



Year 9 Assessment Flight Path and Assessment Descriptors

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Key Stage Three Flight Path

The table on page 4 shows the incremental flight path of 'expected progress' for all students from their individual starting points. All students come to us with a set of data from their primary KS2 tests and this allows us to target their end of KS4 GCSE expectations. We use this flight path to track how well students are progressing in each subject per school term. The KS2 data is based on Reading and Mathematics KS2 tests. This is what The Government uses to track progress for all children from KS2-KS4. We use both data in a combination score to help us estimate target grades.

The school terms identified are Term 1 – Christmas, Term 2 – Easter and Term 3 – Summer. Christmas Term runs from September to December, Spring Term runs from January to April and the Summer Term runs from May to July. Progress data is expected to show incremental improvement across each term. This culminates in the target set for the end of Year 11.

Key Stage Three Assessment Descriptors

Each subject has provided a detailed table of the skills or knowledge required to attain a GCSE Grade 1-7 in the specific subject. This has been written into 'I can' statements so that students are able to understand what they need to do to improve their work in a given subject.

When school reports are written, we will report whether your son/daughter is on track; this is based on the Flight Path below. Your child's individual flight path will be printed into their report so you can see where they should be.

Children's progress is not linear and we would expect times during their schooling where they make less than expected progress, and then progress at a rapid rate. Their progress is unlikely to follow this path over the five years, but it should be used as a useful indicator. In Modern Foreign Languages this is most pertinent. As most children have less prior knowledge in an MFL subject, we would expect them to start very low within the GCSE range regardless of prior ability. As they learn more vocabulary and grammar rules for the language, you will see their progress rise rapidly. It is not unusual for students to seem like they are making less than expected progress in Year 7, but significantly more in Years 8 and 9.

KS2 Baseline New	KS2 Baseline Historical Combined	KS2 Decimilised Data Combined	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	KS4 Exams
120	6	6.8	5.3	5.2	5.1	6.3	6.2	6.1	7.3	7.2	7.1	8.3	8.3	8.2	8.2	8.1	9.3	9
119	6	6.8	5.3	5.2	5.1	6.3	6.2	6.1	6.1	7.3	7.2	7.1	8.3	8.3	8.2	8.2	8.1	8
118	6	6.6	4.1	5.3	5.2	5.1	6.3	6.2	6.1	7.3	7.2	7.2	7.1	7.1	8.3	8.2	8.2	8
117	6	6.4	4.1	5.3	5.2	5.1	6.3	6.2	6.1	7.3	7.3	7.2	7.2	7.1	8.3	8.3	8.2	8
116	6	6.2	4.2	4.1	5.3	5.2	5.1	6.3	6.2	6.1	7.3	7.3	7.2	7.2	7.1	7.1	8.3	8
115	5a	5.9	4.2	4.1	5.3	5.2	5.1	6.3	6.2	6.2	6.1	6.1	7.3	7.3	7.2	7.2	7.1	7
114	5a	5.9	4.3	4.2	4.1	5.3	5.2	5.1	6.3	6.3	6.2	6.2	6.1	7.3	7.3	7.2	7.1	7
113	5a	5.8	4.3	4.2	4.1	5.3	5.2	5.1	6.3	6.3	6.2	6.2	6.1	6.1	7.3	7.3	7.2	7
112	5a	5.8	3.1	4.3	4.2	4.1	5.3	5.2	5.1	6.3	6.3	6.2	6.2	6.1	7.3	7.3	7.2	7
111	5a	5.7	3.1	4.3	4.2	4.1	5.3	5.3	5.2	5.1	6.3	6.3	6.2	6.1	6.1	7.3	7	
110	5a	5.7	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.2	5.1	6.3	6.3	6.2	6.2	6.1	7.3	7
109	5b	5.6	3.2	3.1	4.3	4.3	4.2	4.1	5.3	5.2	5.2	5.1	6.3	6.3	6.2	6.2	6.1	6
108	5b	5.5	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.2	5.1	6.3	6.3	6.2	6.2	6.1	6
107	5b	5.4	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.2	5.1	5.1	6.3	6.3	6.2	6.2	6
106	5c	5.3	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.2	5.1	5.1	6.3	6.3	6.2	6
105	5c	5.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.3	5.2	5.2	5.1	5.1	6.3	6.3	6
104	5c	5.1	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	4.1	5.3	5.3	5.2	5.2	5.1	6.3	6
103	4a	4.8	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.2	4.1	4.1	5.3	5.2	5.2	5.1	5.1	5
102	4a	4.7	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.3	4.2	4.2	4.1	5.3	5.2	5.2	5.1	5
101	4b	4.6	2.3	2.2	2.2	2.1	3.3	3.2	3.2	3.1	4.3	4.2	4.2	4.1	5.3	5.2	5.2	5
100	4b	4.5	2.3	2.3	2.2	2.1	3.3	3.2	3.2	4.3	4.2	4.2	4.1	4.1	5.3	5.3	5.2	5
99	4b	4.4	1.1	2.3	2.2	2.2	2.1	3.3	3.2	3.1	3.1	4.3	4.2	4.2	4.1	4.1	5.3	5
98	4c	4.3	1.1	2.3	2.3	2.2	2.1	3.3	3.2	3.1	3.1	4.3	4.2	4.2	4.1	4.1	5.3	5
97	4c	4.3	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.2	3.2	3.1	4.3	4.2	4.2	4.1	4
96	4c	4.2	1.1	1.1	2.3	2.3	2.2	2.1	2.1	3.3	3.3	3.2	3.1	3.1	4.3	4.2	4.1	4
95	4c	4.2	1.2	1.1	2.3	2.3	2.2	2.1	3.3	3.3	3.2	3.2	3.1	3.1	4.3	4.3	4.2	4
94	4c	4.1	1.2	1.1	2.3	2.3	2.2	2.1	3.3	3.3	3.2	3.2	3.1	3.1	4.3	4.3	4.2	4
93	3a	3.9	1.2	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3.2	3.1	3.1	4.3	4
92	3a	3.8	1.2	1.2	1.1	1.1	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3.2	3.1	4.3	4
91	3a	3.7	1.3	1.3	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3.2	3.1	3
90	3b	3.6	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3
89	3b	3.5	BL.1	1.3	1.3	1.2	1.2	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3
88	3b	3.4	BL.1	BL.1	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3
87	3c	3.3	BL.1	BL.1	BL.1	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	3.3	3
86	3c	3.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2
85	3c	3.1	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.1	2
84	2a	2.9	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2
83	2a	2.8	BL.3	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1	2.3	2.3	2
82	2a	2.7	BL.3	BL.3	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1	2.3	2
81	2b	2.6	BL.3	BL.3	BL.2	BL.2	BL.1	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.2	1.1	1
80	2b	2.5	BL.3	BL.3	BL.3	BL.2	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1

Target grid

The grid on the above page gives the flight path for every child within the profile of prior data we receive from our primary colleagues. The KS2 base data for all years is based on Reading and Mathematics. A combination of both scores gives us the accumulated base score from which all targets are set.

The Department for Education place students into prior attainment groups. Some groups of children are expected to make faster progress than others, this is reflected in the table.

Purple	High Ability on prior attainment
Green	Middle Ability on prior attainment
Blue & Yellow	Low Ability on prior attainment

Key Stage Three Assessment Matrices

The assessment matrices below give you clear detail from each subject area on how the curriculum will be assessed at the GCSE grades in Year 7. Students will use these in lessons so they can see where their gaps in learning are and more importantly what they need to do make greater progress. Parents can use this information in conjunction with reports so that you can easily see what your son/daughter needs to do further to improve in individual subject areas.

English KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Identify and interpret explicit and implicit information and ideas	I can: infer from the text and gain information and ideas that are relevant	I can: carefully select explicit and implicit information that is relevant to the task	I can: accurately infer implicit information in the text	I can: accurately and in detail select explicit and implicit detail within the framework	I can: judiciously identify and interpret explicit and implicit information from the text
Select and synthesise evidence from different texts	I can: identify and link information from more than one text and from different places	I can: use evidence from more than one source	I can: select and comment on evidence from a range of sources	I can: select evidence from historical sources/high level sources	I can: select evidence and comment on them from a range of complex texts
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology	I can: explain how writers use of language and structural features to influence the reader	I can: analyse language to show how writers achieve effects	I can: analyse language and structure with relevant subject terminology	I can: analyse in detail and comment on language and structural effects	I can: explain, comment on and analyse complex texts
Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	I can: comment on the viewpoint using evidence from the text	I can: understand perspectives and comment on them	I can: compare ideas and perspectives across two different texts	I can: accurately compare ideas and perspectives across a range of complex texts	I can: use historical, non-fiction and complex texts to draw detailed comparisons
Evaluate texts critically and support this with appropriate textual references	I can: use judicious quotations and analyse them for effect	I can: evaluate another point of view using evidence from the text	I can: make sophisticated and detailed comments on the texts using evidence	I can: evaluate texts critically within a contextual framework	I can: evaluate texts critically within a contextual framework using appropriate textual references
Communicate clearly, effectively and imaginatively,	I can:	I can:	I can:	I can:	I can:

selecting and adapting tone, style and register for different forms, purposes and audiences	use the correct tone and register for audience and purpose	write imaginatively in more than one tone	communicate clearly and adapt my style to suit form, purpose and audience	communicate in detail, accurately using the appropriate style and register	communicate consistently, effectively and imaginatively under time pressure
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	I can: select and sequence my ideas for effect	I can: use grammatical features for aid the structure of my text	I can: organise my writing using structural and grammatical features accurately	I can: organise my ideas so the cohesion is clear	I can: ensure that my writing has accurate coherence and cohesion
A range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	I can: use a range of structures with deliberate purpose and effect	I can: use a range of vocabulary which is appropriate to the task	I can: use a range of vocabulary and punctuation for purpose and effect	I can: use sophisticated sentence structures for clarity	I can: use a range of vocabulary, sentence structures and punctuation accurately and without error
Read, understand and respond to texts	I can: read and understand texts beyond my age group	I can: read and respond to texts that are above my age group in a sophisticated way	I can: respond to them in a sophisticated way using evidence from the text to back up what I'm saying	I can: keep my sophisticated response focused on a specific task	I can: respond individually and thoughtfully, creating my own interpretations
Students should be able to maintain a critical style and develop an informed personal response	I can: maintain a personal and critical style over several paragraphs	I can: balance both critical and personal responses without error.	I can: maintain a critical style throughout with elements of academic writing.	I can: use an academic register when required	I can: be selective in critical academic or personal responses using subject terminology accurately
Students should use textual references, including quotations, to support and illustrate interpretations	I can: use quotations to illustrate a range of interpretations	I can: embed quotations into my work coherently to amplify my points	I can: carefully select quotations from the text that fit within my framework	I can: use quotations judiciously	I am: judicious in the precise use of referencing from the text to support interpretations

