply fundamental concepts, principles and mathematical skills, using basic analytical and logical computational thinking, to straightforward problems with limited accuracy. Obtain user input from the keyboard. Understand the term string. Use meaningful identifier names. Use variable declaration, constant declaration assignment & selection (if & else) Write programs which use the arithmetic operators: addition, subtraction, multiplication & division.
3	Define what a computer network is. Understand that networks can be wired or wireless.	Output data & information from a program to a computer display. Understand how to assign variables.
2	Be able to draw the star & ring network topologies.	Annotate some of a program to explain how it works.
1	Know that connecting computers together allows them to share hardware & data.	Use the print function in Python to output text (a string) onto the screen.



Subject: Drama  
Curriculum Leaders

Miss Haigh

[nhaigh@huddersfield-grammar.co.uk](mailto:nhaigh@huddersfield-grammar.co.uk)

**How you will be assessed this term:**

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

**Key websites:**

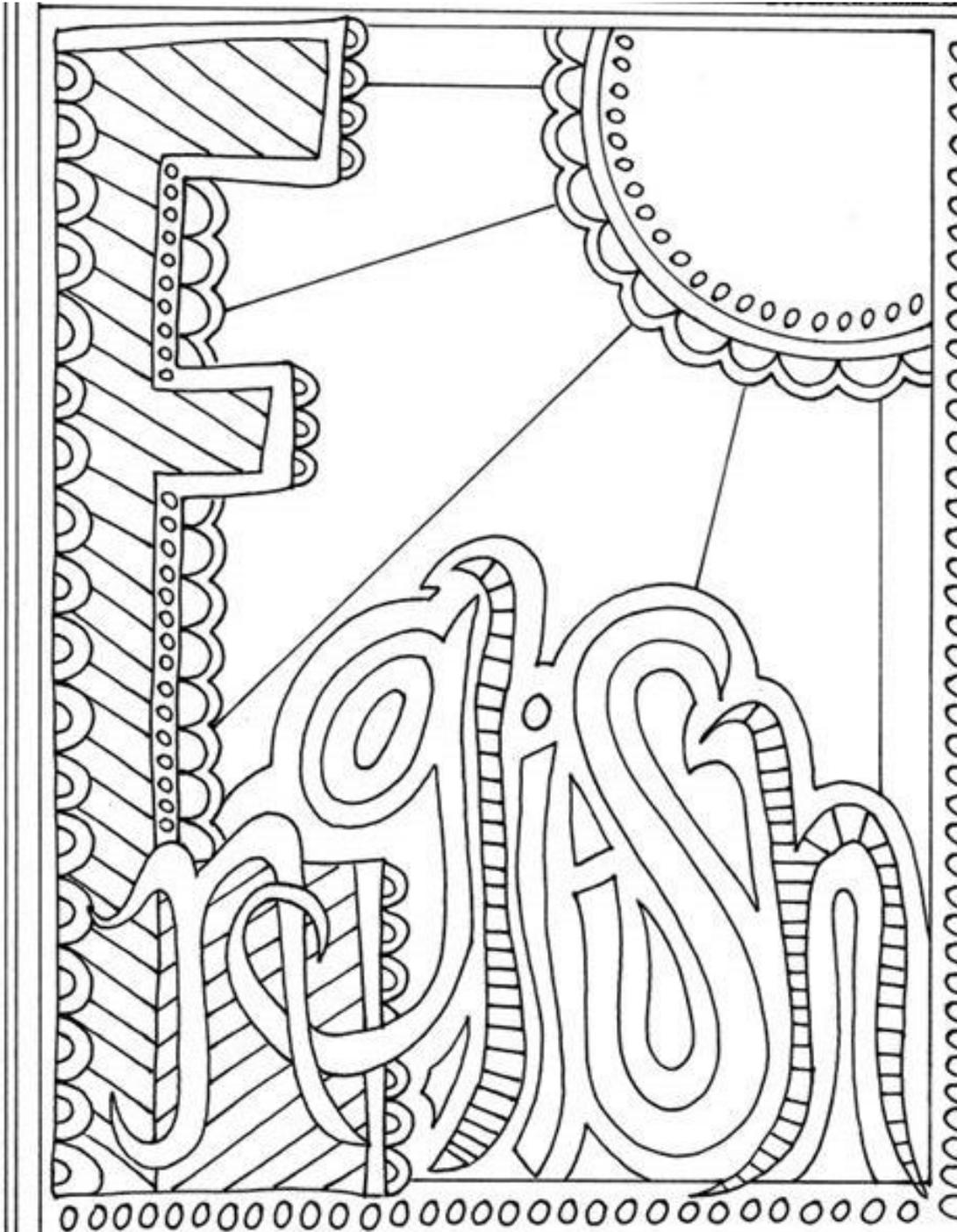
**Additional Opportunities**

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

	<b><u>AO1 – Practical</u></b> <b>Contribution to group work to develop an assessed performance</b>	<b><u>AO2- Practical</u></b> <b>Communicate role through application of theatrical skills</b>	<b><u>AO3- Practical</u></b> <b>Use the performance space effectively with clear audience awareness</b>	<b><u>AO4- Written</u></b> <b>Reflect on practical work objectively</b>	<b><u>AO5 - Written</u></b> <b>Demonstrate understanding of how drama is developed and performed</b>
<b>8-9</b>	Consistently works encouragingly and enthusiastically with all members of their group and is able to balance performance opportunities equally. Generates highly creative and challenging ideas which are appropriate to the module.	Able to communicate their role sensitively and successfully through simultaneous use of theatrical skills (body, face and voice). This is sustained in performance.	Staging is highly creative throughout the performance with a very clear awareness of audience in all blocking. Staging is entirely appropriate to the context of the topic / scene. Transitions are fluid and effective.	Consistently reflects on the practical work objectively making highly insightful comments throughout on how to further develop the skills of themselves and the group.	Has demonstrated very clearly their knowledge of how the genre or style is developed and performed as well as making insightful comments and clear justifications for their own theatrical decisions.
<b>7</b>	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. Transitions are timely.	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 their knowledge and understanding of how the genre or style is developed and performed as well as making appropriate links with their own theatrical decisions.
<b>6</b>	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 appropriate 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.
<b>5</b>	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.
<b>4</b>	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.
<b>3</b>	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.
<b>1-2</b>	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 some purposeful comments on how to develop skills further.	Has demonstrated some knowledge and understanding of how the genre or style is developed and performed.



Subject: English

Curriculum Leaders

Mrs Brierley

[kbrierley@huddersfield-grammar.co.uk](mailto:kbrierley@huddersfield-grammar.co.uk)

How you will be assessed this term:

