

A close-up photograph of a young girl with dark hair, wearing a white shirt, playing a violin. She is looking intently at the instrument. The violin is a reddish-brown color, and the bow is held across the strings. The background is blurred.

*Individual
Learning Record*

Year 8



THE BRITISH SCHOOL
OF GUANGZHOU

A NORD ANGLIA EDUCATION SCHOOL



Introduction

Dear Parents,

As of August 2016, The British School of Guangzhou made changes to its methods of assessing and reporting linked to student achievement and progress.

This booklet is designed to provide students and parents with information regarding the assessment criteria for each subject studied at Key Stage 3 (Years 7, 8 and 9). In each subject-specific section you will find the individual learning record (ILR) criteria that a student will need to demonstrate in order to achieve a particular band on the new BSG 4-Point Scale.

Other than the initial orientation meetings at the start of the academic year, or the information documented on the next couple of pages, please do not hesitate to contact me, or your child's individual subject teachers, should you require any further clarification.

Kindest regards,



Aidan Edmanson

Deputy Head of Secondary
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KS3 Assessment Change

The change has occurred for a number of reasons, which are listed below.

To benefit our students and their parents

All teachers have seen this as an exciting opportunity to re-evaluate our assessment practice, in order to meet the needs of our students in the best possible way and better prepare them for their IGCSE courses. Reporting against age-related expectations will also ensure parents are heavily informed regarding their child's progress.

To align ourselves with the British education system

In September 2014, the DfE (Department for Education) in the UK moved away from the compulsory use of National Curriculum Levels to report on student attainment. We have updated our assessment methods to reflect this and to ensure that our students continue to receive the very best and up-to-date British education. This allows for:

- Schools to develop a relevant curriculum for their students.
- Specific age-related expectations for each year group.
- Time to embed a deeper understanding of learning.

To follow Nord Anglia Education's 'Be Ambitious' philosophy

Nord Anglia Education has been in the process of aligning their family of schools with UK assessment changes. The main outcomes are:

- To better embed NAE's 'Be Ambitious' philosophy.
- The use of a 4-Point Scale (a preferred UK model) and age-related expectations.

To allow for continuity between Primary and Secondary

Our Primary school introduced the above changes to assessment from August 2015. Secondary adopting a similar model will allow for greater continuity for our students.

The BSG 4-Point Scale

The secondary school will be adopting the below 4-Point Scale to assess, and report on, student attainment. This has been based on both the Primary and NAE models.

- *Exceeding*: The student is currently exceeding, and working above, end of year age-related expectations in the subject.
- *At*: The student is currently working at, and is meeting, end of year age-related expectations in the subject.
- *Developing*: The student is currently working towards meeting age-related expectations by the end of the year.
- *Introduction*: The student is working at an introductory level in relation to age-related expectations.

Where our age-related expectations come from:

In terms of creating this 4-Point Scale- Nord Anglia Education's assessment principles (December 2015) set guidelines that stated:

- If a student were achieving what was the previous Level 7 criteria by the end of KS3 (Year 9), then the student would be 'EXCEEDING' age-related expectations;
- If a student were achieving what was the previous Level 6 criteria by the end of KS3 (Year 9), then the student would be 'AT' age-related expectations.

It is for this reason that we have used the previous level criteria as the main starting point for creating the subject-specific ILR grids that you will find in this booklet.

To assist parents with understanding our KS3 reports we use a Flightpath. This is meant to provide a projection of which band of the 4-Point Scale students would be performing in, and what grade they would be working towards at IGCSE, based on a starting level. This starting level is based on end of Year 6 performance as well as a predictive assessment completed upon entry to KS3 (either in Year 7, 8 or 9). However, this is a guide only; many students will progress above their initial projection.

KS3 Flightpath:

End of Y6 Start of Y7		End of Year Projection: Y7, 8 and 9		IGCSE Projection
6C/5A 5B 5C	➔	'EXCEEDING' BAND	➔	A*-A
4A 4B 4C	➔	'AT' BAND	➔	A*-B/C
3A 3B 3C	➔	'DEVELOPING' BAND	➔	B-C
3C Below 3	➔	'INTRODUCTION' BAND	➔	D and Below
Equivalent levels (using previous system)		The British School of Guangzhou's 4-Point Scale		IGCSE Grades

The 4-Point Scale will be reported on over the course of the academic year through our formal school reporting process, although more information will follow, to explain this, along with the first set of Reports. However, as well as attainment (via the 4-Point Scale), school reports will continue to identify and celebrate commitment and progress, which we value extremely highly as a school.

Overall, we are very proud of our changes to assessment and we firmly believe that these will yield a number of evident benefits for our students.

The Benefits

- Courses and criteria that more rigorously prepare students for their IGCSEs.
- Criteria are specifically tailored for our students, to promote challenge.
- The exclusion of sub-levels removes a large sense of judgement, as each band on the scale is broader, allowing for consolidation.
- More time to focus on consistently applying necessary skills and embedding a deeper understanding of learning. Thus, students are encouraged to foster a growth mindset.



Understanding Learning Styles: Making the most of your learning style
Your learning style is the way you prefer to learn. It is not a fixed trait, but it can be developed and improved over time. There are many different learning styles, and each person has their own unique combination of them. Understanding your learning style can help you to learn more effectively and to choose the right learning resources for you.

Task 2



Art

4 Point Scale	Investigate artistic, cultural and/or other connections	Record ideas, observations, planning, drawing and making	Experiment with materials & refine ideas	Analyse reflect and evaluate	Personal response / vision
Exceeding	Interprets and explains how ideas and meanings are conveyed by artists, craftspeople and designers. Recognises the varied characteristics of different historical, social and cultural contexts to an excellent level.	Applies their technical knowledge and skills to realise their intentions. Expert use of materials, processes and the formal elements.	Accepts creative risks, exploring and experimenting with ideas independently and inventively and uses an excellent range of appropriate resources imaginatively to develop and make work.	Provides an excellent evaluation of the purpose and meaning of their own work and that of others. Uses their critical understanding to develop their own views and practice.	Produces an excellent outcome with consistent application, knowledge and understanding. Highly accomplished connections are made in realising intentions in a coherent outcome.
At (meeting)	Considers and discusses the ideas, methods and approaches that are used by artists, craftspeople and designers. Has a good ability to relate these to both context and purpose.	Has good technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements.	Takes some creative risks when exploring and experimenting. Has a good response to ideas and selecting information and resources in order to develop their work.	Evaluates their own work and that of others, reflecting on their own view of its purpose and meaning. Adapts and refines ideas, processes and intentions.	Shows emerging individual qualities and intentions are competently realised. Personal responses demonstrate links between sources and contexts.
Developing	Compares and comments on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made to a satisfactory level.	Investigates and develops satisfactory practical skills and uses the qualities of materials and processes to suit their intentions.	Uses a satisfactory range of approaches to explore and experiment with ideas, information and resources in order to develop intentions.	Discusses their own work and that of others and considers how they might adapt and refine their ideas, skills and processes.	Methodically responds leading to a satisfactory realisation of intentions, showing some connection with ideas and sources.
Intro	Describes some of the direct differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made.	Identifies some of the formal elements when designing and making. Straightforward ideas are considered.	Attempts are made to explore different materials and processes to communicate intentions appropriate to ideas. Literal experimental development.	Makes some connections between their own and others work from a few starting points. Adapts and improves aspects of work.	Partially realises intentions through a personal response with some connection between sources.

Chinese Additional Language (CAL)

YEAR 8	LISTENING	READING	SPEAKING	WRITING
EXCEEDING	I can understand longer spoken texts, write down detailed notes/answers and can mostly understand 3 different tenses from the same audio/speech. I may find some difficulty with more complex audio and/or irregular verb formations.	I can understand the larger part of longer texts in unfamiliar topics using the past, present and future tenses by recognizing the time expressions. I can gist read and understand most parts of the text working out meaning of texts on unfamiliar topics	I can adapt language to produce extended and detailed responses with some help. I can speak using at least three tenses and am starting to manipulate the tenses to use different forms confidently. I am starting to use more irregular as well as regular verbs.	I can write longer paragraphs using a variety of language (connectives, qualifiers, negatives, etc.) & rich vocabulary, using at least 3 tenses, giving and seeking information and opinions. I can use descriptive language and a variety of structures. While not faultless, the accuracy of language used is accurate and varied. I am more confident to use ambitious words.
AT (meeting)	I can understand sections of longer spoken texts. At times, I may miss sections or individual answers but my general level of comprehension is good. Some answers may not be completed accurately. I can understand 3 time frames and tenses but not always with complete accuracy.	I can understand sections of longer texts on familiar topics. I can discern the past, present and future tenses by recognizing the time expressions, but not always with precision. I start to be able to work out meaning of new vocabulary and can understand the gist of a text.	At times I can adapt language to produce extended and detailed responses but often responses are shorter and need prompting. I can speak using at least three tenses although verb forms tend to be simple and repeated. I focus on 'I' forms avoid irregular verbs and pronunciation could be improved.	I can write paragraphs using some variety of language (connectives, qualifiers, negatives, etc.) & rich vocabulary on a range of familiar topics. I can refer to recent experiences or future plans, as well as to everyday activities. I can look up a dictionary to use ambitious words. The accuracy of my work is not consistent enough.
DEVELOPING	I can understand passages of moderate length including opinions and complex phrases. I can discern audio with references to the present tense and what happened in the past or what will happen in the future. Two tenses are understood accurately.	I can understand people's opinions and about events in the future tense. I can find out information on my own and can recognise through time frames which events are referred to. I can recognize the type of notional words (noun, verb, adjective, etc.) and some basic functional words. My understanding of gist is not always accurate.	I can use 2 tenses and talk about what I did in the past or what I am going to do in the future. I can maintain a simple conversation and offer simple opinions although I may need some prompting. Pronunciation can be approximate.	I can write short passages using the present and future tenses. I can write about my opinions and feelings although the accuracy of my work can be improved. I am comfortable with the use of time expressions, place expressions, connectives, negatives and qualifiers.
INTRO TO 'ARE'	I can understand shorter spoken passages and pick out the main points. I can pick out opinions but may miss out on more detailed information. I am not comfortable with the use of two tenses and may not recognize references to different time frames.	I can understand longer written passages and pick out the main points and some detail. I can work out opinions but tend to understand references to one tense only. Sometimes, I can work out the meaning of new words using what I already know.	I can take part in conversations of about 2-3 exchanges. I tend to use the present tense and can give opinions using simple sentences. Agreements and verb formations may not always be accurate but I can communicate the basic content.	I can write paragraphs of increasing length with 4-5 sentences. This writing contains opinions and often complex sentences, although the use of time expressions and place expressions can be improved. I am comfortable with the use of connectives and qualifiers and my writing references different people.