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	I can: effectively analyse language, structure and/or form	I can: analyse language used by writers and comment on their effect	I can: analyse language/form and comment in detail about their meanings and effects	I can: analyse language/form and use subject terminology	I can: analyse language/form and use subject terminology appropriately
Show understanding of the relationships between texts and the contexts in which they were written	I can: comment on context when it is relevant to the task	I can: make detailed comments on context which are linked to the task	I can: carefully select contextual comments which fit the framework of my writing	I can: give thoughtful consideration to ideas/perspectives/contextual factors and comment in detail on them	I can: provide detailed links between context, text and task and write judiciously on them
Use a range of vocabulary and sentence structures for clarity, purpose and effect	I can: use a range of vocabulary to enhance reader understanding and enjoyment	I can: use appropriate vocabulary for clarity	I can: use appropriate high-level vocabulary for purpose and effect	I can: use a range of appropriate vocabulary and sentence structures to enhance points made	I can: select vocabulary judiciously
Accurate spelling and punctuation	I can: use all punctuation marks accurately	I can: use punctuation marks for effect and spell most words accurately	I can: spell most high-level words accurately and I am usually error free with my punctuation	I can: spell and punctuate accurately and error free	I can: use a range of punctuation marks accurately

Mathematics
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Number	<p>I can:</p> <p>Add and subtract negative integers</p> <p>Round numbers to given powers of 10 and to a given number of decimal places</p> <p>Write down the place value of a digit, for example, what is the value of 4 in 0.24</p> <p>Order decimals, for example which is bigger, 0.24 or 0.3</p> <p>Multiply any three digit number by any two numbers without a calculator</p> <p>Divide any three digit number by any two digit number without a calculator</p> <p>Multiply whole numbers and decimals by 10, 100 and 1000 Divide whole numbers and decimals by 10, 100 and 1000</p> <p>Add and subtract decimals to two places Multiply and divide decimals to two places</p>	<p>I can:</p> <p>Round numbers to one significant figure</p> <p>Multiply and divide negative integers</p> <p>Add and subtract decimals</p> <p>Find one number as a fraction of another</p> <p>Perform calculations with simple fractions involving addition</p> <p>Perform calculations with simple fractions involving multiplication</p> <p>Calculate cubes and cube roots (with and without the use of a calculator)</p> <p>Use function keys on a calculator for powers and roots</p> <p>Compare fractions, decimals and percentages</p>	<p>I can:</p> <p>Estimate answers to calculations involving division Use the terms square, positive and negative square root, cube and cube root</p> <p>Recall integer squares from 2×2 to 15×15 and the corresponding square roots</p> <p>Recall the cubes of 2,3,4,5 and 10</p> <p>Multiply two decimals such as 2.4×0.7</p> <p>Convert decimals to fractions and fractions to decimals</p> <p>Perform calculations with simple fractions involving subtraction</p> <p>Increase or decrease a quantity by a given percentage</p>	<p>I can:</p> <p>Find the lowest common multiple (LCM) of two simple numbers</p> <p>Find the highest common factor (HCF) of two simple numbers</p> <p>Write a number as a product of its prime factors Find the reciprocal of a number</p> <p>Estimate answers to calculations</p> <p>Solve numerical problems involving multiplication and division with numbers of any size</p> <p>Use a calculator efficiently and appropriately Find minimum and maximum values</p> <p>Understand the effects of multiplying by numbers between 0 and 1</p>	<p>I can:</p> <p>Rationalise the denominator of a surd</p> <p>Use index notation and index laws for simple fractional powers</p> <p>Use index notation and index laws for simple negative powers</p>

	<p>Simplify fractions such as $12/20$</p> <p>Arrange fractions in order of size</p> <p>Work out fractions as quantities, such as $3/5$ of 20</p> <p>Estimate square roots</p> <p>Calculate squares and square roots (with and without the use of a calculator)</p> <p>Understand that percentage means “out of one hundred”</p> <p>Change a percentage to a fraction or a decimal and vice versa</p> <p>Give out a percentage of a given quantity</p> <p>Solve simple ratio and direct proportion problems</p>			<p>Divide a number by a decimal such as $1 \div 0.2$ and $2.8 \div 0.07$</p> <p>Work out a percentage increase or decrease</p> <p>Express one quantity as a percentage of another</p> <p>Perform calculations with mixed numbers</p> <p>Perform calculations with simple fractions involving division</p> <p>Solve more complex ratio and proportion problems such as sharing out money between two groups in the ratio of their numbers</p> <p>Solve ratio and proportion problems using the unitary method</p>	
Algebra	<p>I can:</p> <p>Find a particular term in a sequence involving positive numbers</p> <p>Write the term-to-term rule in a sequence involving positive numbers</p>	<p>I can:</p> <p>Find a particular term in a sequence involving negative or fractional numbers</p> <p>Write the term-to-term rule in a sequence involving</p>	<p>I can:</p> <p>Multiply out expressions with brackets such as $5(3x - 2)$</p> <p>Factorise expressions</p>	<p>I can:</p> <p>Find a solution to a problem by forming an equation and solving it</p> <p>Form and solve equations such as $x^2 + x = 12$ using</p>	<p>I can:</p> <p>Factorise harder quadratic expressions</p> <p>Solve direct and inverse proportion problems</p>