Continually through 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

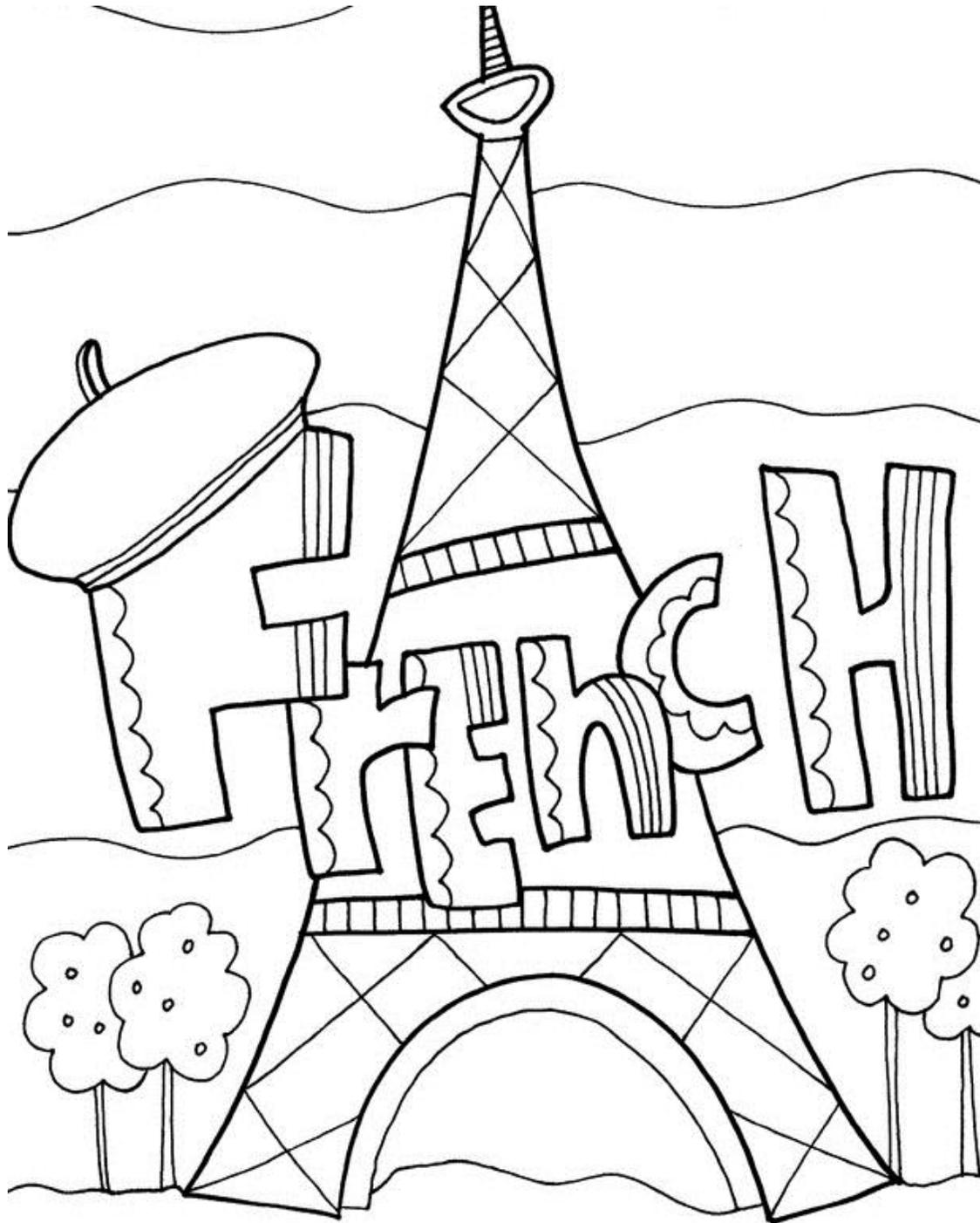
Grade	Using and interpreting evidence	Identifying, commenting on and evaluating techniques	Exploring context, viewpoint and purpose of a text	Making comparisons
9	Convincing, critical conceptualised response to task and whole text, with fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology	Impressive use of precise references to support interpretations, with highly accomplished analysis	Exploratory consideration of ideas/ perspectives/ contextual factors shown by specific, detailed links between context/ text/ task	Perceptive and accomplished exploration of connections across literary texts
8	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
7	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.
6	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 construction 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 'whole text' aspects.
5	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
4	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.
3	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 texts. Some consideration of effect on reader
2	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.
1	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.

## 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 compelling and perceptive for audience. Assured and inventive usage of advanced structural features	Writing assuredly matched to purpose. Writing is compelling, incorporating a range of convincing and compelling ideas.	Extensive and ambitious vocabulary, with sustained crafting of linguistic devices. Fluently linked paragraphs with seamlessly integrated discourse markers
7	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
6	Creative selection and adaptation of forms and conventions with distinctive personal voice and 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
5	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.
4	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.
3	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.
2	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.
1	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

## Speaking

Grade	Adapting spoken language to tasks and roles	Listening and responding to others
9	Expresses sophisticated ideas/ information/ feelings using a sophisticated repertoire of vocabulary	Maturely organises and structures their talk using an effective range of strategies to engage the audience
8	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.
7	Make creative and precise selection of techniques to meet the demands of varied scenarios and approach context and purpose <b>with</b> a distinct personal style.	Show perceptive understanding of complex speech, sustaining concentrated listening and responding flexibly; manage and sustain discussion with sensitivity.
6	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 <b>views</b> of others and shape direction of talk through <b>well-</b> judged contributions ; draw on range of roles to sustain effective discussion
5	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
4	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.
3	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
2	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.
1	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.