Chinese Foreign Language (CFL): Reading

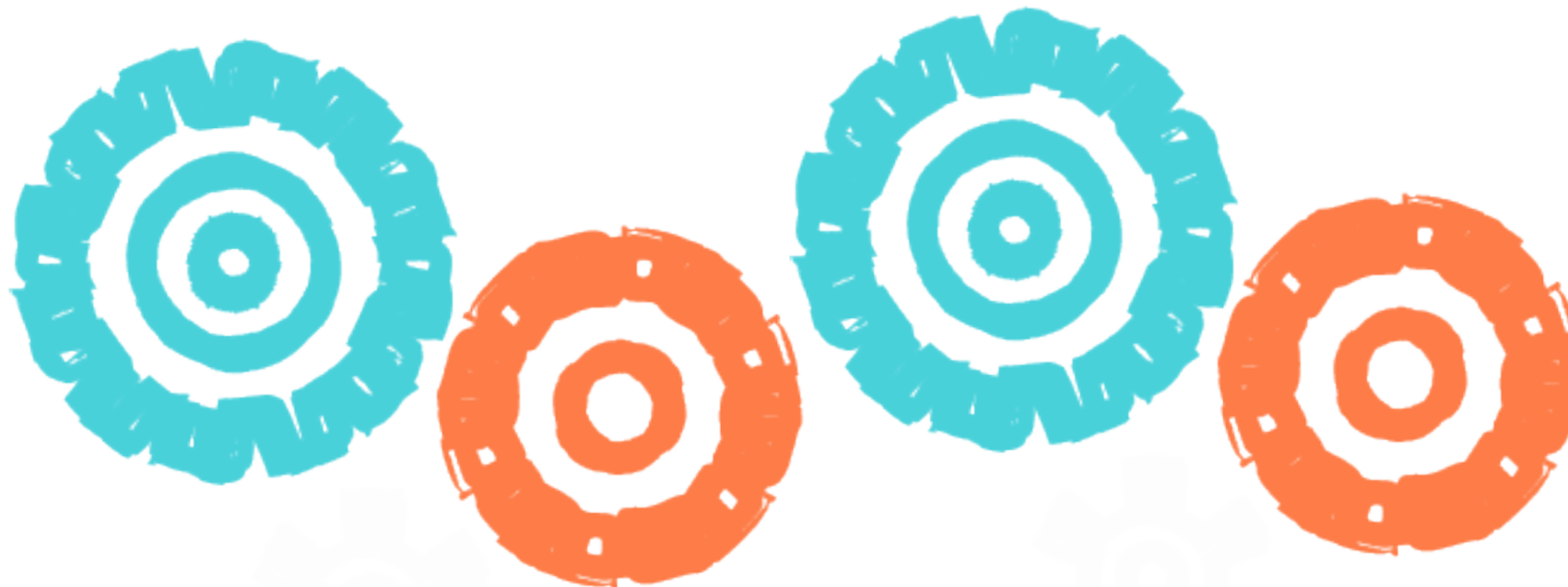
4-Point Scale	RS1- Characters/ vocabulary/ Sentence patterns	RS2- Information retrieval/ Inference and interpretation	RS3- Writer purpose/ Effect on readers/Social, cultural, historical context	R4- Fluency of articulation
Exceeding	Has a sizeable characters and vocabulary, developed through teaching and experiences, although understanding of idiomatic or figurative expressions may require support.	Clearly incorporates apt textual evidence, synthesizing where appropriate. Begins to integrate well-selected evidence and offers critical opinions. Clearly identifies and includes relevant points summarizing effectively. Interpretations are consistently clear, detailed and varied, commenting on different layers of meaning. Begins to offer varied interpretations of writer's craft, making connections between insights.	Consistently engages with writer's intent showing a clear understanding of purpose. Starts to develop a mature critical voice, analyzing the writer's purpose. Consistently demonstrates a clear understanding of how different readers could respond to a text. Clear comments on how context shapes a writer's choices. Relates textual content to the context in which it was written, with clarity.	Can confidently perform a text aloud, maintaining listener's attention via use of voice. Clarity. Few errors and lapses in expression.
At (Meeting)	Decode age-appropriate texts and understand most of the content, although the need for character and vocabulary continues.	Clearly identifies most relevant textual points/evidence. Commentary uses quotation to support main ideas and arguments Clear understanding and summary of main ideas. Begins to synthesize information. Clear inferences and deductions made based on textual evidence. Comments consider wider implications or significance of information, events or ideas in the text.	Clear and detailed explanation of writer purpose. Comments show awareness of how different readers could respond to a text. Shows understanding of and begins to explore the textual conventions or features used by writers from different periods. Exploration of how the context in which the text is written contributes to meaning.	Can perform a short text aloud, demonstrating meaning through tone. Expresses ideas clearly and fluently. Few errors and lapses in expression.
Developing	Extract meaning from age-appropriate texts, although character and vocabulary gaps can lead to miscomprehension.	Identifies relevant textual points/evidence, and sometimes incorporates this successfully in response. Clear understanding and summary of main ideas. Some clear inferences and deductions based on textual evidence.	Some clear and detailed explanation of writer purpose. Can demonstrate a clear understanding of varied reader interpretations. Sometimes relates writer's choices to the time it was written. Gives some clear explanation of how context contributes to meaning/ the text.	Can perform a short text aloud, without great fluency, with lapses in tone. Expresses ideas with some clarity yet still includes errors.
Intro to ARE	Can read texts if most of the language used has already been introduced, i.e. about known content expressed in practiced/ known vocabulary.	Identifies and includes some relevant points and supporting quotations. Comments demonstrate a straightforward understanding/ summary. Includes straightforward inferences based on evidence, which are mostly relevant.	Straightforward understanding shown of the main purpose of texts. A straightforward comment is given on how a reader can respond. A little understanding of how a writer can be influenced by the time.	Frequent errors/lapses in expression. Response lacks clarity.