	<p>Describe number patterns and relationships including multiply factor and square</p> <p>Simplify expressions with one variable such as $a+2a+3a$</p> <p>Use coordinates in all four quadrants</p> <p>Plot points of a conversion graph and read off positive values</p> <p>Use simple formula such as $P = 2w + 2h$</p> <p>Substitute positive numbers into a simple formula</p> <p>Solve equations such as $4x = 24$ and $x-3 = 7$</p>	<p>negative or fractional numbers</p> <p>Simplify expressions with more than one variable such as $2a + 5b + a-2b$</p> <p>Draw lines such as $x=3$ and $y = x + 2$</p> <p>Solve equations such as $x/2 = 9$ and $4x - 2 = 22$</p> <p>Read from a conversion graph for negative values</p> <p>Interpret distance-time graphs</p> <p>Write an expression from a problem</p> <p>Substitute negative numbers into a simple formula</p> <p>Use formulae from Mathematics and other subjects</p> <p>Plot the graphs of straight lines such as $x = 3$ and $y = 4$</p> <p>Complete a table of values for equations such as $y = 3x + 3$ and draw the graph</p>	<p>Write the terms of a sequence or series of diagrams given the nth term</p> <p>Draw lines such as $y = 2x - 3$</p> <p>Solve problems involving straight lines</p> <p>Solve linear equations with unknowns on each side such as $3x - 4 = 5 \div x$</p> <p>Solve linear equations with brackets such as $2(5x + 1) = 28$</p> <p>Substitute numbers into more complicated formulae such as $c = \frac{(A + 1)D}{9}$</p> <p>Solve problems involving graphs, such as finding where the line $y = x+5$ crosses the line $y = 1$</p> <p>Draw graphs of simple quadratic functions such as $y = 2x^2$ and $y = 2x^2 + 2$</p>	<p>trial and improvement methods</p> <p>Rearrange linear formulae such as $s = 4q - 7$</p> <p>Recognise the equations of straight line graphs</p> <p>Draw graphs of harder quadratic functions such as $y = x^2 + 3x - 5$</p> <p>Find the points of intersection of quadratic graphs with lines</p> <p>Use graphs to find the approximate solutions of quadratic equations</p> <p>Solve inequalities such as $3x > 9$ and $12 \leq 3n < 20$</p> <p>Solve linear inequalities such as $4x - 3 < 10$ and $4x < 2x + 7$</p> <p>Represent sets of solutions on the number line</p>	<p>Interpret the graphs of direct and inverse proportion relationships</p> <p>Change the subject of a formula where the subject appears twice</p> <p>Use the gradients of perpendicular straight line graphs</p> <p>Use the points of intersection of a quadratic graph and a straight line graph</p> <p>Solve quadratic equations of the form $x^2 + bx + c = 0$ using the quadratic formula</p> <p>Solve a pair of simultaneous equations where one is linear and one is quadratic</p> <p>Construct the graphs of a circle ($x^2 + y^2 = r^2$)</p>
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<p>Geometry & Measures</p>	<p>I can:</p> <p>Draw a triangle given three sides, or two angles and a side, or two sides and the included angle</p> <p>Draw a cuboid on an isometric grid and mark its dimensions</p> <p>Express fractions of full turns in degrees and vice versa</p> <p>Recognise obtuse, acute and reflex angles</p> <p>Estimate angles</p> <p>Measure and draw angles accurately to the nearest degree</p> <p>Understand the terms “perpendicular lines” and “parallel lines”</p> <p>Know angles on a straight line adds up to 180°</p>	<p>I can:</p> <p>Show that angles of a triangle add up to 180° and use this to find angles</p> <p>Show the exterior angle of a triangle is equal to the sum of the interior opposite angles</p> <p>Use angle properties of equilateral, isosceles and right-angled triangles</p> <p>Find the area and perimeter of compound shapes</p> <p>Calculate interior and exterior angles of a quadrilateral</p> <p>Investigate tessellations</p> <p>Find the volume of a cube or cuboid</p> <p>Find the height of a cuboid given volume, length and breadth</p> <p>Reflect shapes in the axes of a graph</p> <p>Enlarge a shape by a positive scale factor</p>	<p>I can:</p> <p>Find the area of a triangle, parallelogram, kite and trapezium</p> <p>Find the area and perimeter of compound shapes</p> <p>Calculate the area of a circle to an appropriate degree of accuracy</p> <p>Reflect shapes in lines such as $x = 2$ or $y = -1$</p> <p>Rotate shapes around the origin</p> <p>Identify reflective symmetry in 3-D solids</p> <p>Translate a shape using a description such as 4 units right and 3 units down</p> <p>Enlarge a shape by a positive scale factor from a given centre</p>	<p>I can:</p> <p>Solve problems involving circles such as finding the perimeter of a semicircle</p> <p>Solve problems involving circles such as finding the area of a semicircle</p> <p>Calculate volumes of triangular prisms, parallelogram-based prisms and cylinders</p> <p>Solve problems involving surface areas of prisms and cylinders</p> <p>Convert between measures of area</p> <p>Convert between measures of volume</p> <p>Classify a quadrilateral by geometric properties</p> <p>Solve problems using angle and symmetry properties of</p>	<p>I can:</p> <p>Calculate the lengths of circular arcs</p> <p>Calculate the areas of sectors</p> <p>Calculate the surface areas of cylinders, cones and spheres</p> <p>Calculate the volume of cylinders, cones and spheres</p> <p>Prove the angle properties of a circle</p> <p>Prove the tangent and chord properties of a circle</p> <p>Use the alternate segment theorem</p> <p>Enlarge a shape by a negative scale factor</p> <p>Compare areas and volumes of enlarged shapes</p> <p>Add, subtract and multiply vectors</p>
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	<p>Know angles around a point add up to 360°</p> <p>Know angles in a triangle add up to 180°</p> <p>Work out the perimeter of a simple rectangle</p> <p>Draw all the lines of symmetry on a 2-D shape</p>	<p>Find the measurements of the dimensions of an enlarged shape</p> <p>Use map scales to find distance</p>	<p>Calculate simple average speeds from distance-time graphs</p> <p>Draw a quadrilateral such as a kite or parallelogram with given measurements</p> <p>Explain that the lengths of two sides and non-identical angle do not define a unique triangle</p> <p>Construct and recognise the nets of 3-D solids such as pyramids and triangular prisms</p> <p>Draw plans and elevations of 3-D solids</p> <p>Describe the concept and points of a locus</p>	<p>polygons of intersecting and parallel lines</p> <p>Calculate interior and exterior angles of a regular polygon</p> <p>Find the midpoint of a line segment</p> <p>Use and understand the coordinates in three dimensions</p> <p>Reflect shapes in the line $y = x$ and $y = -x$</p> <p>Rotate shapes about any point</p> <p>Describe fully reflections and rotations about any point</p> <p>Find the centre of rotation and describe it fully</p>	<p>Understand the relationship between parallel and perpendicular vectors</p> <p>Find the area of a 2-D shape given the area of a similar shape and the ratio</p> <p>Find the volume of a 3-D solid given the volume of a similar solid and the ratio</p> <p>Prove that two triangles are congruent</p> <p>Prove the construction theorems</p> <p>Use Pythagoras' Theorem in 3-D problems</p> <p>Sketch and draw trigonometric graphs</p>
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		<p>Give the order of rotational symmetry from information about their symmetry</p> <p>Draw the line of reflection for two shapes</p> <p>Give a scale factor of an enlarged shape</p> <p>Convert one metric unit to another</p> <p>Convert between metric and imperial units</p> <p>Make sensible estimates of a range of measures in everyday settings</p> <p>Draw the net of a simple solid such as a cuboid</p>	<p>Solve simple speed problems</p>	<p>Translate a shape by a vector such as (-3)</p> <p>Transform shapes by a combination of translation, rotation and reflection</p> <p>Compare the areas of an enlarged shape with the original shape</p> <p>Enlarge a shape by a positive whole number or fractional scale factor</p> <p>Solve more difficult speed problems</p> <p>Understand and use compound measures such as speed and density</p> <p>Recognise accuracy in measurements given to the nearest whole unit</p> <p>Calculate complex average speeds from distance-time graphs</p> <p>Construct the perpendicular bisector of a line</p> <p>Construct the perpendicular from a point to a line</p> <p>Construct angles of 60° and 90°</p>	<p>Use the sine rule to find the missing sides and missing angles of any triangle</p> <p>Use the cosine rule to find the missing sides and missing angles of any triangle</p> <p>Use the formula to find the area of a non-right angled triangle</p>
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				<p>Construct the bisector of an angle</p> <p>Match one side and one angle of congruent triangles given some dimensions</p> <p>Use Pythagoras' Theorem to find any side of a right-angled triangle</p> <p>Use Pythagoras' Theorem to find the height of an isosceles triangle</p> <p>Use Pythagoras' Theorem in practical problems</p> <p>Construct accurately loci, such as those equidistant from two fixed points</p> <p>Solve loci problems, such as identifying points less than 3cm from point P</p>	
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Data Handling and Probability	I can: Work out the range for a set of numbers	I can: Compare the mean and range of two distributions	I can: Calculate the mean for a frequency distribution	I can: Find the mean for grouped data	I can: Construct and interpret a histogram including unequal class intervals
	Calculate the mean for a set of numbers	Calculate the 'fx' column for a frequency distribution	Construct a stem and leaf diagram (ordered)	Find the median class for grouped data	Use stratified sampling
	Find the median for an even set of numbers	Construct a pie chart	Construct a frequency diagram	Find the modal class for grouped data	Understand dependent and independent outcomes
	Write down the mode from a graph	Interpret a stem and leaf diagram	Interpret a time-series graph	Use measurements of average and range to compare distributions and make inferences	Understand probabilities associated with mutually exclusive events
	Compare two distributions using the range and one of the mode, median or mean	Design and use a two-way tables for discrete and grouped data	Draw a scatter graph by plotting points on a graph	Draw a line of best fit on a scatter graph by inspection	Use tree diagrams to find probabilities of successive independent events
	Interpret a pie chart	Understand the difference between experimental and theoretical probabilities	Interpret a scatter graph	Identify possible sources of bias in the design and use of data collection sheets and questionnaires	
	Understand and use a probability scale	Understand and use relative frequency	Classify and know the difference between various types of data	Specify hypotheses and test them	
	Express a probability as a fraction		Design and use data collection sheets and questionnaires	Understand relative frequency as an estimate of probability	
	Display outcomes systematically		Use a variety of different sampling methods	Use relative frequency to compare outcomes of experiments	
			Use a two-way table to find a probability		
		Understand mutually exclusive events			
		Use the fact that the probabilities of mutually exclusive events add up to 1			

Biology					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Photosynthesis	<p>I can:</p> <p>state that all Food Webs start with the Sun.</p> <p>identify plant organs and tissues.</p> <p>test food and leaves for Starch.</p> <p>correctly use the terms; Producer, Consumer, Carnivore, Herbivore, Trophic level, Omnivore.</p> <p>link food chains to produce a food web.</p>	<p>I can:</p> <p>describe functions of plant organs and tissues.</p> <p>explain how green plants use the sun to photosynthesize.</p> <p>write a method for Starch testing.</p> <p>state the conditions necessary for Photosynthesis.</p> <p>draw pyramids of biomass.</p>	<p>I can:</p> <p>explain how plant cells are adapted for their function.</p> <p>draw pyramids of numbers and Biomass and interpret them to explain the effects of changes in the environment.</p> <p>recall reactants and products of Photosynthesis.</p> <p>explain the role of guard cells in limiting water loss.</p> <p>explain why various steps of Starch testing have to be completed.</p> <p>plan to investigate which factors that affect the rate of photosynthesis</p>	<p>I can:</p> <p>compare and contrast Photosynthesis and respiration in plants.</p> <p>write a word equation for Photosynthesis.</p> <p>interpret results from Starch testing experiments.</p> <p>explain why other minerals/nutrients are required for healthy plant growth.</p> <p>explain factors that affect photosynthesis.</p> <p>apply knowledge to explain energy loss from Food Webs.</p>	<p>I can:</p> <p>write a balanced symbol equation for Photosynthesis.</p> <p>generate ideas to explain why Green plants are green in relation to their energy source.</p>