**Subject:** French

**Curriculum Leaders**

Miss Belkadir

**[sbelkadir@huddersfield-grammar.co.uk](mailto:sbelkadir@huddersfield-grammar.co.uk)**

**How you will be assessed this term:**

Weekly vocabulary tests

Written assessment

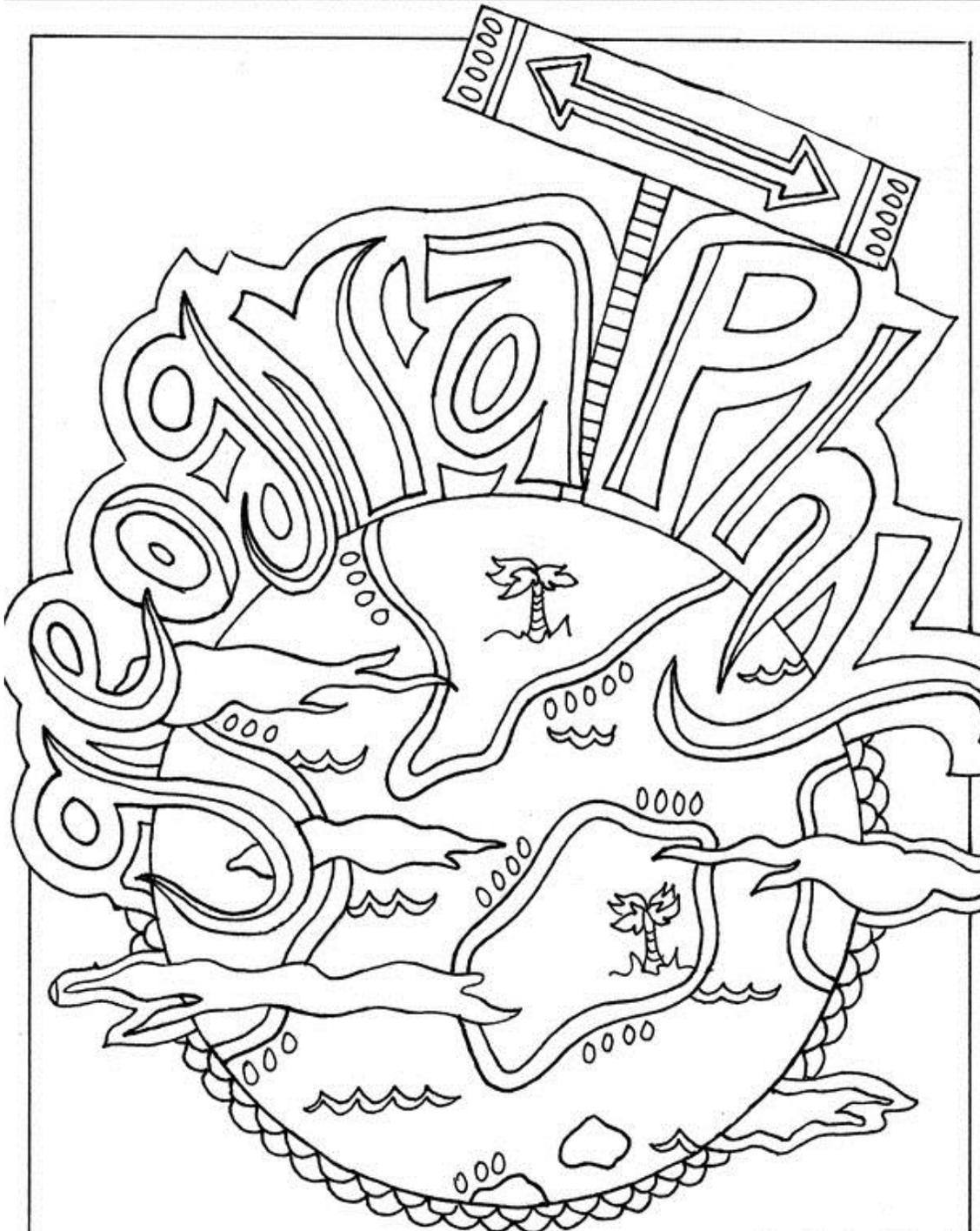
Unit tests

**Key websites:**

Wordreference.com – online dictionary

**Additional Opportunities:**

Grade	Receptive skills (Listening, Reading)	Productive skills (Speaking, Writing)
9	<p>I understand a wide range of sources, with unfamiliar language.</p> <p>I understand and explain gist, main points and details from longer passages.</p> <p>I can draw inferences.</p> <p>I can recognise attitudes and emotions from longer passages, including authentic resources.</p> <p>I can translate short texts into English, which contain unfamiliar language.</p>	<p>I can use language creatively to narrate and discuss events, justify thoughts and opinions on real and imaginary topics.</p> <p>I can use language to develop and sustain conversations, improvise and paraphrase.</p> <p>I can use new phrases and words that I have seen or heard, in my writing and my speaking.</p> <p>I can translate texts containing mainly familiar language.</p> <p>I can use language clearly and accurately, making only minor errors.</p> <p>I speak confidently and with good pronunciation.</p>
8	<p>I can understand a range of longer passages, containing complex sentences forms and unfamiliar language.</p> <p>I understand passages at normal talking speed, needing little repetition.</p> <p>I can explain overall message and summarise key points.</p> <p>I can translate short texts with a few complex sentences.</p>	<p>I can manipulate language for new purposes on a variety of topics.</p> <p>I can describe events using different time frames.</p> <p>I can produce pieces of writing of varying length, using appropriate style and register.</p> <p>I can answer unprepared questions in conversation.</p> <p>I can translate short texts into Target Language with occasional mistakes on complex structures.</p> <p>I demonstrate spontaneity and some fluency when speaking.</p>
7	<p>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.</p> <p>I can scan texts to get the gist.</p> <p>I can translate short texts into English.</p>	<p>I can apply a variety of structures to create new sentences.</p> <p>I can produce extended paragraphs made of a minimum of 90 words, expanding my answers and details using mostly specific vocabulary.</p> <p>I can take part in longer conversations including answering a couple of unprepared questions.</p> <p>I use increasingly accurate pronunciation and intonation.</p> <p>I make few mistakes.</p>
6	<p>I can understand several familiar contexts in the same passage.</p> <p>I can understand some details in various longer passages using some complex structures.</p> <p>I can translate single sentences into English.</p>	<p>I can apply some complex grammatical rules accurately in familiar contexts.</p> <p>I can produce longer paragraphs made of a minimum of 70 words giving a few details and using some varied vocabulary.</p> <p>I can take part in longer conversations, asking and/or answering at least 8 questions.</p> <p>I begin to speak spontaneously with generally good pronunciation.</p> <p>I make some mistakes but am easily understood.</p>
5	<p>I can understand most points in longer passages across a range of familiar topics.</p> <p>I can use what I know and the context to deduce meaning of unfamiliar words.</p> <p>I can analyse linguistic structures to deduce grammatical patterns.</p>	<p>I can adapt phrases and structures to convey information.</p> <p>I can use my knowledge of grammar to create new sentences.</p> <p>I can produce longer pieces of writing made of a minimum of 50 words, giving some details and beginning to link my sentences.</p> <p>I can take part in short conversations asking and/or answering at least 5 questions.</p>
4	<p>I can understand main points, opinions and reasons with some details in short passages made of less than 60 words using familiar vocabulary.</p>	<p>I begin to use knowledge of grammar to adapt and substitute words or phrases.</p> <p>I can produce a short paragraph made of less than 30 words using familiar vocabulary.</p> <p>I can prepare a short conversation using mainly memorised phrases.</p>
3	<p>I can understand familiar words, main points and opinions from a short extract made of less than 40 words.</p>	<p>I can use the right words to fill in gaps.</p> <p>I can describe simple information using a few short sentences and frequently-used verbs.</p>
2	<p>I can understand main points from single sentences using familiar vocabulary.</p>	<p>I can use short phrases using familiar vocabulary from memory</p>
1	<p>I can understand simple opinions and familiar phrases.</p>	<p>I can remember a minimum of 6 single words from a new topic.</p> <p>I can use short phrases with support.</p>



Subject: Geography  
Curriculum Leaders

Mrs Doyle

[gdoyle@huddersfield-grammar.co.uk](mailto:gdoyle@huddersfield-grammar.co.uk)

**How you will be assessed this term:**

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

**Key websites:**

[www.coolgeography.co.uk/](http://www.coolgeography.co.uk/)

[www.s-cool.co.uk/gcse/geography](http://www.s-cool.co.uk/gcse/geography)

<https://revisionworld.com/gcse-revision/geography>

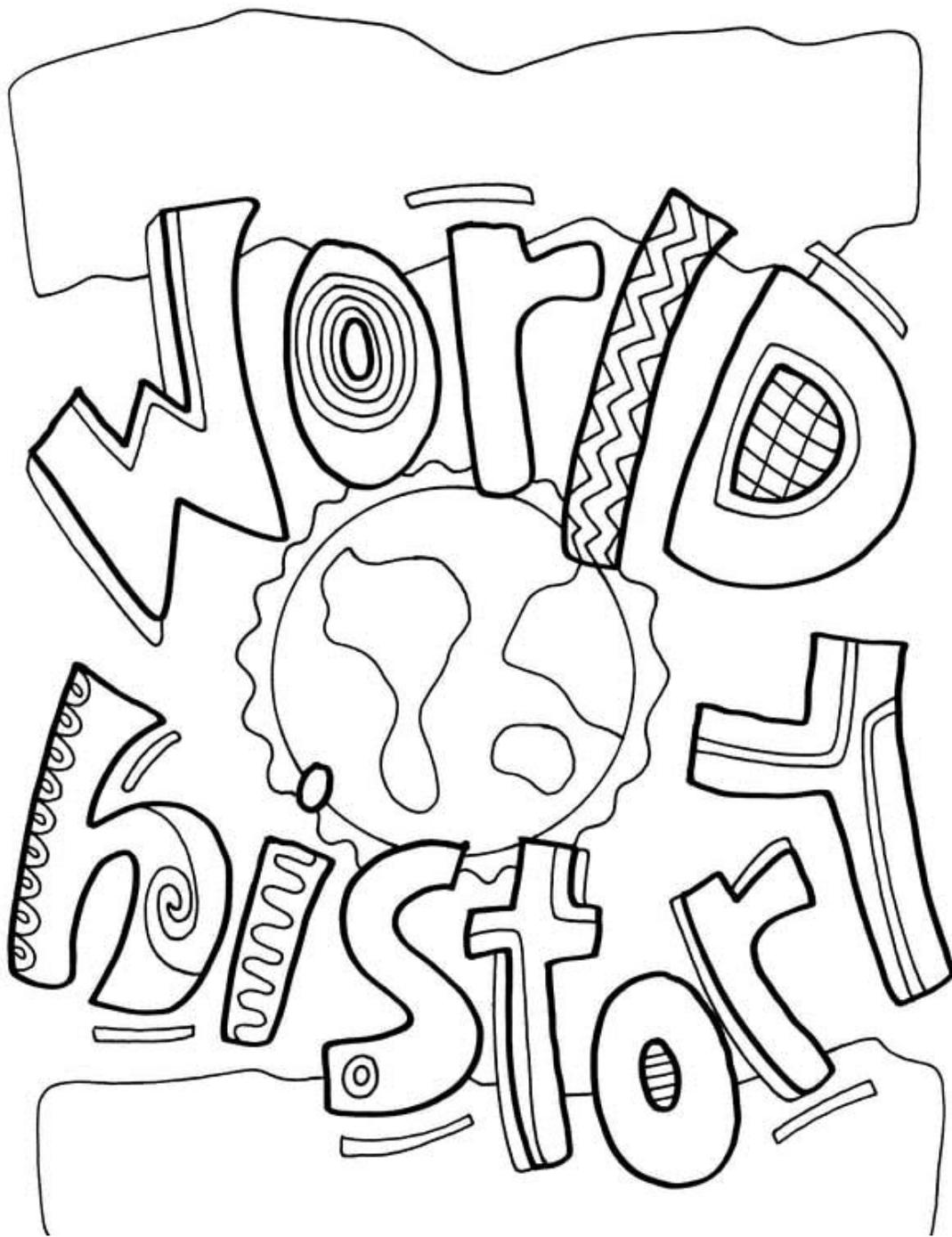
[www.sln.org.uk/geography/](http://www.sln.org.uk/geography/)