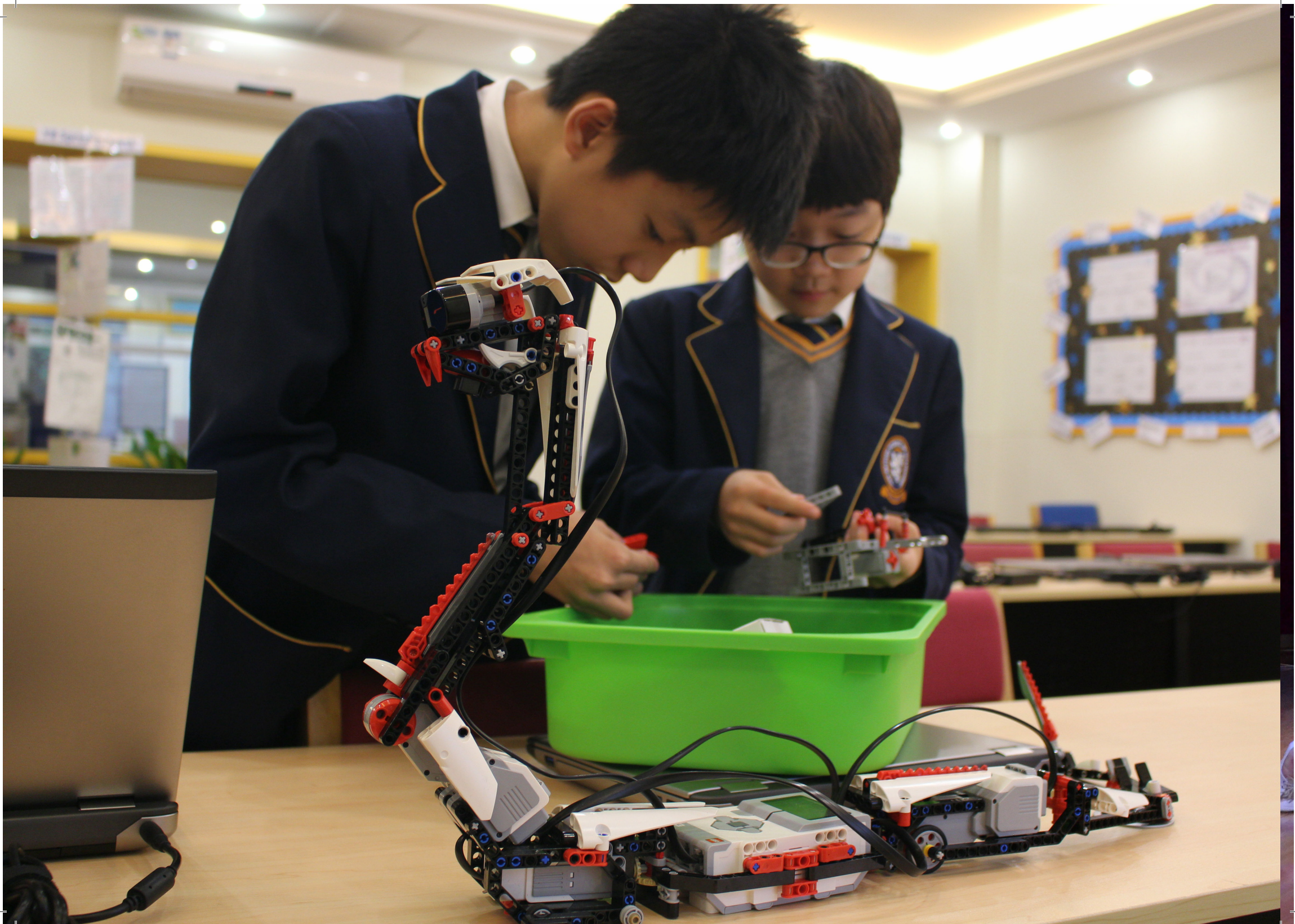
Chinese Foreign Language (CFL): Writing

4-Point Scale NAE Expectation	RS1- Language Accuracy	RS2- communication and content	RS3- Organisation and development of material	RS4- Rhetoric, variety of complex language
Exceeding	Generally accurate language. When more complex structures are attempted, accuracy can be more variable.	Communicates with no ambiguity. Excellent linking of the piece into a whole. Coherent and pleasant to read.	Good organisation and development. Material well planned and sequenced with few lapses. Demonstrates good control with some evidence of independent thinking.	Imaginative approach to a wide range of forms and conventions to suit variety of complex language are mostly effective. Convincing, individual voice or point of view established and sustained throughout. Level of formality generally appropriate and a range of stylistic devices used to achieve effect (not always successfully)
At (Meeting)	Fairly accurate in straightforward language, but some lapses with more complex language. The work is clearly more accurate than inaccurate. Language errors do not significantly hinder communication. Inaccuracy increases if more complex structures are attempted	Provides evidence of description, opinion and expansion, as appropriate to the task. Generally communicates clearly, with some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. Pedestrian or, alternatively, somewhat over ambitious.	Satisfactory organisation and development of material with some effective sequencing of ideas. Development sometimes patchy but generally well constructed. Lacking in coherence in places.	Imaginative approach to a wide range of forms and conventions to suit variety of complex language although not always successful. Convincing, individual voice or point of view established and mostly sustained throughout. Level of formality generally appropriate and a range of stylistic devices used to achieve effect (not always successfully)
Developing	Many basic errors which often impede communication. Some correct phrases but evidence of mother-tongue influences. Excessive use of pinyin if handwritten.	Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. Provides evidence of an ability to go beyond a minimal response. Comprehensible overall with some lapses, sometimes leading to ambiguity, especially if more ambitious language is attempted. Some attempt at linking piece into a whole.	Some organisation and development. May be rambling and/or repetitive. Evidence of argument but development of ideas impeded at times by lack of ability to organise material logically.	A reasonably wide vocabulary chosen for effect, though not always appropriately. Relevant ideas and material developed with some imaginative detail.
Intro to ARE	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language.	Content is relevant but lacking in scope or variety. Opportunities to provide development and detail are frequently missed. Overall structure, though readily discernible, lacks form and dimension. The reliance on identifying events, objects and/or people sometimes leads to a sequence of sentences without progression.	Very limited organisation and development. Material lacking in coherence. Limited ability to draw conclusions/respond convincingly.	Relevant ideas and content chosen, some of which is developed in detail. Straightforward viewpoint generally established and maintained and there is a clear purpose of writing (even if not always maintained) Main features of selected form are clear and generally appropriate to purpose and audience. Some evidence of deliberate vocabulary choices.

Computer Science

4 point scale	S1- Systems	S2- Development	S3- Programming	S4- Modeling	S5- Analysis
Exceeding	Understand how instructions can be written efficiently and be able to describe the efficiency of your programs.	Be able to test your programs as you are developing them, reflect on the results and then improve them.	Be able to write programs in a text-based language and be able to create your own data structures.	Be able to create a simple model for a complex problem.	Be able to define an outline of a solution in terms of functions and global values.
Meeting	Understand how instructions are run inside a computer.	Develop solutions for problems that are described to you by someone else.	Correctly use procedures and functions with parameters in your programs.	Be able to take solutions to one problem and adapt them for similar problems.	Be able to take a problem and divide it into all its sub-problems and show this as a diagram.
Developing	Understand how data, such as numbers, sound and images are physically stored on a computer system.	Be able to plan, create, test and reflect on a solution to a problem that a computer could solve.	Correctly use variables, lists and simple procedures in your programs.	Be able to recognize similarities between simple problems and the ways in which they can be solved.	Be able to take a problem and divide it into its main sub-problems.
Intro to ARE	Be able to explain why we must be accurate when working with computers.	Write sequences of instructions and data in a way that a computer will understand.	Use selection and repetition correctly in your programs.	Be able to trace instructions using variables, selection and repetition and predict what the result will be.	Understand what is meant by a computational problem.







Drama

4- Point Scale	CREATING: (Devising AO2)	CREATING: (Understanding Repertoire AO1)	PERFORMING (Acting Skills AO3)	RESPONDING
Exceeding	<p>Crafts the drama with care, referring to well-developed ideas.</p> <p>Contributes fully and positively to group work. Is able to reflect and can adapt and shape the material with skill. Is central to shaping the material. Can imaginatively apply extensive knowledge of drama techniques.</p> <p>Is always positive and constructive throughout rehearsals.</p> <p>Works cooperatively, regularly motivating others.</p> <p>Responds well to direction and can confidently take the lead.</p>	<p>Demonstrates a thorough understanding of the style/genre of the play.</p> <p>Regularly identifies if something is not working and offers alternative suggestions.</p> <p>Has a sound understanding of the role they are playing and its function in the play.</p>	<p>Demonstrates a competent level of vocal articulation and projection.</p> <p>Effectively shows strong physicality.</p> <p>Demonstrates effective use of the performance space.</p> <p>Can perform in an engaging way – there is a clearly evident rapport with the audience.</p> <p>Clear evidence of NVC and vocal expression to effectively communicate both character and feelings.</p>	<p>Confidently identifies multiple strengths and targets in relation to the success criteria and evaluates the effect articulately.</p> <p>Offers feedback that is specific and detailed.</p> <p>Evidence of quickly responding to feedback.</p>
At (Meeting)	<p>Offers many suggestions with shape and balance.</p> <p>Makes a full and motivated contribution to group work.</p> <p>Is active in shaping the material. Can creatively apply knowledge of drama techniques.</p> <p>Mostly approaches rehearsals with positivity.</p> <p>Works mostly cooperatively.</p> <p>Tends to let others take the lead; responds well to direction.</p>	<p>Demonstrates solid understanding of the style/genre of the play.</p> <p>Can identify if something is not working and is able to come up with solutions.</p> <p>Has a mostly sound understanding of the role they are playing and its function in the play.</p>	<p>Mostly strong levels of vocal articulation and projection.</p> <p>Mostly clear physicality.</p> <p>Good use of the performance space - occasionally restricted.</p> <p>Some effective expression of emotion.</p> <p>Some evidence of using NVC and vocal expression to effectively communicate character and/or feelings.</p>	<p>Identifies strengths and targets in relation to the success criteria and analyses the effectiveness of the performance.</p> <p>Can offer feedback; it is always useful and mostly detailed.</p> <p>Evidence of mostly responding to feedback by developing the performance in relation to suggestions made.</p>
Developing	<p>Makes a functional contribution to group work. Shows a limited understanding of intention and style. Can sometimes apply drama techniques to the material.</p> <p>Offers a patchy contribution to the working process.</p> <p>Is sometimes positive within rehearsals.</p> <p>There is some evidence of working cooperatively.</p> <p>Lets others take the lead; responds to direction.</p>	<p>Shows a partial understanding of the style/genre of the play.</p> <p>Can identify when something is wrong and can suggest an alternative with some guidance or prompting.</p> <p>Shows awareness of the role they are playing and its function in the play.</p>	<p>There is evidence of some vocal skills.</p> <p>Physicality can be awkward.</p> <p>Use of the performance space can be effective but at times impedes the performance.</p> <p>There is little evidence of rapport with the audience.</p> <p>There is limited evidence of NVC and vocal expression to communicate character and/or feelings.</p>	<p>Sometimes identifies a strength and/or target in relation to the success criteria.</p> <p>Sometimes offers feedback – it is mostly simplistic.</p> <p>There is some evidence of responding to feedback.</p>
Intro to ARE	<p>Offers a peripheral contribution to group work. Demonstrates a basic understanding of intention and style. Can apply drama techniques to the material with support.</p> <p>May show reluctance to be involved in the working process.</p>	<p>A basic understanding of the style/genre of the play.</p> <p>Mostly relies on others to give guidance when things are not working.</p> <p>Has limited awareness of the role they are playing and its function in the play.</p>	<p>There is evidence of some basic vocal skills.</p> <p>Physicality mostly awkward – at times there is little or no attempt to alter physicality.</p> <p>There is a low level of energy.</p> <p>There is hardly any rapport with the audience – at times no awareness of the audience is shown.</p>	<p>Can identify a strength and/or target with some guidance.</p> <p>Can occasionally offer feedback with prompting.</p> <p>May respond to feedback.</p>

English as an Additional Language (EAL): Speaking

4-point scale	S1- spoken range and support	S2-spoken comprehensibility	S3-speaking about subject content and ideas	S4-appropriacy of speech	S5-spoken fluency and accuracy
Exceeding	Can express content fluently and spontaneously. Needs no support for speaking.	Speech is easy to understand. Errors and gaps are not obvious. Speech may continue to be accented, but this will not interfere with communication.	Can speak fluently and accurately about subject content and ideas, giving descriptions, explanations and summaries.	Can use academic, formal and informal English, choosing the right level for the situation, and relate to what others say.	Can speak fluently and accurately.
At (Meeting)	Can join in a social or academic (studied topic) discussion without support or scaffolding.	Speech is easy to understand. Errors and gaps persist, but do not greatly affect meaning unless content is very complex or subtle.	Can give clear and detailed factual descriptions relating to lesson content and point of view.	Can adapt own speech in response to what others say, and use academic or formal language with some inappropriacies.	Can communicate with a degree of fluency and spontaneity and relative accuracy.
Developing	Can converse socially without support and can discuss more academic topics with some support and/or rehearsal.	Speech is mostly easy to understand. Errors and gaps may be obvious, but do not greatly affect meaning.	Can discuss lesson content and ideas with limited support.	Can use some academic or formal language appropriately.	Can communicate, but fluency and accuracy difficulties are obvious on occasion. These do not prevent active engagement in class.
Intro to ARE	Can deal with most day-to-day routines and common situations, and is able to converse socially on familiar matters and on task where there is contextual support.	Can engage in class but with frequent errors and gaps which affect meaning.	Can produce simple, connected speech on known, familiar content, or on topics related to personal opinions and experiences. May need rehearsal.	Can express meaning and ideas, but primarily in everyday (non-academic) language. May be inappropriate in tone or style.	Fluency and accuracy difficulties are obvious but do not often prevent the pupil from engaging actively in class.