<p>Genetics</p>	<p>I can:</p> <p>describe specialised cells and link their adaptations to their function.</p> <p>describe how organisms are organised.</p> <p>describe the types of variation seen in organisms.</p>	<p>I can:</p> <p>explain that variation can be caused by Inherited or Environmental factors or a mixture of both.</p> <p>explain the process of development that leads to a new organism.</p> <p>identify variation as continuous and discontinuous.</p> <p>define DNA and suggest its' importance in variation.</p>	<p>I can:</p> <p>explain how Inherited Variation occurs and relate to DNA.</p> <p>explain the difference between Sexual and Asexual Reproduction.</p> <p>explain the difference between Natural and Artificial Selection (and between cross and Selective breeding).</p> <p>present discontinuous and Continuous Variation appropriately.</p>	<p>I can:</p> <p>correctly apply the terms Dominant and Recessive to inheritance.</p> <p>use Punnet squares to predict outcomes of crosses.</p> <p>apply ideas to suggest how to produce specific individuals through selective and or cross breeding.</p> <p>apply ideas about Asexual reproduction to explain Cloning methods.</p>	<p>I can:</p> <p>compose Punnet Squares to speculate on possible outcomes of crosses.</p> <p>evaluate the practices of cloning.</p>
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Chemistry					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Metals	<p>I can:</p> <p>state that some materials (particularly metals) are more reactive than others</p> <p>use the properties of a given metal to explain its use.</p> <p>describe how elements with similar physical and chemical properties are grouped together</p> <p>state that the modern periodic table was developed by Mendeleev and I can describe the changes that he made</p>	<p>I can:</p> <p>state that metal and non-metal oxides react differently with water and I can describe these differences</p> <p>explain why Mendeleev made the changes he did when developing the modern periodic table</p> <p>state that the periodic table can be used to predict patterns in reactions and that elements in the same group of the periodic table will have similar patterns in reactions</p>	<p>I can:</p> <p>list the properties of metals and non-metals and I can describe how these properties make them suitable for different uses</p> <p>explain how metals and non-metals react with water using word equations</p> <p>explain the advantages of complete combustion</p> <p>describe the patterns of reactivity for Group 1 and Group 7 in the periodic table. I can understand what the numbers mean in a chemical formula</p>	<p>I can:</p> <p>draw accurate diagrams of nuclei of atoms or particular elements using the periodic table</p> <p>link group number and electron structure to explain the patterns of reactivity for Group 1 and Group 7 in the periodic table</p>	<p>I can:</p> <p>suggest some applications for making substances impure (alloying)</p> <p>convert word equations to formula equations</p> <p>write a balanced symbol equation</p>

<p>Acids 2</p>	<p>I can: explain why neutralisation requires Hydrogen and Hydroxide ions to react</p>	<p>I can: identify reactants and products from a word equation describe neutralisation, combustion, thermal decomposition, oxidation, displacement and the reaction of metals and acids, as examples of chemical reactions</p>	<p>I can: describe how to produce a metal salt from a metal oxide and acid write a word equation for acid reactions</p>	<p>I will: be able to name salts produced when given reactants I can write a chemical equation for acid reactions</p>	<p>I will: apply knowledge of acid reactions to predict which salts will form from give equations</p>
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Physics KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Electricity 2	<p>I can:</p> <p>calculate current in series and parallel circuits</p> <p>label the components of a plug</p>	<p>I can:</p> <p>state that electrical appliances have power ratings (W, KW)</p>	<p>I can:</p> <p>calculate current when given charge and time</p> <p>I can calculate resistance when given potential difference and current</p> <p>I can discuss resistance in terms of electrical conductors and insulators</p>	<p>I can:</p> <p>describe how power ratings relate to energy transfer and explain the effect of a higher power rating on the cost of running an appliance</p> <p>link electric current as the flow of charge with the structure of atoms</p>	<p>I can:</p> <p>calculate electrical power, current and potential difference</p> <p>calculate the energy transferred, power and time</p> <p>calculate cost of electricity in domestic fuel bills when given energy transferred and cost per unit</p> <p>compare and contrast energy efficiencies and I can evaluate appliances in terms of their energy efficiency</p>
Speed, Pressure and moments.	<p>I can:</p> <p>explain factors that may affect an object's speed and calculate Speed using d/t</p> <p>state that pressure in liquids increases with a depth</p> <p>describe how to affect air pressure</p> <p>describe turning Forces as Moments</p>	<p>I can:</p> <p>calculate the average speed of an object</p> <p>calculate pressure when given the force and area</p> <p>explain some applications of increasing or decreasing pressure and I can explain the effects of pressure on an object in terms of particles</p> <p>calculate Moments from give data</p>	<p>I can:</p> <p>interpret distance-time graphs to describe changes in motion and calculate speed</p> <p>discuss applications of changing pressure</p> <p>explain how changing moments affect objects</p>	<p>I can:</p> <p>interpret Velocity –time graphs to describe change in motion and calculate distance</p> <p>use knowledge of Moments to predict effects of changing turning forces</p>	<p>I can:</p> <p>rearrange formulae for pressure, speed and moment calculations</p>

Geography KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Contextual knowledge of locations and places	<p>I can:</p> <p>recall very basic information about physical and human regions studied and their specific environmental characteristics</p> <p>recognise that on the wider scale, places have different regions, and make basic comparisons</p>	<p>I can:</p> <p>recall basic information about physical and human environments, with basic comments about specific locations</p>	<p>I can:</p> <p>recall information about physical and human environments, with valid comments about specific locations</p>	<p>I can:</p> <p>describe a wider variety of information about physical and human environments using case study detail</p>	<p>I can:</p> <p>describe detailed information about physical and human environments studied, including a range of appropriate case study detail</p>
Understanding of Patterns, Processes and Environmental Change	<p>I can:</p> <p>suggest reasons for why places change with comments about physical and human processes</p> <p>describe the relationship between physical and human environments and people, and why sustainable management is needed</p>	<p>I can:</p> <p>recognise and begin to explain multiple reasons why places change because of physical and human processes</p> <p>describe how people have different values and attitudes to the changes of physical and human environments</p>	<p>I can:</p> <p>explain multiple reasons why places and environments change using specific case studies</p> <p>explain different sequences of events with comments about a greater number of physical and human processes</p> <p>explain how the different views of people have different effects on how environments are used and managed</p>	<p>I can:</p> <p>accurately explain and show the relationships between different sequences of events and processes</p> <p>explain the links between people and environments, and how trying to achieve sustainable development will affect planning and management of these areas</p>	<p>I can:</p> <p>accurately explain a wide range of geographical processes and apply these to unfamiliar contexts</p> <p>use the characteristics of a chosen case study or example accurately, and link it to physical and human geography</p> <p>explain in detail why sustainable development is important, and that opinions, including my own, will vary depending on the stakeholders involved</p>

<p>Competence in Geographical Enquiry</p>	<p>I can:</p> <p>conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present my findings using a number of simplistic techniques e.g. multiple line graphs</p> <p>make some decisions from the outcomes of my data, using some key terminology</p>	<p>I can:</p> <p>conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present my findings using a wider range of simplistic techniques</p> <p>describe in detail the outcomes of my enquiry, using a range of key terminology accurately</p>	<p>I can:</p> <p>conduct a geographical enquiry, collecting appropriate data from primary and secondary sources</p> <p>make accurate decisions about the data, with some conclusions made and give an evaluative comment on one aspect of the enquiry</p>	<p>I can:</p> <p>conduct a geographical enquiry, identifying key questions or hypotheses to support</p> <p>suggest an appropriate sequence of investigation, and collect appropriate data from primary and secondary sources to help support my enquiry</p> <p>collate and present my data using a wide range of techniques including some sophisticated techniques. I can explain my findings in detail with valid conclusions, as well as evaluate two aspects of the enquiry</p>	<p>I can:</p> <p>conduct a geographical enquiry, and identify appropriate key questions or hypotheses to support, offering greater contextualisation for my enquiry</p> <p>collect primary and secondary data, collate and present my findings using a wider range of sophisticated techniques e.g. located graphs (bar graphs and pie charts)</p> <p>analyse data, give a more detailed interpretation of the results and link the evidence to relevant geographical theory with more accuracy</p> <p>accurately evaluate the process of enquiry and make a number of suggestions for improving the limitations, reliability and validity of the conclusions</p>
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Application of Geographical Skills	I can: use numerical and statistical skills to describe and compare geographical data	I can: recognise the patterns made by physical and human features on maps and use a range of cartographical skills to interpret and give reasons for the trends use statistical and numerical skills with more accuracy and begin to use wider statistical techniques e.g. percentage increase or decrease when explaining data	I can: use a range of graphical skills and interpret different types of photographs from a range of different landscapes link photographic evidence to OS maps using grid references. I can use more sophisticated statistical skills e.g. percentage change or cumulative frequency	I can: use a wide range of map skills to identify and describe human and physical features at a local, national and worldwide scale draw and interpret data on sophisticated graphs e.g. choropleth and flow line maps, and use numerical and statistical skills to give valid reasons for trends and anomalous values	I can: precisely identify and describe patterns of human and physical features on maps draw a variety of graphs and interpret different mapping techniques e.g. choropleth, and analyse the patterns using a range of statistical skills
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History KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Knowledge and understanding	I can: describe accurately different people, events and periods. I may begin to make simple comparisons	I am: beginning to explain accurately different features, events and people of the past. I may begin to make links between what happened and say good and bad points about what happened	I can: explain accurately and in detail features, events, people. I make links between what happened and evaluate any actions taken	I can: analyse different features of the past and evaluate fully	I can: fully and accurately analyse different features of the past and evaluate throughout
Written communication	I can: write in full sentences, starting to use paragraphs use SPAG with reasonable accuracy and with a limited range of specialist language	I can: write in paragraphs and use connectives to develop ideas. use SPAG with reasonable accuracy and with a limited range of specialist language	I can: use an introduction and conclusion effectively. use SPAG considerably accurately and with a good range of specialist language	I can: link paragraphs together to form an argument. use SPAG considerably accurately and with a good range of specialist language	I can: plan answers carefully with precise and well-structured arguments. use SPAG consistently accurately and with a wide range of specialist language
Chronology	I can: put events and people into a chronological framework	I can: put events and people into the context of a chronological framework	-	-	-
Change and Continuity	I can: describe how things have changed and continued over a specific time period	I can: explain the reasons and consequences of change and continuity across a specific time period	I can: explain the extent of change and continuity across a specific time period	I can: explain the speed of change and continuity across a specific time period	I can: analyse and fully evaluate the speed of change and continuity across a specific time period