**Additional Opportunities:**

Model UN

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

	topics, in addition to basic explanation of consequences.		You can suggest possible conclusions and make use of appropriate key terms.	You can use a range of geographical skills accurately and confidently.
<b>4</b>	You demonstrate a satisfactory level of knowledge and key terms as you aim to accurately describe geographical features, processes and consequences at a range of scales.	You recognise and describe simple geographical patterns. You recognise and describe the physical and human processes can 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 range of basic geographical skills to help investigate places and environments.  You can use some geographical skills with some accuracy.
<b>3</b>	You demonstrate some satisfactory geographical knowledge with limited use of key terms, to describe some more simple geographical features, with some recognition of processes and simple description of consequences.	You can state some similarities and differences between places. You are able to give some simple reasons for your views about places and environments.	<i>With guidance, uses knowledge of familiar situations to respond to unfamiliar tasks/contexts.</i>  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.
<b>1/2</b>	You are able to offer limited geographical knowledge of places, themes, or geographical features. You are unable to identify processes or recognise consequences.	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.	<i>Unable to apply prior learning to unfamiliar tasks/contexts.</i>  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](mailto: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 the Treaty of Versailles. In the second term, students will have to complete an essay-style question based upon Hitler's rise to power by 1933.

**Key websites:**

<https://www.bbc.com/education/subjects/zk26n39>

<https://www.educationquizzes.com/ks3/history/>

**Additional Opportunities:**

Model UN

	<b>Knowledge</b>	<b>Source Work</b>
<b>9</b>	Can construct an analytical, substantiated and critically assessed evaluation of key themes, events and individuals. Can create clear arguments based on concepts such as causes and consequences when constructing a narrative.	Can make links from the source to own knowledge in order to come to a critically substantiated judgement. Can recognise nuances in pictorial and text-based source material and assess its significance.
<b>8</b>	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.
<b>7</b>	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.
<b>6</b>	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.
<b>5</b>	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.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	Can produce a descriptive narrative of the past with some development.	Can quote the source and make a simple inference on what the source suggests. Can comment on the provenance (primary/ secondary etc) or the reliability of a source.

1 2 3 4 5 6 7 8 9 0  $\triangle$

Maths

$+$   $-$   $\div$   $\pi$   $\times$

Subject: Maths  
Curriculum Leaders

Mrs Rudkin

[rrudkin@huddersfield-grammar.co.uk](mailto: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](http://vle.mathswatch.co.uk))

Additional Opportunities:

STEM Club

	<b>Number and Algebra</b>	<b>Geometry and Measures</b>	<b>Data and Probability</b>
<b>9</b>	Use the multiplier method accurately for percentage changes and reverse percentages Solve equations where the variable is in the numerator and denominator of a fraction involving brackets	Find the number of sides of a regular polygon from the interior angle Use Pythagoras' theorem in 3D	Interpret the median and IQR from a cumulative frequency diagram and compare data sets
<b>8</b>	Given the result of a percentage change, calculate the original value Solve equations where the variable is in the numerator and denominator of a fraction	Work out which regular polygons tessellate Use Pythagoras' theorem to solve problems, finding the triangle	Find the median and IQR from a cumulative frequency diagram
<b>7</b>	Calculate the result of repeated percentage changes Solve equations where the variable is in the denominator of a fraction Change the subject of a formula – more than one variable Draw exponential growth graphs	Use the sum of the interior angles of a polygon to find missing angles Use Pythagoras' theorem to solve problems in right-angled triangles	Estimate the mean from a grouped frequency table Draw a cumulative frequency diagram
<b>6</b>	Use the multiplier method to calculate the result of a percentage increase or decrease Calculate the percentage change using the multiplier method Expand brackets and simplify more complex expressions Factorise more complex expressions with more than one variable Solve equations involving fractions with the variable in the numerator Change the subject of a formula – two steps	Work out the sum of the interior angles of a polygon Calculate the length of a shorter side in a right-angled triangle using Pythagoras' Theorem Use the converse of Pythagoras' theorem	Draw a line of best fit to show a correlation and comment on the strength of correlation Interpret a variety of two-way tables Interpret a variety of time-series graphs Compare two sets of data from averages and range Interpret and draw time graphs
<b>5</b>	Calculate the percentage change in a value Multiply out one bracket with more than one variable Factorise expressions involving one variable Solve equations with one or more sets of brackets Change the subject of a formula – one step	Work out exterior angles of polygons To calculate the length of the hypotenuse in a right-angled triangle using Pythagoras' Theorem	Draw a line of best fit to show a correlation on a scatter graph Understand two-way tables Use a variety of time-series graphs Compare two sets of data from statistical tables and diagrams Draw time graphs
<b>4</b>	Solve problems involving simple interest and finding a percentage  Multiply out one bracket with one variable Solve equations with variables on both sides	Know the sum of the exterior angles of a polygon Make accurate geometric constructions	Plot a scatter graph and comment on the correlation Interpret step graphs
<b>3</b>	Understand what simple interest is and find simple percentages Solve equations with a variable on one side	Work with angles on a straight line – one exterior and one interior angle of a polygon Recognise the need to use Pythagoras' Theorem	Plot a scatter graph given the scales Plot a time graph
<b>1 / 2</b>	Find simple percentages of a number Solve one-step equations	Measure an angle accurately Recognise and name polygons	Read from a time graph



Subject: Music

Curriculum Leaders

Mrs Fitzpatrick

[afitzpatrick@huddersfield-grammar.co.uk](mailto:afitzpatrick@huddersfield-grammar.co.uk)

**How you will be assessed this term:**

Continually through classwork

Key homework.

A final performance of group James Bond trailer composition

Listening and appraising work in class

Performance work on James Bond in class

**Key websites:**

<https://www.apronus.com/music/flashpiano.htm>

[www.filmindependent.org](http://www.filmindependent.org)