‘Great works are performed, not by strength, but by perseverance.’
- Samuel Johnson

English as an Additional Language (EAL): Writing

4-point scale	W1- written range (sentence level)	W2- written range (text level)	W3-presenting views and ideas	W4-writing about subject content	W5-organising writing	W6-written coherence and accuracy
Exceeding	Can use a wide and precise range of academic vocabulary and grammatical devices.	Can produce detailed, well-structured, cohesive texts across a taught range of genres at an age-appropriate level.	Can use writing effectively to present views, ideas and reasoning.	Can write in clear, well-structured English for all subjects, choosing the appropriate style and layout.	Can write in clear, well-structured English for all subjects, choosing the appropriate style and layout.	Can write cohesively and accurately. Minor grammatical errors may persist but do not interfere with meaning. Unexpected cultural differences or gaps in vocabulary may affect expression.
At (Meeting)	Can use a range of academic vocabulary and a variety of tenses at the B2 level in response to teaching and modelling over time.	Can write appropriately in a range of genres in response to teaching and modelling over time.	Can present and explain advantages and disadvantages, and own point of view and defend it.	Can write clear, understandable text with details, based on lesson content.	Can appropriately organize and connect text to create suitable finished work with limited support.	Can mostly write cohesively and accurately, but may have continuing errors of cohesion, collocation and grammar, or a reduced vocabulary. This will not detract from communicating meaning, but it may prevent expressing complexity or subtlety, and it may detract from style.
Developing	Can use a limited range of academic vocabulary and a range of tenses and aspects that have been taught and modelled at the B1+ level.	Can write in a range of genres in response to teaching and modelling over time, although inappropriacies or the need for scaffolding may be obvious.	Can present and support ideas, mostly coherently. Can use modals and adjectivals to provide some nuance.	Can write comprehensible text based on lesson content, with support.	Can organize and connect text, with limited success.	Can write comprehensible, extended text, but errors of cohesion, collocation, grammar, or vocabulary are noticeable and may reduce communicative effect.
Intro to ARE	Can use a range of common vocabulary and taught tenses (at the B1 level) mostly appropriately, if not always accurately.	Can write in taught genres with support and scaffolding.	Can describe and write known content, with some personal reactions, reasons and opinions, in simple connected sentences, although with some errors. Can use modal verbs to express degrees of certainty.	Can write simple, cohesive, mostly correct text on familiar topics after some rehearsal.	Is learning to use conjunctions and adverbials to link ideas within and between paragraphs.	Can write comprehensible, extended text, but communicative effect is restricted due to errors or limits in grammar and syntax.

English as an Additional Language (EAL): Reading

4-point scale	R1-vocabulary and reading comprehension	R2-reading for information retrieval	R3-depth of reading comprehension	R4-reading aloud
Exceeding	Has a sizeable vocabulary, developed through teaching and experiences, although understanding of idiomatic or figurative expressions may require support.	Makes good use of the systems of support provided for the whole class, e.g. dictionaries, notes, virtual learning platforms, to effectively find required information.	Can understand the language of modern literary texts, although some cultural interpretation may be needed.	Can confidently perform a text aloud, maintaining listeners' attention via use of voice.
At (Meeting)	Can decode age-appropriate texts and understand most of the content, although the need for vocabulary development continues.	Can independently use reading as a tool for finding information.	Can understand and identify the difference between statements of fact and a writer's point of view.	Can perform a short text aloud, demonstrating meaning through intonation, tone and volume.
Developing	Can extract meaning from age-appropriate texts, although vocabulary gaps can lead to miscomprehension.	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.	Can identify main arguments and supporting ideas in a text and can infer emotions/feelings.	Can perform a short text aloud, although without great fluency, and/or with lapses in intonation, tone, etc.
Intro to ARE	Can read texts if most of the language used has already been introduced, i.e. about known content expressed in practised/known vocabulary.	Can find and understand relevant information in everyday material. Will look up unfamiliar words and can explore or discuss meaning of new words.	Is starting to understand/discuss emotional content in stories in English, and can identify main conclusions and ideas.	Language difficulties do not prevent the pupil from joining in with speaking/reading activities.

‘No problem can withstand the assault of sustained thinking.’
- Voltaire

English as an Additional Language (EAL): Listening

4-point scale	L1-in-class comprehension	L2-depth of comprehension	L3-functional listening	L4-audio & audiovisual comprehension	L5- engagement in communication
Exceeding	Can understand lesson content as delivered to the whole class.	Can follow reasoning and argument in the same way as most peers.	Can easily meet the language demands of school and class activities without support for EAL.	Understands audio/audiovisual presentations shown as part of the lesson.	Appears to be confident, on-task and independent to an age-appropriate level in terms of language needs.
At (Meeting)	Can understand most of the lesson delivered in an age-appropriate manner with no adjustments or support for EAL.	Can follow reasoning, discussion or argument in English, providing speakers are clear and unambiguous.	Can meet the language demands of school and class activities without support for EAL.	Can follow most audio/audiovisual materials as presented to the group.	Appears to be confident, engaged and independent in tasks requiring speaking and listening.
Developing	Can understand most of the lesson, but may require repetition or clarification, and some support for more complex areas.	Can understand and respond to detailed questions and instructions and is beginning to follow reasoning, discussion and argument.	Can meet the language demands of school and class activities with EAL support.	Can generally follow most age-appropriate audio/audiovisual materials with some scaffolding and support. Can access B1+ level material.	Can engage in most communicative tasks with some scaffolding and support. May require rehearsal.
Intro to ARE	Can understand most of the content when teachers speak clearly at a normal pace, if it is not very complex. More complex content requires scaffolding and support.	Can understand and respond to longer questions and instructions with more than two steps.	Can deal with the language demands of all routine or common situations in school.	Requires scaffolding and support to access class audio/audiovisual materials Can access B1 level material.	Can engage fully with 'why' and 'how' questions and can ask for support and clarification where necessary.



English: Reading

4-Point Scale	RS1- understanding and selection of evidence	RS2- deduction, inference and interpretation	RS3- language, form and structural devices	RS4- writer purpose/intent/message and effect on readers	RS5- social, cultural, historical context	fluency of articulation
Exceeding	Clearly incorporates apt textual evidence, synthesising where appropriate. Begins to integrate well-selected evidence and offers critical opinions. Clearly identifies and includes relevant points summarising effectively.	Interpretations are consistently clear, detailed and varied, commenting on different layers of meaning. Begins to offer varied interpretations of writer's craft, making connections between insights. Consistent and clear synthesis/ comparison between texts.	Clear and consistent explanation of how L/F/S features contribute to meaning. Consistently, clearly and correctly identifies L/F/S features and effects created.	Consistently engages with writers' intent showing a clear understanding of purpose and message. Starts to develop a mature critical voice, analyzing the writer's purpose, message and intent, consistently using appropriate terminology. Consistently demonstrates a clear understanding of how different readers could respond to a text.	Clear comments on how context shapes a writer's choices. Relates textual content to the context in which it was written, with clarity.	Clarity. Controlled structure. Few errors and lapses in expression. Developing a mature analytical style when presenting arguments.
At (Meeting)	Clearly identifies most relevant textual points/evidence. Commentary uses quotation to support main ideas and arguments. Clear understanding and summary of main ideas. Begins to synthesise information.	Clear inferences and deductions made based on textual evidence. Comments consider wider implications or significance of information, events or ideas in the text. Clear comparison made between texts.	Some detailed exploration and commentary, showing awareness of how L/F/S support the writer's theme/purpose. Clearly and correctly identifies most L/F/S features and their effects.	Clear and detailed explanation of writer purpose and understanding of message, using appropriate terminology of how language is used. Comments show awareness of how different readers could respond to a text.	Shows understanding of and begins to explore the textual conventions or features used by writers from different periods. Exploration of how the context in which the text is written contributes to meaning.	Expresses ideas clearly and fluently. Few errors and lapses in expression.
Developing	Identifies relevant textual points/ evidence, and sometimes incorporates this successfully in response. Clear understanding and summary of main ideas.	Some clear inferences and deductions based on textual evidence. Some clear communication of similarities and differences between texts.	Some clear explanations of how L/F/S choices add to meaning. Clearly and correctly identifies some L/F/S features and their effects.	Some clear and detailed explanation of writer purpose and understanding of message. Can demonstrate a clear understanding of varied reader interpretations.	Sometimes relates writer's choices to the time it was written. Gives some clear explanation of how context contributes to meaning/ the text.	Expresses ideas with some clarity yet still includes errors.
Intro to ARE	Identifies and includes some relevant points and supporting quotations. Comments demonstrate a straightforward understanding/ summary.	Includes straightforward inferences based on evidence, which are mostly relevant. Comparison between texts is limited.	Some explanation of how L/F/S choices add to meaning. Identifies basic L/F/S features and some of their effects.	Straightforward understanding shown of the main purpose of texts. A straightforward comment is given on how a reader can respond.	A little understanding of how a writer can be influenced by the time. Straightforward comment on context contributing to meaning.	Frequent errors/ lapses in expression. Response lacks clarity.

English: Speaking, Listening & Presentation

4-Point Scale		Use of Presentational Devices and Tools
Exceeding	<p>Pupils are confident in adapting their talk to the demands of different contexts. They use vocabulary precisely and organize their talk for clarity and expression.</p> <p>Pupils take an active part in discussion, making significant contributions, evaluating and showing understanding of others' ideas and sensitivity to when they participate. They show some confidence in their use of standard English in formal situations.</p> <p>In Drama, they explore complex ideas through flexible and sometimes insightful choice of speech, gesture and movement, with confidence.</p>	<p>A wide range of effective presentational devices employed in order to make the talk more engaging for the audience.</p>
At (Meeting)	<p>Pupils adapt their talk and listen confidently in a wide range of contexts. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary to more effect.</p> <p>In discussion, they play an active role, paying close attention to what others say, asking questions to develop ideas, and make contributions that take account of others' views, in a sensitive and thoughtful manner. They generally tend to use standard English in formal situations.</p> <p>In Drama, they show insight and empathy into texts and issues through deliberate and sometimes flexible choices of speech, gesture and movement, to sustain and adapt to different roles and scenarios.</p>	<p>A range of presentational devices and tools are used in order to engage the audience. These are not distracting and the student will only occasionally rely on them for guidance.</p>
Developing	<p>Pupils talk and listen with confidence in an increasingly wide range of contexts, including formal address. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly, in order to engage the interest of the listener.</p> <p>In discussion, they listen carefully to what others say, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar in formal situations.</p> <p>In Drama, they convey straightforward ideas, developing some insight about characters and situations, making deliberate choices of speech, gesture and movement to adapt to different roles and scenarios.</p>	<p>Several presentational devices and tools are used. Often these help guide the talk and aid the audience in following the subject of the talk.</p> <p>The student may be quite reliant on these in order to present.</p>
Intro to ARE	<p>Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. Some awareness of the listener may be apparent.</p> <p>In discussion, they listen carefully, making contributions and asking questions which may be responsive to others' ideas and views. They use some of the features of standard English vocabulary and grammar.</p> <p>In Drama, they convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture and movement.</p>	<p>Some presentational devices and tools are used. They are generally used in order to support the talk. Much of what is said may be reiterated through the use of these tools.</p>