Significance	I can: describe a significant event/person	I can: begin to recognise that some events/people are more significant.	I can: explore criteria/respond to prompts for making a judgement about the most significant events, people and changes	I can: begin to explain how the significance of events, people and changes are varied according to differing perspectives	I can: analyse and evaluate how the significance of events, people and changes are varied according to differing perspectives
Cause and Consequence	I can: describe the causes or consequences of an event	I can: explain the causes or consequences of an event. I may suggest links between them	I start: to explain the links between different causes or consequences of an event	I can: fully analyse the links e.g. may explain short and long term causes fully	I can: fully analyse and thoroughly evaluate the links e.g. will consistently evaluate short and long term causes fully
Evidence	I can: use sources (quotes/descriptions) to answer questions about the past. I can describe what a source suggests as well as says	I am: beginning to evaluate sources. I can compare and combine the evidence from different sources	I can: evaluate sources. I can explain the strengths and weaknesses of a source	I can: explain why a source is or isn't useful or reliable with a full explanation. I can critically consider origin, nature and purpose	I can: analyse and fully evaluate why a source is or isn't useful or reliable with a full explanation. I can critically consider origin, nature and purpose use sources for creating my own enquiries
Interpretation	I can: describe different interpretations and begin to test hypothesis	I can: suggest some reasons why interpretations differ	I am: beginning to explain how and why interpretations differ	I can: fully explain how and why interpretations differ	I can: fully analyse and evaluate how and why interpretations differ. I can critically consider the origin, nature and purpose of the interpretation

Modern Foreign Languages
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Listening	<p>I can:</p> <ul style="list-style-type: none"> understand basic classroom commands transcribe simple words that I hear accurately answer simple questions about what I hear match simple sentences I hear to the English meaning or picture understand tenses 	<p>I can:</p> <ul style="list-style-type: none"> understand basic classroom language transcribe phrases accurately most of the time translate phrases and simple sentences I hear into English pick out a few of the main points and simple opinions from a short spoken passage made up of familiar language, including the third person 	<p>I can:</p> <ul style="list-style-type: none"> understand more complex classroom language confidently understand a spoken passage in the first and third person pick out the main points, opinions, and a few details from a spoken passage of familiar language understand passages containing two tenses transcribe phrases containing unknown words 	<p>I can:</p> <ul style="list-style-type: none"> use context and my own knowledge to work out the meaning of unfamiliar words I hear pick out the main points, opinions, and details from a longer spoken passage understand longer passages which contain a variety of tenses and structures transcribe whole sentences 	<p>I can:</p> <ul style="list-style-type: none"> listen to authentic material of my own choosing to improve my listening skills pick out information from longer spoken passages on unfamiliar topics understand detailed passages which contain a wide variety of tenses, structures and topic areas transcribe whole sentences containing three tenses and unknown words
Reading	<p>I can:</p> <ul style="list-style-type: none"> use my exercise book or a dictionary to find out the meaning of words or some phrases independently read and translate phrases into English read and match simple sentences to the English meaning or picture 	<p>I can:</p> <ul style="list-style-type: none"> read and translate a few sentences into English look up unfamiliar words in a dictionary pick out a few of the main points and simple opinions from a short text made up of familiar language, including the third person 	<p>I can:</p> <ul style="list-style-type: none"> read and translate a short text into English with the help of a dictionary or my exercise book confidently read and understand a text written in the first and third person pick out the main points, opinions, and a few details from a longer text made up of familiar language 	<p>I can:</p> <ul style="list-style-type: none"> use context and my own knowledge to work out the meaning of unfamiliar words pick out the main points, opinions and details from a longer text containing a variety of tenses and structures translate a short text (35 words) containing simple structures and three tenses 	<p>I can:</p> <ul style="list-style-type: none"> scan much longer texts to pick out information on unfamiliar topics choose texts that interest me to read on my own understand detailed passages containing a variety of tenses, structures and topic areas translate a text (50 words) containing complex structures,

			translate longer sentences containing two tenses	read and understand short passages from a literary text or magazine article	and a variety of tenses and vocabulary, with good accuracy
Speaking	<p>I can:</p> <p>say simple sentences, including some classroom language phrases</p> <p>My accent is good enough for my teacher to understand me</p> <p>remember what my teacher has taught me and answer questions, but I may make mistakes</p>	<p>I can:</p> <p>ask and answer more difficult questions, sometimes spontaneously</p> <p>give opinions</p> <p>My accent is easily understandable</p> <p>use classroom language more often</p> <p>start to talk about other people using the third person</p>	<p>I can/am:</p> <p>take part in a short conversation</p> <p>give and justify my own opinions</p> <p>My accent is usually good</p> <p>quite confidently speak in the first and third person</p> <p>use my knowledge of grammar to create my own sentences with some help from my teacher</p> <p>becoming more spontaneous</p> <p>starting to use the TL meaningfully for classroom routine purposes</p> <p>use two tenses</p>	<p>I can/am:</p> <p>take part in a longer conversation</p> <p>give and justify my own opinions</p> <p>speak with a generally good accent and some intonation</p> <p>confidently speak in the first and third person</p> <p>quite spontaneous with my questions and answers, and classroom interaction</p> <p>create my own sentences more independently</p> <p>vary the language I use, and can use three tenses</p>	<p>I can/am:</p> <p>give a presentation or take part in a longer conversation</p> <p>use a wider variety of structures to create detailed, extended answers which show a secure knowledge of grammar</p> <p>refer to something in the past and the future tense</p> <p>My accent is good and my intonation shows confidence</p> <p>spontaneous with my spoken language and classroom interaction</p> <p>sound natural</p> <p>imaginative when describing what I see</p> <p>narrate events</p> <p>convey information clearly, giving and explaining opinions</p>
Writing	<p>I can:</p> <p>write words and phrases from memory without making too many mistakes</p>	<p>I can/am:</p> <p>write longer sentences and give opinions, sometimes spontaneously</p>	<p>I can:</p> <p>write a short paragraph</p> <p>give my own opinions and justify them</p>	<p>I can:</p> <p>write a longer paragraph</p> <p>give my own opinions and justify them</p>	<p>I can:</p> <p>produce a detailed, extended piece of writing using a variety of structures</p>

	<p>transcribe words when I hear them, although I may make mistakes</p> <p>write short sentences following a model from my teacher</p> <p>translate short sentences using "I" into the target language</p>	<p>write sentences from memory, and my spelling is easily understandable</p> <p>getting more accurate when I transcribe what I hear or translate in the TL</p> <p>starting to write about other people using the third person</p>	<p>use conjunctions to make my sentences more complex</p> <p>My spelling is usually good</p> <p>use my knowledge of grammar to create my own sentences with some help from my teacher</p> <p>quite confidently write in the first and third person</p> <p>write sentences with increasing spontaneity</p> <p>When transcribing and translating into the Target Language, I may still make mistakes, but my work is mainly correct</p> <p>use two different tenses</p> <p>translate short sentences using "I" in two tenses into the Target Language</p>	<p>use conjunctions to make my sentences more complex</p> <p>My spelling is generally good</p> <p>use my knowledge of grammar to create my own sentences independently, with help from dictionaries and glossaries</p> <p>confidently write in the first and third person</p> <p>write sentences with increasing spontaneity, without the help of resources</p> <p>When transcribing and translating into the Target Language, my work is mainly correct</p> <p>incorporate a wider range of structures and vocabulary, and three tenses</p> <p>translate sentences using "I" in three tenses into the Target Language</p>	<p>make several references to something in the past and the future</p> <p>ask questions in my writing</p> <p>My use of more complex grammar is secure</p> <p>When transcribing and translating more difficult sentences into the TL, my work is correct, I only make minor mistakes with verb forms</p> <p>write creatively to express and justify ideas and opinions</p> <p>I can translate complex sentences using "I", "she", and "he" in three tenses into the TL accurately</p>
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Art KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<p>DEVELOP</p> <p><i>Develop/generation of ideas through investigations, demonstrating critical understanding of sources</i></p>	<p>I can:</p> <p>show a basic development of ideas from investigating other artworks</p> <p>show a basic ability to understand other artists' work in relation to my own</p>	<p>I can:</p> <p>show a competent development of ideas from investigating other artworks</p> <p>I can show a secure understanding of other artists' work in relation to my own</p>	<p>I can:</p> <p>develop ideas from investigating other artworks and artefacts</p> <p>understand other artists' work and critically relate this to my own work</p>	<p>I can:</p> <p>develop a range of ideas through investigating other artworks or artefacts</p> <p>make judgements and critically relate my work to the work of other artists'</p>	<p>I can:</p> <p>confidently develop a range of assured ideas through investigating other artworks or artefacts.</p> <p>confidently and assuredly make judgements and critically relate my work to the work of other artists'</p>
<p>REFINE</p> <p><i>Making work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p>	<p>I can:</p> <p>show an ability to refine my work through looking at previous work I have completed</p> <p>explore ideas through using a few processes of experimentation and review</p> <p>select some media, techniques and processes which relate to my intentions</p>	<p>I can:</p> <p>competently refine my work through looking at others work, and my own</p> <p>competently explore ideas through using a range of processes of experimentation and review</p> <p>appropriately select media, techniques and processes which relate to my intentions</p>	<p>I can:</p> <p>consistently refine my work, through feedback, viewing other artworks and my own</p> <p>consistently explore ideas through using a range of processes of experimentation and review</p> <p>consistently select the correct media, techniques and processes which relate directly to my intentions</p>	<p>I can:</p> <p>competently and consistently refine my work through feedback, viewing other artworks and my own</p> <p>competently and consistently explore ideas through using a range of processes of experimentation and review</p> <p>competently and consistently select the correct media, techniques and processes which relate directly to my intentions</p>	<p>I can:</p> <p>confidently and assuredly refine my work through feedback, viewing other artworks and my own</p> <p>confidently and assuredly explore ideas through using a range of processes of experimentation and review</p> <p>confidently and assuredly select the correct media, techniques and processes which relate directly to my intentions</p>