**Additional Opportunities:**

Wide range of opportunities in the Extra Curricular Timetable

	<b>Performing</b>	<b>Composing</b>	<b>Listening and Appraising</b>
9	<p>Will be practising regularly on an instrument/voice (grade 5 level).</p> <p>Will demonstrate excellent technical skill, performing with conviction, making expressive use of phrasing, articulation and dynamics appropriate to the style and mood of the music. Excellent communication, showing empathy and drawing audience into the music. Will combine the James Bond motif and themes into a full performance.</p>	<p>Will compose film music which combines the elements of music with imagination and flair. Music will demonstrate an exceptional ability to develop appropriate musical ideas and conventions across different genres and styles. Ideas are carefully refined and pieces have a sense of completeness.</p>	<p>Can analyse a variety of music identifying compositional techniques and devices relating to DR A SMITH using appropriate musical vocabulary.</p> <p>Demonstrates an exceptional understanding of the contextual influences on the music and can discriminate a range of film styles and genres.</p>
8	<p>Will be practising regularly on an instrument/voice (grade 5 level).</p> <p>Will demonstrate excellent technical skill, performing with conviction, making expressive use of phrasing, articulation and dynamics appropriate to the style and mood of the music. Excellent communication, showing empathy and drawing audience into the music. Will combine the James Bond motif and themes into a full performance.</p>	<p>Will compose film music which combines the elements of music with imagination and flair. Music will demonstrate an exceptional ability to develop appropriate musical ideas and conventions across different genres and styles. Ideas are carefully refined and pieces have a sense of completeness.</p>	<p>Can analyse a variety of music identifying compositional techniques and devices relating to DR A SMITH using appropriate musical vocabulary.</p> <p>Demonstrates an exceptional understanding of the contextual influences on the music and can discriminate a range of film styles and genres.</p>
7	<p>Can accurately perform the James Bond themes and motif as an individual or in a group performance playing two independent parts with fluency, accuracy and appropriate expression.</p> <p>Will take a lead role in group performance.</p>	<p>Will compose film music that shows a highly developed ability to create and extend musical ideas and use appropriate action and horror conventions with imagination, exploring the potential of musical structures and resources.</p>	<p>Can accurately analyse and discriminate film music techniques and devices whilst listening including tonality and structure, demonstrating an understanding of composer intent.</p> <p>Has a deep understanding of the contextual influences on music.</p>
6	<p>Can perform themes 2 and/or 3 with the James Bond motif individually with fluency and accuracy.</p> <p>Can perform with control, making use of phrasing and dynamics to enhance the mood of the performance.</p> <p>Can maintain their part in a group performance making small adjustments where necessary to maintain the ensemble.</p>	<p>Will compose film 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 given motifs / themes and include some original ideas.</p>	<p>Can mostly accurately analyse and discriminate film music techniques and devices whilst listening including tonality and structure, giving an indication of composer intent.</p> <p>Has a good understanding of the contextual influences on music.</p>
5	<p>Can perform the theme 1 and the motif individually or themes 2 and/or 3 with a partner with fluency and accuracy (on keyboard or their own instrument).</p> <p>Can maintain their part in a group performance re-joining accurately.</p>	<p>Will compose film music that shows secure ability to organise musical ideas and use appropriate resources and conventions in response to a brief. Students will begin to experiment with original ideas with some success.</p>	<p>Can describe features of film music using appropriate musical vocabulary.</p> <p>Demonstrates understanding of the contextual influences on the music.</p>
4	<p>Can perform theme 1 and the motif individually with some fluency and accuracy (on keyboard or their own instrument).</p> <p>Can maintain their part in a group performance, re-joining accurately if necessary.</p>	<p>Will compose film music that shows secure ability to organise musical ideas and use appropriate resources in response to a brief. The piece will confidently and accurately explore given motifs and themes.</p>	<p>Can describe features of film music using some appropriate musical vocabulary.</p> <p>Demonstrates some understanding of the contextual influences on the music.</p>

3	Can perform theme 1 fluently and accurately with one hand. Can maintain their part in a group performance with some support.	Will compose film music that shows moderate to secure ability to organise musical ideas and use appropriate resources successfully.	Can identify simple features of film music. Can recall contextual facts about the music with accuracy.
2	Can perform the James Bond leitmotif on the keyboard with fluency and accuracy.	Will compose simple music that makes moderate use of the elements of music.	Can identify simple features of film music.
1	Can perform the James Bond leitmotif with fluency and accuracy using 2 hands.	Will compose simple music that makes limited use of the elements of music.	Can identify simple features of film music with guidance.



Su Subject: PE  
Curriculum Leaders

Mr Butters

**[sbutters@huddersfield-grammar.co.uk](mailto: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 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>

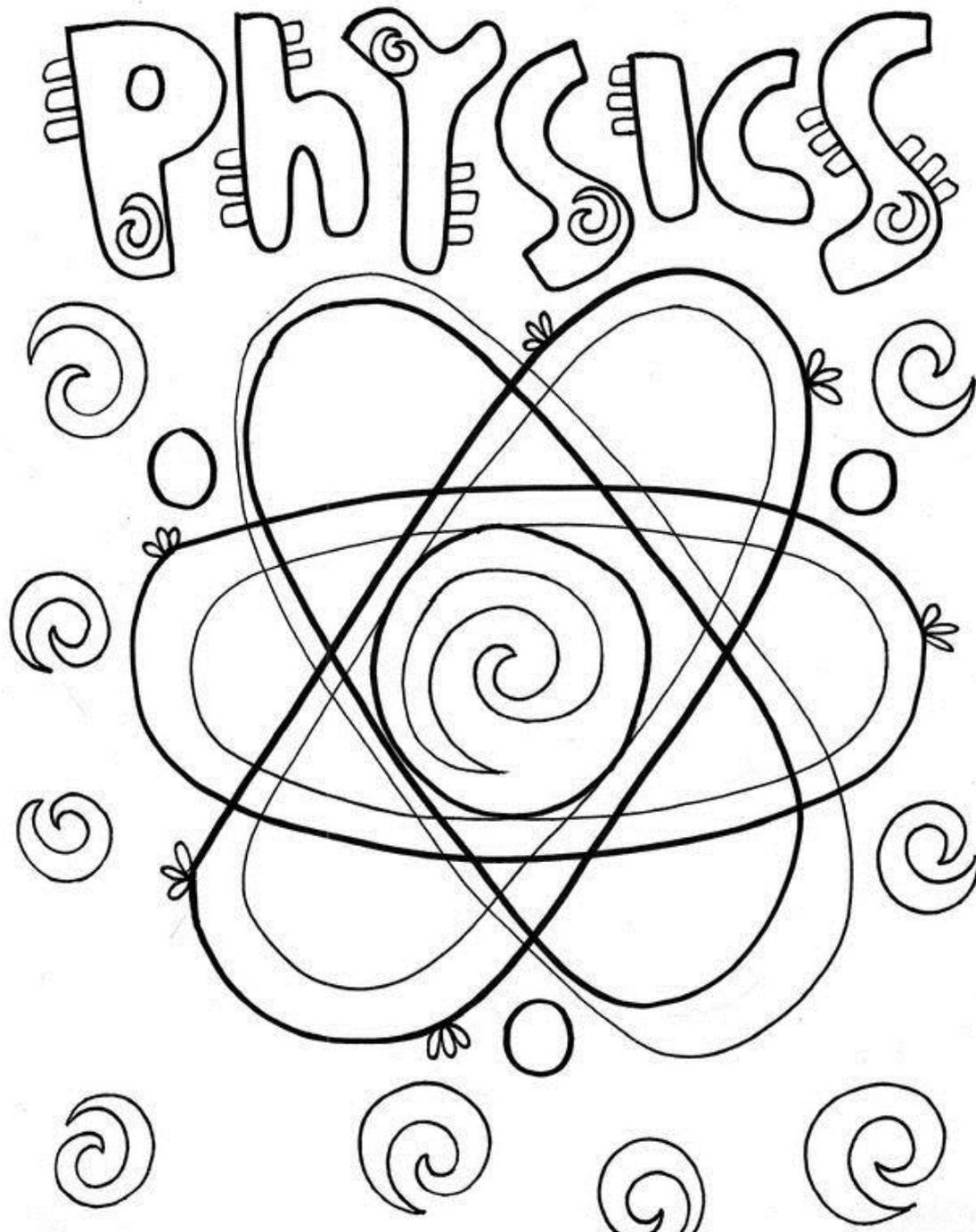
<https://www.sportengland.org/>

**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	Plan and perform a safe and professional fitness training programme for your given sport Consistently evaluate your own and others' performances and give detailed feedback using technical and tactical advice as to how changes of strategies, skills, tactics, techniques and fitness can affect the quality and outcome of the performance	Consistently use and regularly train to maintain and improve speed, power, reactions, agility, flexibility, timing, co-ordination, endurance and cardiovascular fitness to dominate in sports amongst peers. Use appropriate motivational qualities to deal with mental problems in yourself and others which will consistently influence performance in a positive way.	Consistently use and apply advanced ball skills, techniques and ideas when outwitting opponents, always showing high standards of precision, control, fluency and originality in all areas with very few or no unforced errors. Consistently apply advanced strategies and tactics with proficiency, flair and originality that are specific to the opposition and conditions
8	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.
7	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.
6	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.
5	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.
4	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
3	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
2	Can participate in a small sided game Understands the very basic rules.	Listen carefully to the teachers instructions and follow them first time.	Can pass the ball over a short distance to a partner. Can catch the ball over a short distance the majority of the time.