English: Writing

4-Point Scale	RS1- Write with technical accuracy using a range of punctuation and sentence structures for effect.	RS2- Organise and present whole texts effectively, through sequencing and structuring paragraphs and layout.	RS3- Write imaginative, interesting and thoughtful texts, which are appropriate to task, reader and purpose	RS4- Select appropriate and effective vocabulary, using correct spelling	Presentation of work both handwritten and produced electronically
Exceeding	Controlled and imaginative use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect depending on PAF. Syntax and full range of punctuation are consistently accurate in a variety of sentence structures, and student is beginning to use these to define shades of meaning and appeal to a range of PAFs.	Facts, ideas and opinions are well ordered so that the writing is clear to the intended reader. Construction of paragraphs allows for development of meaning and purpose and cohesive devices contribute to emphasis and effect. Sentences within paragraphs are logically and effectively sequenced.	Imaginative approach to a wide range of forms and conventions to suit variety of PAFs are mostly effective. Convincing, individual voice or point of view established and sustained throughout. Level of formality appropriate and a range of stylistic devices used to achieve effect.	The range of vocabulary used is varied and often ambitious. It is mostly appropriate to the PAF. Generally correct spelling throughout, including some ambitious, uncommon words. Some errors may be made in more complex words.	Work is well presented, stylistically fitting the PAF. When working on a computer, there are no spelling/ grammatical errors.
At (Meeting)	A variety of sentence lengths, structures and subjects. Provides clarity and emphasis, as well as to build up detail and meaning, appealing to specific PAFs. Wide range of connectives used to clarify relationship between ideas. Full range of punctuation used accurately. A few errors occur where ambitious structures are attempted.	Material is structured clearly, with sentences organised into appropriate paragraphs. The text develops effectively for intended PAF. The overall direction of the text supported by clear links between paragraphs and a range of devices are used to support cohesion and contribute to emphasis and effect.	Relevant ideas and material developed with clear imaginative detail to fit the PAF. Main viewpoint and purpose of writing is clear and consistently maintained with some clear adaptation to fit PAF.	A reasonably wide vocabulary chosen for effect, mostly appropriately. Generally correct spelling, mistakes only occasional in more complex words and when attempted are phonetically plausible.	The presentation of work has been taken into consideration and some attempt has been made to fit the PAF in order to enhance it. When working on a computer there are no spelling errors.
Developing	Variety in length, structure or subject of sentences in order to create meaning and build detail. Use of subordinating connectives, beginning to link ideas in more detail. Tense and verb forms contain only a few mistakes. Punctuation used accurately throughout the text, including question marks, speech marks and commas.	Ideas organised by related points or by time sequence, with a fitting opening and closing, usually linked. Ideas in logical sequence and overall direction of writing usually clearly signaled. Paragraphs / sections help to organise content, and paragraphs / sections use a range of connections.	Relevant ideas and content chosen, most of which is developed in detail. Straightforward viewpoint established and maintained and there is a clear purpose of writing maintained throughout. Main features of selected form are clear and appropriate to purpose and audience.	Evidence of deliberate vocabulary choices. Expansion of general vocabulary to match topic/PAF. Correct spelling of most common words but with a few errors.	Work is presented in a clear and neat manner. When working on a computer there are no spelling errors.
Intro to ARE	Some variety in length, structure or subject of sentences. Some use of some subordinating connectives and generally accurate tense and verb forms. Punctuation used accurately throughout the text, including question marks, speech marks and commas.	Ideas organised by clustering related points or by time sequence, with a fitting opening and closing, sometimes linked. Ideas generally in logical sequence but overall direction of writing not always clearly signaled. Paragraphs / sections help to organise content, and within paragraphs / sections, limited range of connections	Relevant ideas and content chosen, some of which is developed in detail. Straightforward viewpoint generally established and maintained and there is a clear purpose of writing (even if not always maintained). Main features of selected form are clear and generally appropriate to purpose and audience.	Some evidence of deliberate vocabulary choices. Some expansion of general vocabulary to match topic. Correct spelling of most common words but with likely errors.	Writing is legible and student shows accurate and consistent letter formation, sometimes joined. When working on a computer there are no spelling errors.



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Geography

4- Point Scale	Skills	Knowledge + Understanding
Exceeding	<p>Geographical enquiry:</p> <ol style="list-style-type: none"> 1. Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions. 2. Communicate well-argued findings based on secure evidence, using accurate vocabulary and a wide range of appropriate techniques. 3. Strengths and weaknesses associated with geographical techniques are identified with confidence, and sensible improvements to the work are considered. <p>Geographical Skills:</p> <ol style="list-style-type: none"> 1. Can use a wide range of geographical skills with increasing accuracy and confidence, including 6-figure grid reference, relief, straight-line distances, direction and use of map evidence. 2. Give sensible reasons why some presentation techniques are better than others. 3. Most geographical data is presented with accuracy and precision. 4. Can identify geographical patterns and trends in a range of different presentation techniques. 	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Have extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global. 2. Draw on knowledge of a wide range of locations, contexts and scales when explaining the characteristics of places. 3. Ability to support ideas with relevant examples. 4. Use a variety of appropriate geographical terms with increasing accuracy and confidence. <p>Understanding:</p> <ol style="list-style-type: none"> 1. Can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied. 2. Explain how human actions, including their own, may have conflicting consequences for people, places and environments. 3. Understand the concept of sustainable development and use this to assess the impact of various human activities on the planet. 4. Describe and explain physical & human processes and recognise how they interact to produce distinctive characteristics of places.
At (Meeting)	<p>Geographical enquiry:</p> <ol style="list-style-type: none"> 1. Reach a conclusion, with increasing independence, through drawing on a range of evidence. Communicate ideas, information and findings using a variety of techniques. 2. Organise and sequence enquiries and investigations to provide answers to geographical questions and issues. 3. Strengths and weaknesses associated with geographical techniques are identified and some sensible improvements to the work are considered. <p>Geographical Skills:</p> <ol style="list-style-type: none"> 1. Identify key patterns and trends in geographical data. 2. Can confidently locate major physical and human features using 4-figure grid references. Beginning to develop understanding of scale and use of map evidence. 3. Can extract significant geographical information from common presentation techniques, including photographs and bar graphs. 4. Increasing accuracy and confidence in presentation of data, although some key features such as a title and an appropriate scale might be missing. 	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Recall distinctive physical and human characteristics of different places. 2. Ability to support ideas with relevant examples. 3. Geographical terms are frequently used, but not always in the right context. <p>Understanding:</p> <ol style="list-style-type: none"> 1. Can compare different approaches to managing environments. 2. Describe and explain physical & human processes and recognise they interact to produce the distinctive characteristics of places. 3. Demonstrate an awareness of sustainable development and appreciate that people hold different views on the environment. 4. Explain how human actions, including their own, may have conflicting consequences for people, places and the environment.

Developing

Geographical enquiry:

1. Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.
2. Describe a range of views and suggest plausible conclusions showing an awareness of bias.
3. Ask relevant questions and select sources of evidence when investigating places and environments.

Geographical Skills:

1. Beginning to give reasons for patterns & processes using evidence from a map.
2. Map skills are used with increasing accuracy and confidence, including 4-figure grid references and direction.
3. Instructions are followed with increasing accuracy, resulting in the geographical data being presented using simple graphs and pie charts.

Knowledge:

1. Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
2. Geographical vocabulary is being used with increasing accuracy

Understanding:

1. Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing.
2. Know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change.
3. Show some understanding of the links between places, people and environments.

Intro to ARE

Geographical enquiry:

1. Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos.
2. They can express their opinions and recognise that others may think differently.
3. Use geographical language and simple presentation techniques to communicate ideas, information and findings.
4. Can begin to produce structured work.

Geographical Skills:

1. Can describe simple patterns and simple processes using evidence from a map.
2. Use of a range of simple skills with fewer errors present in their working.
3. Can read information off simple bar graphs and line graphs, but errors are common when they create their own graph.

Knowledge:

1. Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.
2. A range of age appropriate geographical vocabulary is starting to be used in their work

Understanding:

1. Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments.
2. More adept at comparing places, and understand some reasons for similarities and differences.
3. Describe ways in which the lives of people are affected and changed by physical processes.
4. Understand people can both improve & damage the environment.