<p>RECORD</p> <p><i>Drawing and record ideas, observations and insights relevant to intentions as work progresses.</i></p>	<p>I can:</p> <p>draw using an appropriate set of mark-making techniques for purpose</p> <p>write about my artwork and use DIRT time effectively to develop my skills</p>	<p>I can:</p> <p>draw using a range of appropriate mark-making techniques, showing skill and purpose</p> <p>write independently about my artwork and use DIRT time to effectively develop my skills in art</p>	<p>I can:</p> <p>consistently draw using a variety and range of mark-making techniques, showing skill and purpose</p> <p>write independently and give an opinion about my artwork</p> <p>use DIRT time well, to develop my skills in art</p>	<p>I can:</p> <p>competently and consistently draw using a variety and range of mark-making techniques, showing skill and purpose</p> <p>write independently and critically about my artwork</p> <p>use DIRT time very well, to develop my skills in art</p>	<p>I can:</p> <p>confidently and assuredly draw using a variety and range of mark-making techniques, showing skill and purpose</p> <p>confidently and assuredly write independently and critically about my artwork</p> <p>confidently use DIRT time very well, to develop my skills in art</p>
<p>PRESENT</p> <p><i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</i></p>	<p>I can:</p> <p>present a response to the tasks set in and outside of lessons</p> <p>show a basic understanding of using the formal elements, such as painting, drawing, sculpture and mixed media techniques</p>	<p>I can:</p> <p>present a purposeful response to the tasks set in and outside of lessons</p> <p>show a competent understanding of using the formal elements</p>	<p>I can:</p> <p>consistently present a purposeful and meaningful response to all tasks set in and outside of lessons</p> <p>show a consistent understanding of using the formal elements to communicate my ideas</p>	<p>I can:</p> <p>competently and consistently present a purposeful and meaningful response to all tasks set in and outside of lessons</p> <p>show a competent and consistent understanding of using the formal elements to communicate my ideas</p>	<p>I can:</p> <p>confidently and assuredly present a purposeful and meaningful response to all tasks set in and outside of lessons</p> <p>confidently and assuredly show an understanding of using the formal elements to communicate my ideas</p>

Computer Science
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Algorithms	<p>I / I can:</p> <p>understand that algorithms are implemented on digital devices as program</p> <p>design simple algorithms using loops, and selection i.e. if statements</p> <p>use logical reasoning to predict outcomes</p> <p>detect and correct errors i.e. debugging, in algorithms</p>	<p>I can:</p> <p>design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else</p> <p>use diagrams to express solutions.</p> <p>use logical reasoning to predict outputs, having an awareness of inputs.</p>	<p>I can:</p> <p>show an awareness of tasks best completed by humans or computers</p> <p>design solutions by decomposing a problem and creates a sub-solution for each of these parts</p> <p>recognise that different solutions exist for the same problem</p>	<p>I can:</p> <p>understands that iteration is the repetition of a process such as a loop</p> <p>recognises that different algorithms exist for the same problem</p> <p>represents solutions using a structured programme</p> <p>identify similarities and differences in situations and can use these to solve problems (pattern recognition)</p> <p>be able to create a basic search and bubble sort algorithm</p>	<p>I/I can:</p> <p>recognise that the design of an algorithm is distinct from its expression in a programming language (which will depend on the programming constructs available)</p> <p>evaluate the effectiveness of algorithms and models for similar problems</p> <p>recognise where information can be filtered out in generalising problem solutions</p> <p>use logical reasoning to explain how an algorithm works</p> <p>represent algorithms using structured language</p>
Programming & Development	<p>I can:</p> <p>use arithmetic operators, if statements, and loops, within programs</p> <p>use logical reasoning to predict the behaviour of programs</p> <p>detect and corrects simple semantic errors i.e. debugging, in programs</p>	<p>I can:</p> <p>create programs that implement algorithms to achieve given goals</p> <p>declare and assigns variables</p> <p>use post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an "if, then and else" statement</p>	<p>I/I can:</p> <p>understand the difference between, and appropriately uses if and if, then and else statements</p> <p>use a variable and relational operators within a loop to govern termination</p> <p>design, writes and debugs modular programs using procedures know that a procedure can be used to hide the detail with sub-solution</p>	<p>I/I can:</p> <p>understand that programming bridges the gap between algorithmic solutions and computers</p> <p>practical experience of a high-level textual language, including using standard libraries when programming</p> <p>use a range of operators and expressions e.g. Boolean, and</p>	<p>I/I can:</p> <p>appreciates the effect of the scope of a variable e.g. a local variable can't be accessed from outside its function</p> <p>understand and apply parameter passing</p> <p>understand the difference between, and uses, both pre-tested e.g. 'while', and post-tested e.g. 'until' loops</p>

				<p>applies them in the context of program control.</p> <p>selects the appropriate data types</p> <p>recognises the purpose of translators and facilities of languages</p>	<p>applies a modular approach to error detection and correction</p>
Data & Data Representation	<p>I/I can:</p> <p>recognise different types of data: text, number</p> <p>appreciate that programs can work with different types of data</p> <p>recognise that data can be structured in tables to make it useful</p> <p>know some ways of keeping data safe</p>	<p>I/I can:</p> <p>understand the difference between data and information</p> <p>know why sorting data in a flat file can improve searching for information</p> <p>use filters or can perform single criteria searches for information</p> <p>can explain basic data security rules</p>	<p>I can:</p> <p>perform more complex searches for information e.g. using Boolean and relational operators</p> <p>analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions</p> <p>list a wide range of security measures</p>	<p>I/I can:</p> <p>know that digital computers use binary to represent all data</p> <p>understand how bit patterns represent numbers and images</p> <p>know that computers transfer data in binary</p> <p>understand the relationship between binary and file size (uncompressed)</p> <p>define data types: real numbers and Boolean</p> <p>query data on one table using a typical query language</p> <p>identify forms of attack and how to avoid them e.g. DDOS, SQL injections</p>	<p>I/I can:</p> <p>know the relationship between data representation and data quality</p> <p>understand the relationship between binary and electrical circuits, including Boolean logic</p> <p>understand how and why values are data typed in many different languages when manipulated within programs</p>
Hardware & Processing	<p>I/I can:</p> <p>recognise that a range of digital devices can be considered a computer</p> <p>recognise and can use a range of input and output devices</p>	<p>I/I can:</p> <p>know that computers collect data from various input devices, including sensors and application software</p>	<p>I/I can:</p> <p>understand why and when computers are used</p> <p>understand the main functions of the operating system</p>	<p>I/I can:</p> <p>recognise and understands the function of the main internal parts of basic computer architecture</p>	<p>I/I can:</p> <p>knows that processors have instruction sets and that these relate to low-level instructions carried out by a computer</p>

	understand how programs specify the function of a general purpose computer	understand the difference between hardware and application software, and their roles within a computer system	know the difference between physical, wireless and mobile networks	understand CPU components and their functions, and how they relate to memory understands the concepts behind the fetch-execute cycle knows that there is a range of operating systems and application software for the same hardware knows the utilities available to maintain them	
Communication & Networks	<p>I/I can:</p> <p>navigates the web and can carry out simple web searches to collect digital content</p> <p>demonstrate use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online</p>	<p>I/I can:</p> <p>understand the difference between the internet and internet service e.g. world wide web</p> <p>shows an awareness of, and can use a range of internet services e.g. VOIP</p> <p>recognise what is acceptable and unacceptable behaviour when using technologies and online services</p>	<p>I/I can:</p> <p>understand how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'</p> <p>select, combine and uses internet services</p> <p>demonstrate responsible use of technologies and online services, and knows a range of ways to report concerns</p>	<p>I/I can:</p> <p>understand how search engines rank search results</p> <p>understand how to construct static web pages using HTML and CSS</p> <p>understand data transmission between digital computers over networks; Including the cloud and the concept of virtual networks including the internet i.e. IP addresses and packet switching</p> <p>understand the difference between a LAN and WAN and can explain the function of the main components</p> <p>recognise star and mesh network topologies</p>	<p>I/I can:</p> <p>knows the purpose of the hardware and protocols associated with networking computer systems</p> <p>understand the client-server model including how dynamic web pages use server-side scripting and that web servers process and store data entered by users</p> <p>recognises that persistence of data on the internet requires careful protection of online identity and privacy</p>