	Knows where the boundaries of the pitch / court they are to work in	Volunteer to answer questions from the teacher without being prompted.	Can run with the ball and pass backwards whilst moving. Can follow basic instructions given by the teacher.
1	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.



Subject: Physics  
Curriculum Leaders

Mrs Watson

[awatson@huddersfield-grammar.co.uk](mailto:awatson@huddersfield-grammar.co.uk)

**How you will be assessed this term:**

In KS4 Physics you will have grading assessments in the form of Unit and Exam Style Tests and also in problem solving, practical skills and data interpretation which will involve both peer and teacher assessment. For each of these you will be given a GCSE Grade for your performance along with guidance on how to improve.

**Key websites:**

[iop.com](http://iop.com)

[www.bbc.co.uk/schools/gcsebitesize/physics](http://www.bbc.co.uk/schools/gcsebitesize/physics)

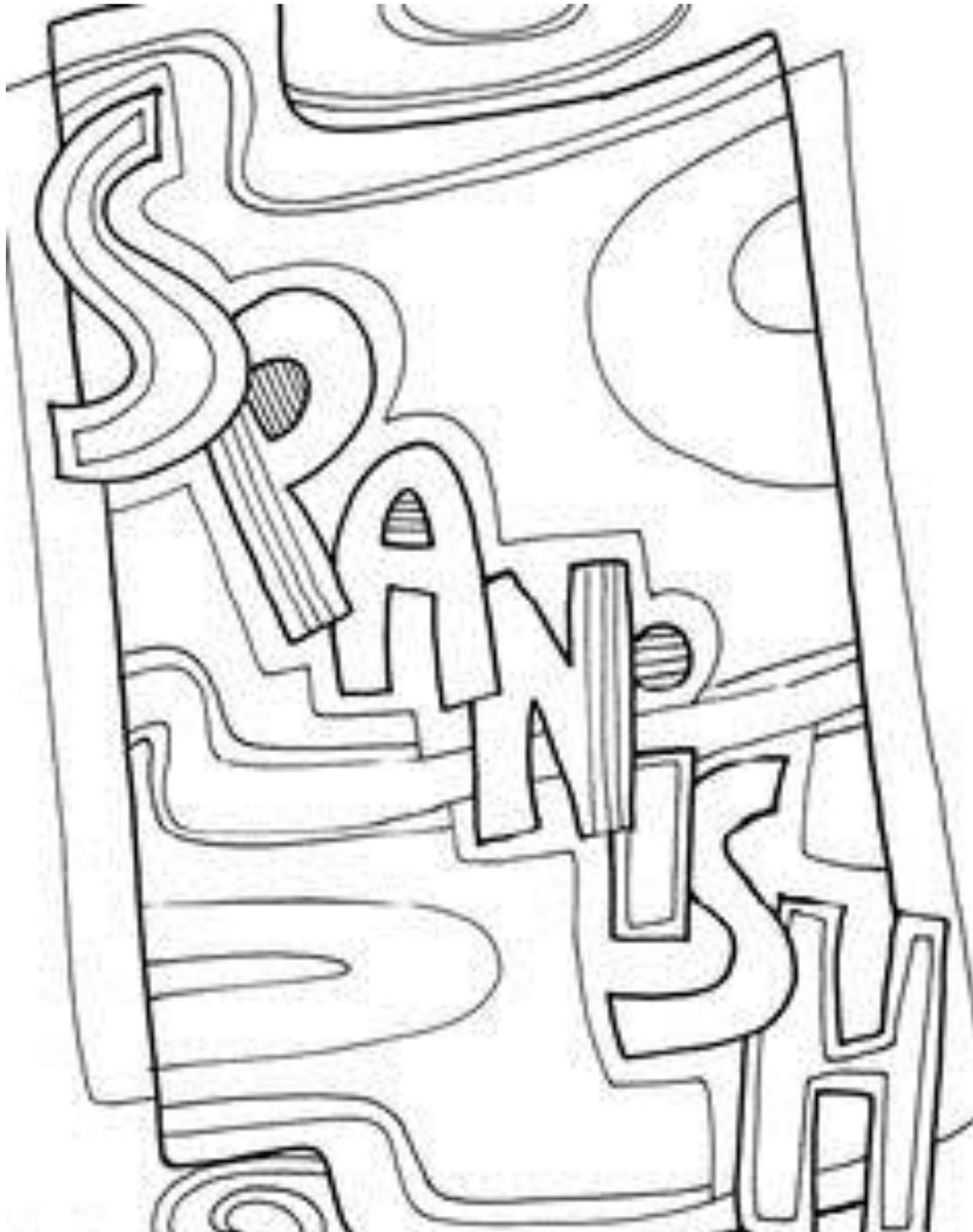
[www.gcsepod.com](http://www.gcsepod.com)

**Additional Opportunities:**

STEM Club

Grade	<b>Ao1</b> <b>Demonstrate knowledge and understanding of: Scientific ideas: scientific techniques and procedures</b>	<b>Ao2</b> <b>Apply knowledge and understanding of: Scientific ideas: scientific techniques and procedures</b>	<b>Ao3</b> <b>Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.</b>
9	<p>Students always demonstrate relevant and detailed knowledge of; Forces and Motion, Energy and Energy resources and Thermodynamics correctly to both familiar and unfamiliar contexts.</p> <p>Students always demonstrate the use of accurate scientific terminology in all answers.</p> <p>Students always demonstrate a wide range of mathematical skills to perform complex scientific calculations.</p>	<p>Students always apply detailed knowledge and understanding of; ; Forces and Motion, Energy and Energy resources and Thermodynamics correctly to both familiar and unfamiliar contexts.</p> <p>Students always use theories to make detailed explanations of events.</p> <p>Students always make effective use of data to support evidence.</p> <p>Students can consistently rearrange equations in calculations.</p>	<p>Students always critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions</p> <p>Students always critically evaluate information from a wide range of sources systematically to develop arguments or explanations.</p> <p>Students always evaluate relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can consistently spot causes of error and uncertainty in data or experimental procedures.</p>
8	<p>Students regularly demonstrate relevant and comprehensive knowledge and understanding of; ; Forces and Motion, Energy and Energy resources and Thermodynamics to both familiar and unfamiliar contexts.</p> <p>Students regularly demonstrate the use of accurate scientific terminology in all answers</p> <p>Students regularly use a wide range of mathematical skills to perform complex scientific calculations.</p>	<p>Students regularly apply detailed knowledge and understanding of; Forces and Motion, Energy and Energy resources and Thermodynamics correctly to both familiar and unfamiliar contexts.</p> <p>Students always use theories to make detailed explanations of events.</p> <p>Students always make effective use of data to support evidence.</p> <p>Students can consistently rearrange equations in calculations.</p>	<p>Students regularly critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions</p> <p>Students regularly critically evaluate and refine methodologies, and judge the validity of scientific conclusions.</p> <p>Students regularly evaluate relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can regularly spot causes of error and uncertainty in data or experimental procedures.</p>
7	<p>Students in most cases demonstrate relevant and detailed knowledge of; ; Forces and Motion, Energy and Energy resources and Thermodynamics correctly to a wide range of contexts.</p> <p>Students in most cases demonstrate the use of accurate scientific terminology in answers</p> <p>Students in most cases, demonstrate mathematical skills to perform complex scientific calculations.</p>	<p>Students in most cases apply detailed knowledge and understanding of; ; Forces and Motion, Energy and Energy resources and Thermodynamics correctly to a wide range of contexts.</p> <p>Students in most cases use theories to make detailed explanations of events.</p> <p>Students demonstrate methods and suggest improvements (accuracy and precision) to further investigations.</p> <p>Students in most cases use theories to make detailed explanations of events.</p> <p>Students in most cases can usually use data to support evidence.</p> <p>Students can usually rearrange equations in calculations.</p>	<p>Students in most cases can evaluate information from most sources systematically to develop arguments or explanations.</p> <p>Students in most cases analyse qualitative and quantitative data to draw logical, well-evidenced conclusions</p> <p>Students in most cases evaluate relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can spot causes of error and uncertainty in data or experimental procedures.</p>