German Home Language

YEAR 8	Speaking and Listening	Writing	Reading and Media Literacy	Language Awareness
EXCEEDING	<p>Students can hold conversations in Standard German about familiar topics. Students can ask for and convey information. Students can give their opinion and justify it.</p> <p>Students can talk about familiar topics to others using Standard German and subject-specific terminology mostly securely. Students can report about events and procedures.</p>	<p>Students can produce texts according to given criteria independently. Students can distinguish between different writing situations. Students can structure their texts logically. Students can reflect on their own writing and edit the content and language of their texts.</p>	<p>Students can read, listen to and understand texts about familiar topics, with familiar vocabulary and partly complex grammatical structures. Students can use various reading techniques. Students can analyse content, language and structure of a text mostly independently. Students can read and understand factual texts. Students can distinguish between different media genres mostly independently.</p>	<p>Students can use parts of speech securely. Students can apply the basic rules of spelling. Students can spell frequently used foreign and subject-specific words correctly. Students can infer the meanings of words. Students can analyse and form simple and complex sentences. Students can distinguish between direct and indirect speech.</p>
AT (meeting)	<p>Students are mostly able to hold conversations in Standard German about familiar topics. Students are mostly able to ask for and convey information. Students are mostly able to give their opinion and justify it.</p> <p>Students can talk about familiar topics but use colloquial or dialectal elements in their speech. Students are mostly able to report about events and procedures.</p>	<p>Students can produce texts according to given criteria mostly independently. Students are mostly able to distinguish between different writing situations. Students are mostly able to structure their texts logically. Under the teacher's guidance, students can reflect on their own writing and edit the content and language of their texts.</p>	<p>Students can read, listen to and understand texts about familiar topics, with familiar vocabulary and partly complex grammatical structures, but may need help with comprehension. Students are mostly able to use various reading techniques. Students can analyse content, language and structure of a text but may need the teacher's guidance. Students are mostly able to read and understand factual texts. Students are mostly able to distinguish between different media genres.</p>	<p>Students can use parts of speech mostly securely. Students can apply the basic rules of spelling, but may make errors. Students can spell frequently used foreign and subject-specific words mostly correctly. Students are mostly able to infer the meanings of words. Students are mostly able to analyse and form simple and complex sentences. Students are mostly able to distinguish between direct and indirect speech.</p>
DEVELOPING	<p>Students are sometimes able to hold conversations in Standard German about familiar topics. Students are sometimes able to ask for and convey information. Students are sometimes able to give their opinion and justify it.</p> <p>Students can talk about familiar topics but do not always use Standard German. Students are sometimes able to report about events and procedures.</p>	<p>Students can produce texts according to given criteria sometimes independently. Students are sometimes able to distinguish between different writing situations. Students are sometimes able to structure their texts logically. Under the teacher's guidance, students are beginning to reflect on their own writing and edit the content and language of their texts.</p>	<p>Students can read, listen to and understand texts about familiar topics, with familiar vocabulary and partly complex grammatical structures but will require help with comprehension. Students can use various reading techniques. Students are sometimes able to analyse content, language and structure. Students are sometimes able to read and understand factual texts. Students are sometimes able to distinguish between different media genres.</p>	<p>Students can apply the basic rules of spelling, but makes frequent errors. Students can spell frequently used foreign and subject-specific words sometimes correctly. Students are sometimes able to infer the meanings of words. Students are sometimes able to analyse and form simple and complex sentences. Students are sometimes able to distinguish between direct and indirect speech.</p>
INTRO TO 'ARE'	<p>Students are beginning to be able to hold conversations in Standard German.</p> <p>Students are beginning to be able to distinguish between Standard and colloquial German. Students are beginning to be able to report about events and procedures.</p>	<p>Students are beginning to produce texts according to given criteria. Students are beginning to be able to distinguish between different writing situations. Students are beginning to be able to structure their texts logically. With the teacher's help, students are beginning to reflect on their own writing and edit the content and language of their texts.</p>	<p>Students are beginning to read and understand texts about familiar topics, with familiar vocabulary and partly complex structures but not without help. Students are beginning to be able to distinguish between different reading techniques. Students are beginning to be able to read and understand factual texts. Students are beginning to be able to distinguish between different media genres.</p>	<p>Students are beginning to understand the basic rules of spelling. Students make errors spelling frequently used foreign words. Students are beginning to be able to infer the meanings of words. Students are beginning to be able to analyse simple sentences and some complex sentences. Students are beginning to be able to distinguish between direct and indirect speech.</p>





History

4- Point Scale	Skills	Knowledge (Please note: this is the minimum you will cover in lesson and does not include homework projects or your own research)
Exceeding	<ul style="list-style-type: none"> - Explanation – Explanations use specific examples of contextual knowledge and contain at least one link. - Evaluation – Both viewpoints are explained and a supported judgement on ‘How far’ is included, but not yet sustained throughout the answer. - Using sources – Inference is identified and supported with information from the source and contextual knowledge. Context is considered in the answer. - Interpretation – Multiple interpretations of the same person/event are identified and explained, plus a judgement is made and supported with contextual knowledge. 	<p>Topic One- The Industrial Revolution and Child Labour.</p> <p>Describe life before and after the Industrial Revolution. Explain changes and continuities in the Industrial Revolution. Describe conditions during the Industrial Revolution. Explain and analyse why child labour was used. Explain the positives and negatives of child labour. Explain why children were willing to work. Name and describe typical jobs for children. Describe the standard day of a child labourer. State different interpretations on child labour. Explain, using specific historical evidence, why different interpretations existed. Describe how child labour ended. Assess whether child labour was necessary for the UK.</p>
At (Meeting)	<ul style="list-style-type: none"> - Explanation – Explanations use specific contextual knowledge to support points. - Evaluation – Explanations are made for one or two viewpoints, with a judgement that is not yet supported. - Using sources – One or more inferences are identified and supported with information from the source and contextual knowledge. - Interpretation – Contextual knowledge is used to identify and explain multiple interpretations of the same person/event. 	<p>Topic Two- The British Empire and Slavery.</p> <p>Describe the British Empire. Explain why the British Empire was created. State links between the British Empire and slavery. Describe slavery before the 1500s. Explain areas of difference between forms of slavery. Explain why transatlantic slavery is considered so significant in History. Describe civilisation in Africa before the 1500s. Describe the seizure and transport of the enslaved people. State why some African people seized other African people to be sold into slavery. Explain what the Middle Passage was. Describe what happened at slave auctions. Describe ‘everyday life’ for enslaved people. Explain different ways that enslaved people could resist. State when the slave trade was abolished and when slavery was abolished. Explain arguments used for and against abolition. Evaluate how effective abolition was.</p>

4- Point Scale	Skills	Knowledge (Please note: this is the minimum you will cover in lesson and does not include homework projects or your own research)
Developing	<ul style="list-style-type: none"> - Explanation – A full explanation is made with basic contextual knowledge to support. - Evaluation – Explanations are made for one or two viewpoints. - Using sources – Inference is identified and supported with information from the source or contextual knowledge. - Interpretation – An interpretation is identified and a reason is given for it, with contextual knowledge to support. 	<p>Topic Three- The Civil Rights Era in America.</p> <ul style="list-style-type: none"> Describe the impact of abolition. Explain how the US became segregated. State examples of segregation. State what the Jim Crow laws were, with examples. Explain why the Civil Rights movement grew. Describe the role of Martin Luther King. Describe the role of Rosa Parks. Describe the role of Malcolm X. Explain what is meant by Black Power and describe how this was a different approach to Civil Rights. Describe successes of the Civil Rights movement. Describe failures of the Civil Rights movement. Assess the overall impact of the Civil Rights movement.
Intro to ARE	<ul style="list-style-type: none"> - Explanation – One or more assertions made. - Evaluation – Assertions made for one or two viewpoints. - Using sources – An accurate assertion made and linked to the source. - Interpretation – An interpretation is identified and a reason is given for it. 	

Mathematics

	Algebra	Number
Exceeding	<ul style="list-style-type: none"> Expand and simplify the product of two linear expressions of the form $(x \pm n)$ and simplify the corresponding quadratic expression. Use algebraic and graphical methods to solve simultaneous linear equations in two variables. Solve inequalities in one variable and represent the solution set on a number line. Find the next term and 'nth' term of quadratic sequences. Plot graphs of simple quadratics. Use systematic trial and improvement methods to find approximate solutions to equations. Construct and solve linear equations with integer coefficients. 	<ul style="list-style-type: none"> Understand and use proportionality. Understand the effects of multiplying and dividing by numbers between 0 & 1. Add, subtract, multiply and divide fractions including mixed fractions. Estimate calculations by rounding and use upper and lower bounds correctly when calculating errors. Use a calculator efficiently and appropriately to perform complex calculations with numbers of any size, knowing not to round during intermediate steps of a calculation. Express numbers in standard form and vice versa. Apply index laws. Calculate percentages and find the outcome of a given percentage increase or decrease including reverse percentages.
Meeting	<ul style="list-style-type: none"> Find the next term and 'nth' term of linear sequences. Plot the graphs of linear functions, where y is given explicitly in terms of x; recognise that equations of the form $y = mx + c$ correspond to straight-line graphs. Construct, express in symbolic form, and use simple formulae involving one or two operations. Use and interpret coordinates in all four quadrants. 	<ul style="list-style-type: none"> Divide a quantity in a given ratio and solve problems involving ratio and direct proportion. Add and subtract fractions by writing them with a common denominator. Calculate fractions of quantities. Multiply and divide an integer by a fraction. Understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. Use BODMAS effectively to complete calculations. Use equivalence between fractions and order fractions and decimals.
Developing	<ul style="list-style-type: none"> Recognise and use number patterns and relationships. Begin to use simple formulae expressed in words. Use and interpret coordinates in the first quadrant. 	<ul style="list-style-type: none"> Reduce a fraction to its simplest form by cancelling common factors. Multiplying and dividing any three digit number by any two-digit number. Solve simple problems involving ordering, adding, subtracting negative numbers in context. Solve simple problems involving ratio. Recognise and describe number relationships including multiple, factor and square. Use place value to multiply and divide whole numbers by 10 or 100. Use simple fractions and percentages.
Intro to ARE	<ul style="list-style-type: none"> Recognise a wider range of sequences. 	<ul style="list-style-type: none"> Recall multiplication facts up to 10×10 and derive corresponding division facts. Use efficient written methods of addition and subtraction and of short multiplication and division. Multiply a simple decimal by a single digit. Use place value to make approximations. Recognise negative numbers in contexts such as temperature.