Information Technology	I/I can: use technology with increasing independence to purposefully organise digital content show an awareness for the quality of digital content collected use a variety of software to manipulate and present digital content: data and information share their experiences of technology in school and beyond the classroom talk about their work and makes improvements to solutions based on feedback received	I/I can: collect, organise and present data and information in digital content creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging make appropriate improvements to solutions based on feedback received, and can comment on the success of the solution	I/I can: make judgements about digital content when evaluating and repurposing it for a given audience recognise the audience when designing and creating digital content understand the potential of information technology for collaboration when computers are networked use criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions	I/I can: evaluate the appropriateness of digital devices, internet services and application software to achieve given goals recognise ethical issues surrounding the application of information technology beyond school design criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution	I/I can: undertake creative projects that collect, analyse, and evaluate data to meet the needs of a known user group effectively designs and creates digital artefacts for a wider or remote audience consider the properties of media when importing them into digital artefacts document user feedback, the improvements identified and the refinements made to the solution explain and justify how the use of technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues
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Drama
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Rehearsal and preparing to perform	<p>I/I can:</p> <p>work effectively with the majority of my class</p> <p>share ideas but am reticent to do so</p> <p>struggle with implementing ideas, but try to in the time allowed</p> <p>occasionally struggle to complete tasks within the time allowed. This can result in some aspects of my performance work being poor and underprepared</p>	<p>I/I can:</p> <p>work with any member of the class</p> <p>offer my own ideas to the group and demonstrate creativity and imagination that benefits my own work</p> <p>use rehearsal time effectively to prepare for performance</p> <p>respond to the ideas of others</p> <p>play both lead and minor roles</p> <p>consider blocking, entrances and exits in my work</p>	<p>I/I can:</p> <p>work effectively with any member of the class to create pieces of work for performance</p> <p>have adequate understanding of the content of the performance</p> <p>use rehearsal time effectively to prepare for performance within the constraints of the genre or style</p> <p>respond to and develop the ideas of others</p> <p>play both lead and minor roles that are both stereotypical and realistic</p>	<p>I/I can:</p> <p>able to work with any member of the class offering ideas and can take on a leadership role without dominating the group</p> <p>make others feel comfortable in group work and involve them by listening to their ideas and offering advice independently</p> <p>communicate ideas which demonstrate excellent creativity, imagination that benefits my work and the work of others</p> <p>use the influence of theatre practitioners to develop my work</p>	<p>I/I can:</p> <p>able to work with any member of the class, offering ideas and can take a leadership role without dominating the group</p> <p>able to help others feel more comfortable in group work and involve them in group, listening to their ideas and offering advice independently</p> <p>communicate ideas which demonstrate excellent creativity and imagination and benefits my own work and the work of others</p> <p>I show excellent knowledge and understanding of the strategies, elements and medium</p>
Performing	<p>I/I can:</p> <p>use my voice with some attention to detail when playing a character</p> <p>stay in role for most of the performance</p> <p>use movement with some attention to detail when playing a character</p> <p>create a well organised performance and I am aware of</p>	<p>I/I can:</p> <p>use my voice with attention to detail when playing a character</p> <p>use movement with attention to detail when playing a character</p> <p>use a range of drama techniques or strategies with some control</p> <p>create a well organised performance and I am aware of</p>	<p>I/I can:</p> <p>make good use of pitch, pause, pace and tone when using vocal skills for my character</p> <p>make good use of gesture, stillness, fluency and expression when using my movement skills to play a character</p> <p>create characters with some originality and stay committed through a performance</p>	<p>I/I can:</p> <p>make excellent use of pitch, pause, pace and tone when using vocal skills for my character</p> <p>make excellent use of gesture, stillness, fluency and expression when using my movement skills to play a character</p> <p>perform using any strategies and in any genre, style, type of stage type with excellent control</p>	<p>I can/I am:</p> <p>use pace, pitch, pause and tone to an excellent standard when using my vocal skills to play a character</p> <p>use gesture, stillness, fluency and expression to an excellent standard when using my movement skills to play a character</p> <p>create range characters with originality and flair whilst staying</p>

	<p>my responsibilities when performing in front of an audience</p> <p>choose vocabulary and language to match the person, place and time to match my character's situation</p>	<p>my responsibilities when I am performing in front of an audience</p> <p>choose vocabulary and language to match the person, place and time to match my character's situation this is referenced subtly in the character performance</p>	<p>use a range of strategies and in a range of genres, styles and stage types with some control</p> <p>communicate with members of the audience, other performers and the examiner</p>	<p>communicate to an excellent standard with other performers, audience members and the examiner</p>	<p>committed throughout the performance</p> <p>perform using any strategies and in any genre, style or stage type with excellent control</p> <p>have an excellent understanding of the content of the performance</p> <p>communicate to an excellent standard with other performers, audience members and the assessor</p> <p>There is an excellent rapport between myself and the ensemble.</p> <p>My work reflects the influences of a range of theatre practitioners</p>
<p>Evaluation and Written Work</p>	<p>I/I can:</p> <p>give written and oral feedback that reflects some knowledge of drama terminology and strategies</p> <p>evaluate my own work and that of my peers and try to discuss strengths and areas for improvement</p> <p>use subject specific language</p> <p>can offer largely descriptive reviews</p>	<p>I/I can:</p> <p>give oral and written feedback that reflects knowledge of drama terminology and strategies</p> <p>evaluate my own work and that of my peers and try to discuss strengths and areas for improvement using drama terminology correctly</p> <p>show commitment and effort in my evaluations</p> <p>makes use of subject specific language</p>	<p>I/I can:</p> <p>give oral and written feedback that reflects secure knowledge of drama terminology and strategies</p> <p>evaluate my own work and that of my peers and try to discuss strengths and areas for improvement using drama terminology securely</p>	<p>I/I can:</p> <p>give oral and written feedback that reflects a complex knowledge of drama terminology and strategies</p> <p>evaluate my own work and that of my peers and try to discuss strengths and areas for improvement using more complex drama terminology correctly and effectively to bring improvements to the work of others</p>	<p>I/I can:</p> <p>my written and oral evaluations reflect an excellent knowledge and understanding of all the strategies/conventions mediums and elements</p> <p>consistently evaluate my own work and that of my peers and I am always able to discuss 'What went well, Even better if' and know what to do to improve</p> <p>show excellent commitment, creativity and independent thought</p>

	<p>submit home learning that shows some commitment and this is usually handed in on time</p> <p>research adequately, but it may be copied from the internet without my reflections</p> <p>use spelling punctuation and grammar with little accuracy and the selected style and form is basic</p>	<p>reviews are coherent and show some judgement occasionally offering examples to illustrate my argument</p> <p>research adequately, but it may be copied from the internet with my reflections</p>			<p>research in depth and offers my own opinion, highlighting ideas for practical work</p> <p>makes excellent use of subject specific language</p> <p>Write reviews that are coherent and show excellent judgement using examples to illustrate my argument</p> <p>reflect excellent knowledge and understanding of all the strategies/conventions, mediums and elements</p>
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Music
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Listening, Appraising and Reading Music	<p>I can:</p> <p>explore the contexts, origins and traditions of different musical styles</p> <p>identify different genres of music and their features in a listening task</p> <p>evaluate how venue, occasion and purpose affect the way music is created, performed and heard</p> <p>consider successful/non-successful outcomes and improve my own and other's work</p> <p>recognise the following rhythmical symbols and their rest signs: semibreves, minims, crotchets, quavers, semiquavers and dotted note values</p> <p>read treble clef notation with ledger lines</p> <p>identify tones and semitones on the keyboard including sharps and flats</p>	<p>I can:</p> <p>describe and compare musical features in listening tasks using appropriate vocabulary</p> <p>evaluate the success of my work and set realistic targets for improvement</p> <p>read bass clef notation with ledger lines</p> <p>construct and recognise the difference between major, minor and chromatic scales</p>	<p>I can:</p> <p>analyse music in detail, using key words and musical terminology</p> <p>evaluate how different contexts are reflected in my own and other's work</p> <p>notate known rhythmical symbols (semibreves, minims, crotchets, quavers, semiquavers and their rest signs) and pitches using the Grand Staff using simple time-signatures and bar lines</p> <p>construct major and minor chords</p>	<p>I can:</p> <p>write accurate descriptions, using technical music vocabulary to give detailed answers</p> <p>evaluate and make critical judgements about the use of musical conventions</p> <p>read/write notation in compound time-signatures</p> <p>determine tonality by ear and recognise/write all major key signatures</p>	<p>I can:</p> <p>discriminate between musical styles, genres and traditions, commenting on the relationship between the musical characteristics and its cultural context, and justifying the conclusions that I have drawn</p> <p>demonstrate excellent score-reading skills and understand the relationship between key signatures, tonality, melody and chords</p>