6	<p>Students can use some extended scientific knowledge and understanding of; Forces and Motion, Energy and Energy resources and Thermodynamics correctly to a wide range of contexts.</p> <p>Students usually use appropriate terminology in answers</p> <p>Students plan experiments to make observations, test hypotheses and explore phenomenon.</p> <p>Students in most cases, demonstrate mathematical skills to perform scientific calculations.</p>	<p>Students usually apply knowledge and understanding of; ; Forces and Motion, Energy and Energy resources and Thermodynamics effectively in a wide range of contexts.</p> <p>Students usually use theories to make detailed explanations of events.</p> <p>Students demonstrate methods and may suggest some improvements (accuracy and precision) to further investigations.</p> <p>Students can usually use data to support evidence.</p> <p>Students can usually rearrange equations in calculations.</p>	<p>Students can occasionally evaluate information systematically to develop arguments and explanations.</p> <p>Students usually draw detailed, evidence-based conclusions.</p> <p>Students can recognise the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can usually spot causes of error and uncertainty in data or experimental procedures.</p>
5	<p>Students can demonstrate mostly accurate and appropriate knowledge and understanding of; Forces and Motion, Energy and Energy resources and Thermodynamics mostly correctly to familiar and unfamiliar contexts.</p> <p>Students demonstrate, in the main, use mostly accurate scientific terminology in answers</p> <p>Students use appropriate mathematical skills to perform multi-step calculations</p> <p>Students can spot some causes of error and uncertainty in data or experimental procedures.</p> <p>Students can understand scientific discoveries have risks and benefits.</p>	<p>Students can apply mostly accurate knowledge and understanding of; Forces and Motion, Energy and Energy resources and Thermodynamics mostly correctly to a wide range of contexts.</p> <p>Students usually use theories to make simple explanations of events.</p> <p>Students describe how to make an experiment repeatable and reproducible comparing and contrasting the two terms</p> <p>Students can sometimes use data to support evidence.</p> <p>Students can consistently use and sometimes rearrange equations in calculations.</p>	<p>Students sometimes, evaluate information to develop arguments or explanations.</p> <p>Students draw conclusions consistent with the available evidence.</p> <p>Students on occasion can recognise the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>Students can usually spot causes of error and uncertainty in data or experimental procedures.</p>
4	<p>Students can demonstrate some relevant and detailed knowledge and understanding of; Forces and Motion, Energy and Energy resources and Thermodynamics correctly to a wide range of contexts.</p> <p>Students demonstrate some accurate scientific terminology in answers.</p> <p>Students in some cases, demonstrate mathematical skills to perform scientific calculations.</p> <p>Students demonstrate an understanding of dependent, independent and control variables; they can define and identify variables in an experiment.</p>	<p>Students can apply some detailed knowledge and understanding of; Forces and Motion, Energy and Energy resources and Thermodynamics correctly to a wide range of contexts.</p> <p>Students use some theories to make simple explanations of events.</p> <p>Students can define the term repeatable and reproducible, calculate means and identify anomalies in data.</p> <p>Students can describe in simple terms patterns in data.</p>	<p>Students sometimes, evaluate information to develop arguments or explanations.</p> <p>Students sometimes draw conclusions consistent with the available evidence.</p> <p>Students can in simple terms recognise improvements to experiments.</p>
3	<p>Students can demonstrate some relevant knowledge of; Forces and Motion, Energy and Energy resources and Thermodynamics correctly to a range of contexts.</p> <p>Students demonstrate some scientific terminology in answers</p> <p>Students occasionally demonstrate mathematical skills with calculations</p> <p>Students can make simple predictions and can comment on variables and how they can be investigated.</p> <p>Students can make and record observations using a range of apparatus and methods.</p> <p>Realise simple or obvious effects of science on society.</p>	<p>Students can occasionally apply knowledge of; Forces and Motion, Energy and Energy resources and Thermodynamics effectively to a range of contexts.</p> <p>Students occasionally use theories to make simple explanations of events.</p> <p>Students can occasionally use data to support evidence.</p>	<p>Students can evaluate basic information to develop simple arguments and explanations.</p> <p>Students occasionally draw conclusions consistent with the available evidence.</p> <p>Students can occasionally recognise anomalous results and spot some causes of error in experimental procedures.</p>



Subject: Spanish

Curriculum Leaders

Miss Belkadir

**[sbelkadir@huddersfield-grammar.co.uk](mailto:sbelkadir@huddersfield-grammar.co.uk)**

How you will be assessed this term:

Vocabulary tests

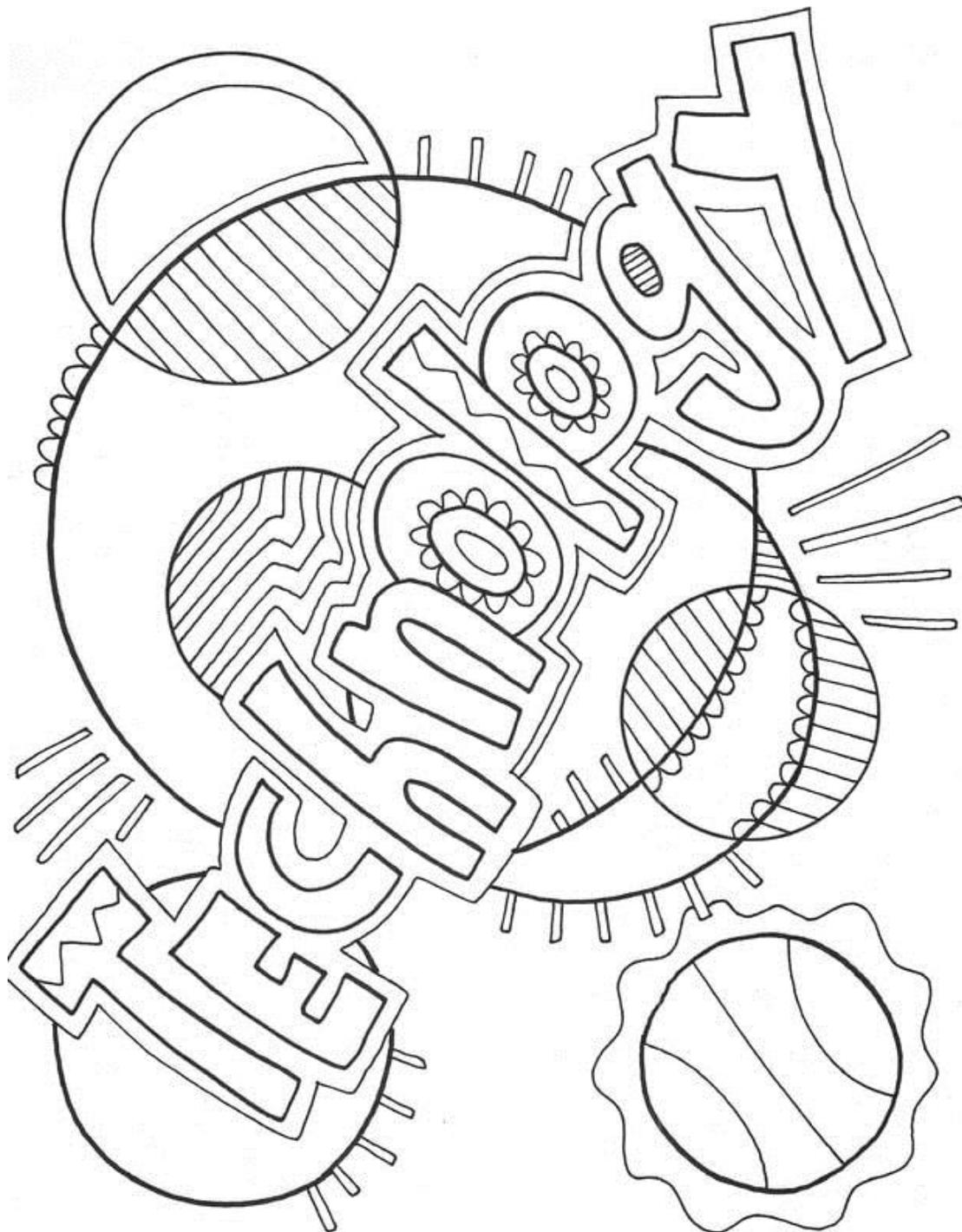
End of unit test A

Key websites:

Wordreference.com – online dictionary

Additional Opportunities:

Grade	Receptive skills (Listening, Reading)	Productive skills (Speaking, Writing)
9	<p>I understand a wide range of sources, with unfamiliar language.</p> <p>I understand and explain gist, main points and details from longer passages.</p> <p>I can draw inferences.</p> <p>I can recognise attitudes and emotions from longer passages, including authentic resources.</p> <p>I can translate short texts into English, which contain unfamiliar language.</p>	<p>I can use language creatively to narrate and discuss events, justify thoughts and opinions on real and imaginary topics.</p> <p>I can use language to develop and sustain conversations, improvise and paraphrase.</p> <p>I can use new phrases and words that I have seen or heard, in my writing and my speaking.</p> <p>I can translate texts containing mainly familiar language.</p> <p>I can use language clearly and accurately, making only minor errors.</p> <p>I speak confidently and with good pronunciation.</p>
8	<p>I can understand a range of longer passages, containing complex sentences forms and unfamiliar language.</p> <p>I understand passages at normal talking speed, needing little repetition.</p> <p>I can explain overall message and summarise key points.</p> <p>I can translate short texts with a few complex sentences.</p>	<p>I can manipulate language for new purposes on a variety of topics.</p> <p>I can describe events using different time frames.</p> <p>I can produce pieces of writing of varying length, using appropriate style and register.</p> <p>I can answer unprepared questions in conversation.</p> <p>I can translate short texts into Target Language with occasional mistakes on complex structures.</p> <p>I demonstrate spontaneity and some fluency when speaking.</p>
7	<p>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.</p> <p>I can scan texts to get the gist.</p> <p>I can translate short texts into English.</p>	<p>I can apply a variety of structures to create new sentences.</p> <p>I can produce extended paragraphs made of a minimum of 90 words, expanding my answers and details using mostly specific vocabulary.</p> <p>I can take part in longer conversations including answering a couple of unprepared questions.</p> <p>I use increasingly accurate pronunciation and intonation.</p> <p>I make few mistakes.</p>
6	<p>I can understand several familiar contexts in the same passage.</p> <p>I can understand some details in various longer passages using some complex structures.</p> <p>I can translate single sentences into English.</p>	<p>I can apply some complex grammatical rules accurately in familiar contexts.</p> <p>I can produce longer paragraphs made of a minimum of 70 words giving a few details and using some varied vocabulary.</p> <p>I can take part in longer conversations, asking and/or answering at least 8 questions.</p> <p>I begin to speak spontaneously with generally good pronunciation.</p> <p>I make some mistakes but am easily understood.</p>
5	<p>I can understand most points in longer passages across a range of familiar topics.</p> <p>I can use what I know and the context to deduce meaning of unfamiliar words.</p> <p>I can analyse linguistic structures to deduce grammatical patterns.</p>	<p>I can adapt phrases and structures to convey information.</p> <p>I can use my knowledge of grammar to create new sentences.</p> <p>I can produce longer pieces of writing made of a minimum of 50 words, giving some details and beginning to link my sentences.</p> <p>I can take part in short conversations asking and/or answering at least 5 questions.</p>
4	<p>I can understand main points, opinions and reasons with some details in short passages made of less than 60 words using familiar vocabulary.</p>	<p>I begin to use knowledge of grammar to adapt and substitute words or phrases.</p> <p>I can produce a short paragraph made of less than 30 words using familiar vocabulary.</p> <p>I can prepare a short conversation using mainly memorised phrases.</p>
3	<p>I can understand familiar words, main points and opinions from a short extract made of less than 40 words.</p>	<p>I can use the right words to fill in gaps.</p> <p>I can describe simple information using a few short sentences and frequently-used verbs.</p>
2	<p>I can understand main points from single sentences using familiar vocabulary.</p>	<p>I can use short phrases using familiar vocabulary from memory.</p>
1	<p>I can understand simple opinions and familiar phrases.</p>	<p>I can remember a minimum of 6 single words from a new topic.</p> <p>I can use short phrases with support.</p>



Subject: Food  
Curriculum Leaders

Mrs Richards

[arichards@huddersfield-grammar.co.uk](mailto:arichards@huddersfield-grammar.co.uk)

How you will be assessed this term:

Homework,  
End of term test,  
Practical skills

Key websites:

[www.nhs.uk](http://www.nhs.uk)

[www.nutrition.org.uk](http://www.nutrition.org.uk)

Additional Opportunities:

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

	Food prep skills	Food Nutrition and health	Food science	Food Safety	Food Choice	Food Provenance
	<ul style="list-style-type: none"> <li>• General practical skills</li> <li>• Knife skills</li> <li>• Preparing fruit and vegetables</li> <li>• Use of the cooker.</li> <li>• Cooking methods</li> <li>• Prepare shape and combine.</li> <li>• Sauce making</li> <li>• Tenderise and marinate</li> <li>• Making a dough: bread pastry pasta</li> <li>• Shaping and finishing.</li> <li>• Raising agents</li> <li>• Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Macro nutrients <ul style="list-style-type: none"> <li>○ Protein.</li> <li>○ Fats and oils</li> <li>○ Carbohydrates</li> </ul> </li> <li>• Micro nutrients <ul style="list-style-type: none"> <li>○ Vitamin</li> <li>○ Minerals</li> </ul> </li> <li>• Water</li> <li>• Balance diet and meal planning</li> <li>• Energy needs.</li> <li>• How to carry out nutritional analysis</li> <li>• Diet nutrition and health.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is food cooked and how heat is transferred</li> <li>• Heat is transferred to food through: <ul style="list-style-type: none"> <li>○ Proteins</li> <li>○ Carbohydrates</li> <li>○ Fats and oils</li> <li>○ Fruit and vegetables</li> </ul> </li> <li>• Selecting appropriate cooking methods</li> <li>• The working characteristics, functional and chemical properties of <ul style="list-style-type: none"> <li>○ Raising agents <ul style="list-style-type: none"> <li>○ Chemical</li> <li>○ Mechanical</li> <li>○ Steam</li> <li>○ Biological</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Micro-organisms and enzymes</li> <li>• Signs of food spoilage</li> <li>• Micro-organisms in food production</li> <li>• Bacterial contamination.</li> <li>• Buying and storing food</li> <li>• Preparing, cooking serving food</li> </ul>	<ul style="list-style-type: none"> <li>• Factors which influence food choice</li> <li>• Factors affecting food choice</li> <li>• Food labelling and market influences</li> <li>• British and International Cuisine</li> <li>• Sensory evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental impact and sustainability of food</li> <li>• Food and the environment</li> <li>• Sustainability of food</li> <li>• Food production</li> <li>• Technological developments to support better health and food production.</li> </ul>
Grade	Food prep skills	Food Nutrition & health	Food science	Food Safety	Food Choice	Food Provenance
9-8	Demonstrate <b>outstanding</b> relevant and comprehensive knowledge and understanding of cooking and nutrition. Plan, prepare and present complex dishes. Working fully independently.	Demonstrate outstanding relevant and comprehensive knowledge and understanding of the concepts, principles and properties of nutrition	Demonstrate outstanding 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 outstanding well-evidenced conclusions: food made by them and others. Choosing scientific and accurate terminology.	Critically analyse and evaluate, to draw outstanding well-evidenced conclusions on issues. Choosing scientific and accurate terminology
7	Demonstrate <b>very good</b> 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

<b>6</b>	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
<b>5</b>	Demonstrate <b>good</b> 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 coherent 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
<b>4</b>	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 coherent 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
<b>3</b>	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
<b>2-1</b>	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.