	Geometry and Measures	Probability and Statistics
Exceeding	<ul style="list-style-type: none"> Understand & apply Pythagoras' theorem when solving problems in 2-D. Calculate volume and surface area of prisms. Enlarge 2-D shapes, given a centre of enlargement and a fractional scale factor. Find the locus of a point that moves according to a given rule. Understand and use measures of speed (and other compound measures such as density or pressure) to solve problems. Classify quadrilaterals by their geometric properties. Solve geometrical problems using properties of angles, of parallel and intersecting lines, and of triangles and other polygons. Visualise and use 2-D representations of 3-D objects. Enlarge 2-D shapes, given a centre of enlargement and a positive whole-number scale factor. 	<ul style="list-style-type: none"> Estimate the mean, median and range of a set of grouped data and determine the modal class. Understand relative frequency as an estimate of probability and use this to compare outcomes of an experiment. Examine critically the results of a statistical enquiry, and justify the choice of statistical representation in written presentation. Draw and interpret frequency diagrams for discrete and continuous data. Draw and interpret simple time graphs. Draw and interpret scatter graphs. Find and record all possible mutually exclusive outcomes for single events and two successive events in a systematic way.
Meeting	<ul style="list-style-type: none"> Draw and describe translations, rotations and reflections of 2D shapes. Use straight edge and compasses to do standard constructions. Deduce and use formulae for the area of a triangle and parallelogram, and the volume of a cuboid; calculate volumes and surface areas of cuboids. Know and use the formulae for the circumference and area of a circle. Use a wider range of properties of 2-D and 3-D shapes and identify all the symmetries of 2-D shapes. 	<ul style="list-style-type: none"> Draw and interpret pie charts. Draw and interpret bar charts. Know that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving problems. In probability, select methods based on equally likely outcomes. Understand and use the mean of discrete data and compare two simple distributions, using the range and one of mode, median or mean.
Developing	<ul style="list-style-type: none"> Know and use the angle sum of a triangle and angles at a point. Measure and draw lines and angles to the nearest degree. Understand and use the formula for the area of a rectangle and distinguish area from perimeter. Use the properties of 2-D and 3-D shapes. Make 3-D models by linking given faces or edges and draw common 2-D shapes in different orientations on grids. 	<ul style="list-style-type: none"> Complete tally charts for discrete and continuous data. Construct and interpret frequency diagrams and simple line graphs. Understand and use the mode and range to describe sets of data. Understand and use the probability scale from 0 to 1.
Intro to ARE	<ul style="list-style-type: none"> Reflect simple shapes in a mirror line, translate shapes horizontally or vertically and begin to rotate a simple shape or object about its centre or a vertex. Find perimeters of simple shapes and find areas by counting squares. Classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. 	<ul style="list-style-type: none"> Construct bar charts and pictograms, where the symbol represents a group of units. Use Venn and Carroll diagrams to record their sorting and classifying of information.

Modern Foreign Languages

YEAR 8	LISTENING	READING	SPEAKING	WRITING
EXCEEDING	I can understand longer spoken texts, write down detailed notes/answers and can mostly understand 3 different tenses from the same audio or speech. I may find some difficulty with more complex audio and irregular verb formations.	I can understand the larger part of longer texts on unfamiliar topics using the past, present and future tenses. I can gist read and understand most parts of the text, working out the meaning of texts on unfamiliar topics and use cognates well.	I can adapt language to produce extended and detailed responses with some help. I can speak using at least three tenses and am starting to manipulate the tenses to use different forms confidently. I am starting to use more irregular as well as regular verbs.	I can write longer paragraphs using a variety of language (connectives, qualifiers, negatives, etc) and vocabulary, using at least 3 tenses. While not faultless, the accuracy of language used is accurate and varied. I show control over the 3 tenses in regular forms and am starting to use more irregular verbs.
AT (meeting)	I can understand sections of longer spoken texts. At times, I may miss sections or individual answers but my general level of comprehension is good. Some answers may not be completed accurately. I can understand 3 time frames and tenses but not always with complete accuracy.	I can understand sections of longer texts on familiar topics. I can discern the past, present and future tenses but not always with precision. I am beginning to use cognates to work out the meaning of new vocabulary and can understand the gist of a text.	At times, I can adapt language to produce extended and detailed responses but often responses are shorter and need prompting. I can speak using at least three tenses although verb forms tend to be simple and repeated. I focus on 'I' forms, avoid irregular verbs and my pronunciation could be improved.	I can write paragraphs using some variety of language (connectives, qualifiers, negatives, etc.) and vocabulary. The accuracy of my work is not consistent and although I may use 3 tenses, the accuracy of the writing is not consistent enough and there are not enough examples of good practice.
DEVELOPPING	I can understand passages of moderate length including opinions and complex phrases. I can discern audio with references to the present tense and what happened in the past or what will happen in the future. Two tenses are understood accurately.	I can understand people's opinions about events in the past or in the future. I can find out information on my own and can recognise through time frames which events are referred to. My understanding of gist is not always accurate.	I can use 2 tenses and talk about what I did in the past or what I am going to do in the future. I can maintain a simple conversation and offer simple opinions although I may need some prompting. Pronunciation can be approximate.	I can write short passages using the past or future tenses as well as the present tense. I can write about my opinions and feelings although the accuracy of my work can be improved.
INTRO TO 'ARE'	I can understand shorter spoken passages and pick out the main points. I can pick out opinions but may miss out on more detailed information. I am not comfortable with the use of two tenses and may not recognise references to different time frames.	I can understand longer written passages and pick out the main points and some detail. I can work out opinions but tend to understand references to one tense only. Sometimes, I can work out the meaning of new words using information I already know.	I can take part in longer conversations of about 5-6 exchanges. I tend to use the present tense and can give opinions using complex sentences. Agreements and verb formations may not always be accurate but I can communicate the basic content.	I can write paragraphs of increasing length with 4-5 sentences. This writing contains opinions and complex sentences. I may be inconsistent with agreements through number and gender. I am comfortable with the use of connectives and qualifiers and my writing references different people.

Music

4- Point Scale	Performing	Composing	Listening and Appraising	Notation	Responding
Exceeding	<p>Performs music with some understanding of the form and genre. Performs in a wide range of ensembles and has shown the ability to conduct small groups. Performs confidently with independence. Performs notated examples from music studied and creates examples. Describes the function of music and uses music vocabulary. Shows a secure understanding of how to create different techniques on an instrument, as well as an excellent awareness of how different timbres can be produced.</p>	<p>Composes using different instruments using techniques associated with them. Reflects on why certain effects are created. Composes melodic and harmonic lines that reflect the style of the work and shows some development though the piece. Composes using functional harmony and describes choices. Shows a secure understanding of a range of structural, timbral and textural devices (including nontraditional techniques) and can experiment with them in compositions.</p>	<p>Shows a good ability to listen to and analyse multiple features of a piece including melody, structure, texture, harmony and tempo, using musical vocabulary correctly. Compares and contrasts a range of music to describe the musical devices heard, relating it to other pieces of music. Accurately identifies a wide range of instruments, and discusses how the instruments interact within a piece of music, using a score and musical vocabulary. Identifies an ensemble and places it within its historical context with some support.</p>	<p>Plays and notates major and minor scales and their arpeggios. Constructs chords that include some extended chord vocabulary and knows about more complex chord construction. Notates simple melodic dictations with accuracy. Accurately identifies augmented and diminished intervals. Accurately identifies basic key signatures and their related keys.</p>	<p>Identifies some musical features that define a piece of music as being from a specific culture or genre with some support. Writes confidently about what is heard, using relevant terminology in context.</p>
At (Meeting)	<p>Confidently performs a range of pieces from notation accurately, with stylistic and musical communication. Responds successfully to the directions of a conductor and leads smaller sections with confidence. Plays fluently in a range of time signatures, accurately conveying rhythmic character. Successfully and accurately performs notated examples from the music we are studying that use different structures, textures and tempi, and a range of Italian performance directions. Shows a good understanding of how to create different techniques on an instrument, as well as a good awareness of how different timbres can be produced.</p>	<p>Composes music for different instruments accurately, demonstrating a sound knowledge of the instruments used. Composes confidently with stylistic traits where appropriate. Improvises with confidence and responds musically to others using an extended range of pitches, rhythms and tempi. Shows secure understanding of a range of structural, timbral and textural devices and can experiment with them in compositions. Composes using melody and accompaniment successfully, and identifies where and how it may change to create contrast.</p>	<p>Shows a good ability to listen to and discuss multiple features of a piece including melody, structure, texture, harmony and tempo, using musical vocabulary correctly. Compares and contrasts music within the same genre, explaining what is heard. Successfully identifies a range of instruments, and discusses how the instruments interact within an extract, using a score and music vocabulary. Correctly identifies a range of electronic instruments and effects.</p>	<p>Plays and notates major and minor scales accurately. Constructs chords that include some extended chord vocabulary and knows about more complex chord construction. Notates simple melody dictations. Identifies augmented and diminished intervals. Accurately identifies basic key signatures.</p>	<p>Shows secure understanding of the impact of technological developments on music. Writes clearly about what is heard, using some relevant terminology in context.</p>

4- Point Scale	Performing	Composing	Listening and Appraising	Notation	Responding
Developing	<p>Performs a range of pieces from notation, with some stylistic and musical communication.</p> <p>Responds to the directions of a conductor and lead smaller sections.</p> <p>Plays mainly fluently in a range of time signatures, attempting to convey rhythmic character. Performs notated examples from the music we are studying that use different structures, textures and tempi and a range of Italian performance directions.</p> <p>Shows an understanding of how to create different techniques on an instrument, as well as an awareness of how different timbres can be produced.</p>	<p>Composes music for different instruments, demonstrating an awareness of the instruments used. Composes using some stylistic traits where appropriate.</p> <p>Improvises and responds musically to others using a range of pitches, rhythms and tempi.</p> <p>Shows understanding of a range of structural, timbral and textural devices and can experiment with them in compositions.</p> <p>Composes using melody and accompaniment, managing to create contrast.</p>	<p>Shows the ability to listen to and discuss key features of a piece including melody, structure, texture, harmony and tempo, using some musical vocabulary correctly.</p> <p>Compares and contrasts music within the same genre, describing what is heard, relating it to other pieces.</p> <p>Identifies a range of instruments, and describes how some of the instruments interact within an extract, using a score and musical vocabulary. Identifies a range of electronic instruments and effects.</p>	<p>Plays and notates major and minor scales.</p> <p>Constructs chords that include some simple extended chord vocabulary and has an awareness of more complex chord construction.</p> <p>Notates simple melody dictations with limited support.</p> <p>Identifies some augmented and diminished intervals. Identifies basic key signatures.</p>	<p>Shows an understanding of the impact of technological developments on music. Can write about what is heard using a limited range of relevant terminology.</p>
Intro to ARE	<p>Performs some pieces from simple notation, with a basic awareness of musical style.</p> <p>Responds to the directions of a conductor.</p> <p>Plays with some fluency in different time signatures, making basic attempts to convey rhythmic character. Performs basic notated examples from the music we are studying that use different structures, textures and tempi, and simple Italian performance directions. Shows some understanding of how to create different techniques on an instrument, and some awareness of how different timbres can be produced.</p>	<p>Composes music for different instruments. Composes with an awareness of stylistic traits.</p> <p>Can improvise and respond musically to others using some different pitches, basic rhythms and tempi. Shows basic understanding of structural, timbral and textural devices and have used some of these in compositions. Composes simple melodies that have a sense of shape.</p>	<p>Shows ability to listen to and discuss some features of a piece including melody, structure, texture, harmony and tempo, using basic musical vocabulary.</p> <p>Compares and contrasts music within the same genre, identifying what is heard.</p> <p>Recognizes a range of instruments, and describes basic characteristics of the music, using a score and some musical vocabulary. Identifies some electronic instruments and effects.</p>	<p>Plays major and minor scales with some support. Constructs chords that include some simple extended chord vocabulary with support.</p> <p>Notates very simple melodic dictations with support. Identifies some augmented and diminished intervals with support. Identifies some basic key signatures with support.</p>	<p>Shows some understanding of the impact of technological developments on music. Can write about what is heard using a limited range of relevant terminology with support.</p>