<p>Performance</p>	<p>I can:</p> <p>perform pieces of music using a pitch range of 2 octaves using a note guide</p> <p>perform fluently and accurately on the keyboard from a score with letter names</p> <p>maintain my part during group performances</p> <p>play three chords on the ukulele</p> <p>demonstrate reasonable confidence during performances</p>	<p>I can:</p> <p>perform fluently and accurately on the keyboard without a note guide</p> <p>read/play from tab notation</p> <p>adjust my part showing awareness of the needs of others during group/ensemble playing</p> <p>Perform longer parts from memory/ or music notations</p> <p>demonstrate a high level of confidence during performances</p>	<p>I can:</p> <p>perform longer parts with reasonable technical skill using expression, tempo, timbre, dynamics and phrasing</p> <p>play from a musical score without the letter names written on to assist me</p> <p>coordinate my part with the other performers considering timing</p> <p>add a chordal accompaniment to a melody</p>	<p>I can:</p> <p>play more challenging parts on my own instrument or the keyboard following complex rhythms and playing more than one part (ABRSM Grade 1)</p> <p>read a musical score coherently</p> <p>make appropriate adjustments to my part within an ensemble considering sound balance</p>	<p>I can:</p> <p>demonstrate exceptional technical ability on my instrument showing outstanding performance skills (ABRSM Grade 3)</p> <p>take leadership within rehearsals and performances</p>
<p>Composition</p>	<p>I can:</p> <p>create melodic and rhythmic material within a given structure and key/scale</p> <p>use tempo and dynamics creatively</p> <p>refine and improve initial ideas effectively during rehearsals</p>	<p>I can:</p> <p>create/compose music for different genres which explore the music elements and devices</p> <p>use relevant notation to plan and score my composition</p> <p>develop musical ideas in rehearsal time</p>	<p>I can:</p> <p>create/compose musical compositions using a range of music elements and devices</p> <p>compose complementary parts</p>	<p>I can:</p> <p>create/compose musical compositions exploiting the music elements and devices</p> <p>explore a range of different styles, genres and traditions</p> <p>use music software to score my composition</p>	<p>I can:</p> <p>develop highly imaginative and original compositions exploring advanced musical techniques e.g. scoring for different instruments, adding performance directions, using modulation and showing a clear understanding of the relationship between melodies and chords</p>

Physical Education
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Demonstrate skills in physical activity and sport (individual and team), applying appropriate technique(s).	I can: demonstrate a range of basic skills with more control, accuracy and some fluency within drills, although these can often deteriorate	I can: demonstrate more complex skills with some control, although I might make mistakes, resulting in a deterioration of skill. I will be trying these skills in drills and conditioned games	I can: demonstrate more complex skills with greater control and consistency to help outwit my opponent in either drills or conditioned games. These skills may sometimes deteriorate under pressure	I can: demonstrate complex and transferable skills consistently within drills and conditioned games to effectively outwit my opponent(s)	I can: demonstrate a range of advanced, transferable skills that allow me to effectively outwit my opponent(s), often with originality and under high levels of pressure
Demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses, and of others.	I can: use basic strategies and compositional ideas within my play/performance to allow my contribution to be performed with control whilst reacting to others	I can: use a range of more complex strategies and compositional ideas to control my contribution to an activity and seek an advantage over others	I can: use and develop more complex strategies and compositional ideas to overcome opponents in team and individual games, whilst demonstrating control and consistency to take advantage of my own (and team's) strengths	I can: use and develop a range of complex strategies to consistently and effectively take advantage of my own (and team's) strengths, whilst recognising the weaknesses of opponents	I can: use advanced strategies and compositional ideas that are effective and, even under high levels of pressure, can make use of my own (and team's) strengths, whilst taking advantage of the weakness of my opponent
Using communication and leadership skills, demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport.	I can: communicate basic ideas whilst demonstrating control (listening) to help solve problems	I can: show leadership skills through communicating more complex ideas to help myself and others achieve success. show control through listening and cooperating with others	I can: consistently show leadership skills, such as communication and cooperation, to develop my own or team performance to be successful whilst using more complex ideas with control	I can: consistently use my leadership skills, such as communication and cooperation, to be an effective leader that ensures complex ideas are performed successfully	I can: utilise and communicate advanced ideas that demonstrate effective leadership within changing situations and under high levels of pressure
Use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance,	I have: a basic understanding of the components of fitness and will be able to name some, whilst performing them with control	I have: a more complex understanding of the components of fitness and can	I have/can: a more complex understanding of the components of fitness and the links/effects to different body systems.	I have/can: a more complex understanding of the components of fitness and the	I have: an advanced understanding of the components of fitness, which I can apply to the different body systems and training methods,

and achieve a collective outcome, in physical activity and sport.		make links between them and the exercises perform with control	perform the components consistently and with control under test conditions	links/effects to different body systems. perform the components consistently and be effective in the set up and delivery of fitness tests	whilst utilising high levels of pressure to be effective in bringing about an improvement in my own performance when administering tests
Adhere to 'rules', health and safety guidelines, 'fair play' and consider appropriate risk management strategies in physical activity and sport	I have: a basic understanding of the rules regarding safety in PE and sport and can control myself accordingly	I have a more complex understanding of a range of rules and safety considerations in PE and sport and control myself accordingly	I have: a more complex understanding of a range of rules and safety considerations in PE and sport and consistently control myself accordingly	–	–
Analyse and evaluate performance to bring about personal improvement in physical activity and sport	I can: take control over describing basic strengths and weaknesses of my own performance and that of others	I can: take control over explaining more complex strengths and weaknesses of my own performance and that of others	I can: consistently make more complex judgements on the strengths and weaknesses of my own performance and that of others, whilst taking control through suggesting improvements	I can: consistently make more complex judgements on the strengths and weaknesses of my own performance and that of others, whilst justifying the effectiveness of my suggestions for improvement	I can: analyse and evaluate performances, under high levels of pressure, using advanced observations to be effective in bringing about improvement in myself and others

Technology KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	GCSE Grade 2	GCSE Grade 3	GCSE Grade 4	GCSE Grade 5	GCSE Grade 6
	Emerging	Developing	Securing	Mastering	Beyond
Investigating	I can: search mostly images to help inspire ideas	I can: respond to a brief or specification superficially search for specific images to help inspire ideas	I can: responds well to a brief or specification research to show a good level of detail which is relevant	I can: choose and collect relevant research that will provide inspiration	I can: understand clearly a design brief and respond with detailed analysis and a detailed plan for research
Designing	I can: show simple Initial ideas label designs with key words	I can: create simplistic sketches showing little development label designs with key information. use CAD with some assistance	I can: produce ideas demonstrating a degree of creativity	I can: produce ideas that show some originality and further development	I can: produce a design criteria that reflects the design brief clearly identify a target market
Social Ethical Environmental and Sustainability	I can: understand that making and design can impact on the environment	I can: apply at least two environmental issues to my work	I can: understand the importance of environmental issues on design	I can: change my design to incorporate environmental issues	I can: apply my knowledge of environmental issues to my design ideas
Making	I can: produces outcome with constant support whilst making. use equipment with close supervision	I can: name and demonstrate the use of different types of tools and equipment produce outcomes with support and guidance. provide some QC evidence to ensure I can produce an	I can: select ingredients/components and material that are appropriate to my design use equipment safely with some support	I can: select equipment and tools safely and effectively to produce a good outcome	I can: choose a wide range of materials and give reasons for my choice independently

		<p>outcome that meets the initial brief.</p> <p>use equipment and machinery safely with support.</p>			
Analysis And evaluation	<p>I can:</p> <p>evaluate verbally to show limited knowledge of development</p>	<p>I can:</p> <p>take some action following advice and feedback</p>	<p>I can:</p> <p>test most aspects of the final outcome against my specification</p>	<p>I can:</p> <p>test most aspects of the final outcome against the original specification</p> <p>evaluate and justify the need for further modifications</p>	<p>I can:</p> <p>test my product in detail and evaluate appropriately throughout the designing and making process taking into account my client</p>
SPAG	<p>I can:</p> <p>spell and read with some accuracy</p>	<p>I can:</p> <p>spell and punctuates with reasonable accuracy</p>	<p>I can:</p> <p>write text appropriately to describe my design ideas</p>	<p>I can:</p> <p>recognise technical language and use it with support</p>	<p>I can:</p> <p>produce text that is legible, easily understood and shows a good grasp of grammar and uses some appropriate technical language</p>

Spelling, Punctuation and Grammar & Social, Moral, Spiritual & Cultural Learning
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<p>SPAG</p> <p><i>Spelling, punctuation and grammar</i></p>	<p>I can:</p> <p>write in mostly incomplete sentences</p> <p>use SPAG with some accuracy and with a very limited range of specialist language</p>	<p>I can:</p> <p>write in full sentences, starting to use paragraphs</p> <p>use SPAG with reasonable accuracy and with a limited range of specialist language</p>	<p>I can:</p> <p>write in paragraphs and use connectives to develop ideas</p> <p>use SPAG with reasonable accuracy and with a limited range of specialist language</p>	<p>I can:</p> <p>use an introduction and conclusion effectively</p> <p>use SPAG considerably accurately and with a good range of specialist language</p>	<p>I can:</p> <p>link paragraphs together to form a critical response</p> <p>use SPAG considerably accurately and with a good range of specialist language</p>
<p>SMSC</p> <p><i>Social, moral spiritual and cultural understanding</i></p>	<p>I can:</p> <p>link my work or the work of others, to British Values, different beliefs and indicate social, moral and spiritual representation</p>	<p>I can:</p> <p>link my work or the work of others, to British Values, different beliefs and indicate social, moral and spiritual understanding. I can respect the work of others'</p>	<p>I can:</p> <p>link my work or the work of others, to British Values, different beliefs and indicate social, moral and spiritual understanding. I can respect the work of others'</p>	<p>I can:</p> <p>consistently link my work or the work of others, to British Values, different beliefs as well as clearly indicate social, moral and spiritual understanding. I can respect the work of others'</p>	<p>I can:</p> <p>consistently link my work or the work of others, to British Values, different beliefs as well as clearly indicate social, moral and spiritual understanding. I can respect the work of others'</p>