Physical Education

4-Point Scale	S1- Developing Skills in Physical Activity
Exceeding	<p>Games – Core skills show good accuracy and control with evidence of the feinting action.</p> <p>Net/Wall – Able to execute all shots with control and consistency. Evidence of spin to effect outcome. Good balance and speed.</p> <p>Gym/Dance – Can perform many agilities with control and balance. Body tension and extension are shown. Sequence development is creative and fluent with linking movements.</p> <p>Striking/Fielding – Able to demonstrate batting skills which show direction and some consistency. Fielding is effective from most positions.</p> <p>Athletics – Good level of overall technique. Demonstrates tactics and pacing in running events. In throws, timing and height of release is evident to a good effect.</p> <p>Swimming – High level of technique for a range of strokes. Breathing is efficient over a short distance. Fast dive entry, turns and finish, shows speed.</p>
At (Meeting)	<p>Games – Able to use a range of passes to suit the situation. Shows strong dribbling on their dominant side and can outwit an opponent in a 2v1 situation.</p> <p>Net/Wall – Able to demonstrate most shots with control and consistency. Some intention of spin, direction or power is evident. Footwork is balanced.</p> <p>Gym/Dance – Can perform agilities with control and balance. Can do a basic vault but needs support with more advanced skills.</p> <p>Striking/Fielding – Makes contact with the ball on most occasions with some evidence of placement. Fielding skills over a short distance show accuracy.</p> <p>Athletics – Pace and tactics are evident in races. Throwing events show technique and speed. In jumps, there is evidence of power used to create height.</p> <p>Swimming – Good level of technique for 2 strokes and breathing is efficient. Starts are beginning to influence the race, with good knowledge of turns and finishes.</p>
Developing	<p>Games – Passing shows accuracy and control with some power. Dribbling is good in a closed situation.</p> <p>Net/Wall – Able to control a range of shots including serving over the net. Inconsistencies are shown in the game situations due to poor body positioning.</p> <p>Gym/Dance – A range of rolls and balances are performed. Most show body tension and extension. Basic vaults are attempted. Sequence development is beginning to show some creativity.</p> <p>Striking/Fielding – Makes contact with the ball on occasions, but direction is unintended. Can throw and catch over a short distance. Bowling is consistent.</p> <p>Athletics – Pace is evident in races, but tactics are unclear. Able to throw with good height and speed of release from standing. Jumps show some use of leg drive to impact height.</p> <p>Swimming – Technique deteriorates over a longer distance. Breathing technique is demonstrated but not always effective. Starts, turns and finishes are evident but may lack impact.</p>
Intro to ARE	<p>Games – Can pass and dribble with control in a non-competitive situation. Consistency is not shown in a competitive environment and they can struggle under pressure.</p> <p>Net/Wall – Technique is developing in basic strokes, where control is evident and some intent is shown. Movement to the ball is slow.</p> <p>Gym/Dance – Agilities are shown with some control and balance. Sequences show linking of movements and evidence of timing.</p> <p>Striking/Fielding – Contact with the ball on some occasions. Fielding over a short distance is controlled but not yet consistent or fully effective.</p> <p>Athletics – Understands pacing is important but struggles to implement it. Throws are demonstrated with poor technique but some balance. Jumps show a run up, but take off lacks power.</p> <p>Swimming – Can show technique for 1 stroke which is efficient over a short distance. Stroke can't be maintained due to body positioning and poor breathing technique. Can show a start, turn and finish which don't have much impact on the efficiency of the stroke.</p>

4-Point Scale	S2- Making and Applying Decisions	S3- Evaluating and Performing	S4- Making informed choices about a healthy and active lifestyle
Exceeding	Can exert control over an activity. Shows a good awareness of tactics or solving of problems. Can identify strengths and weaknesses in the opposition	Can look at their own and others performance and discuss ways to improve. Can modify and adapt their skills in order to make improvements	Is able to describe several components of fitness and can apply them to games. Can explain how being involved in physical activity can benefit them. Can plan and carry out practices and activities and lead them to others.
At (Meeting)	Can adapt the skill or technique in an imaginative way in order to overcome challenges. Is able to influence strategy and tactics to produce an effective outcome.	Can look at their own and others performance and suggest ways to improve. Can adapt a skill in order to make their performance better.	Is able to name several components of fitness and identify which component is useful in which activity. Can describe how being involved in physical activity is important to them. Can organise and lead a practice.
Developing	Is able to use some strategies or tactics and implement these into a game situation.	Can talk about own performance and sometimes the performance of others to describe ways to improve. Can describe a way to improve on a given skill.	Can describe the basic effects of exercise on the body Can identify that exercise is important for their health. Can lead an effective warm up for their self and others.
Intro to ARE	Is able to understand and implement some tactics into a performance.	Can describe a skill to improve their own performance.	Can identify that exercise causes changes in the body. Is aware that exercise is important for health benefits.



Science: Biology

4-Point Scale	8A - DIGESTION	8B - RESPIRATION	8C – MICRO-ORGANISMS
Exceeding	Explain why some food cannot be digested by humans. Describe the tests for water, protein, glucose and sucrose.	Recall the word and symbol equations for respiration. Describe how gas exchange is affected by damage to alveoli.	Identify and explain the typical phases in a population growth curve. Explain how scientists have used evidence to put together new theories about diseases transmission.
At (Meeting)	Describe how nutrients are digested and absorbed. Describe how nutrients are supplied to cells via the blood and tissue fluid. Use models to represent the digestion of large insoluble food molecules.	Explain how respiration is similar and different to burning fuels. Describe aerobic respiration. Explain why tissues need a good blood supply. Explain the differences between inhaled and exhaled air. Explain the role of alveoli in gas exchange. Explain how the lungs are kept clean. Describe how glucose, oxygen and carbon dioxide are transported around the body by the circulatory system. Draw conclusions that are supported by evidence.	Describe the body's main methods of defence against disease causing microbes. Explain how immunisation improves the body's own immune response. Recall that antibiotics may be effective against a wide range of bacteria or only a specific species.
Developing	Describe how digested food is transported around the body. Recall that nutrients, fibre and water are all vital components of a balanced diet and good sources of these substances. Recall the roles of nutrients, fibre and water in the body. Without help, point out that variables need to be kept the same in investigations and stop these variables changing.	Recall that oxygen is needed for aerobic respiration. Recall the positions and functions of the organs in the respiratory/breathing and circulatory systems. Record observations accurately and identify patterns in data using charts.	Explain how risks are controlled in practical work involving microbes. Use charts and graphs to identify trends. Recall that immunisation is a way of protecting us from infectious diseases. Recall that bacteria, some fungi and viruses are classified as micro-organisms. Describe how microbes are used in the production of some foods and drinks. Recall the names of some of the diseases caused by certain microbes and describe how they are spread.
Intro to ARE	Recall the names of the major nutrients in food and good sources of these substances. Describe what a balanced diet is. Display data in tables. Control variables appropriately, with help.	Recognise that exhaled and inhaled air are different. Recall that digested food is needed for energy. Identify, with help, relevant variables to control, change and measure. Make observations and identify patterns in data.	Point out some hazards when working with microbes. Spot some trends and patterns in data from investigations. Recall some ways in which microbes can be spread. Recall the names of the seven life processes.

Science: Chemistry

4-Point Scale	8A - Solutions and Separating Mixtures	8B - Elements Compounds and Mixtures
Exceeding	<p>Explain how fractional distillation works.</p> <p>Describe how the solubility of gases changes with temperature.</p> <p>Evaluate experimental methods explaining their strengths and weaknesses.</p> <p>Use the particle model to explain how mixtures are separated by distillation.</p> <p>Use patterns in data to make predictions.</p> <p>Explain what a saturated solution is.</p> <p>Recall that solutes that are insoluble in water may dissolve in other solvents.</p>	<p>Predict the properties of elements by looking at the properties of other elements in the same group.</p> <p>Explain why the periodic table is a more successful classification than some of the preceding attempts.</p> <p>Use chemical formulae to represent chemical compounds.</p> <p>Evaluate evidence, explaining why it is or why it is not good evidence.</p> <p>Explain the benefits and drawbacks associated with recycling.</p> <p>Represent chemical reactions using balanced symbol equations.</p> <p>Predict purity of a substance based on melting point information.</p> <p>Suggest additional practical work to test conclusions.</p> <p>Use ideas about bonding and particles to explain why mixtures do not have fixed melting and boiling points.</p>
At (Meeting)	<p>Describe how solubility increases with increasing temperature for most solutes.</p> <p>Point out patterns in data using a line graph.</p> <p>Use the particle models to explain why mass is conserved when something dissolves.</p> <p>Decide which separating technique should be used to separate different mixtures.</p> <p>Present data from investigations as line graphs.</p> <p>Carry out evaporation and distillation safely in the laboratory.</p> <p>Explain what a chromatogram shows.</p> <p>Describe how to obtain salt from rock salt.</p> <p>Use the particle model to describe what happens when something dissolves.</p>	<p>Represent elements using chemical symbols.</p> <p>Work out a chemical formula from a molecular diagram, and vice versa.</p> <p>Identify some elements whose properties do not fit the general patterns of the periodic table.</p> <p>Use word equations for chemical reactions.</p> <p>Plan to collect valid and reliable results.</p> <p>Explain the concept of sustainable development.</p> <p>Know the difference between chemical symbols for elements and compounds.</p> <p>Carry out a number of practical methods using a range of apparatus, being aware of the hazards involved.</p> <p>Use practical evidence and/or secondary sources to classify materials as metals and non-metals, or as elements and compounds.</p> <p>Discuss ideas on resources and recycling.</p> <p>Name a variety of common compounds using scientific terminology.</p> <p>State that a compound always contains the same elements in fixed proportions.</p> <p>Evaluate an investigation and suggest improvements to methods.</p> <p>Use ideas about atoms and bonding to explain why a substance is classified as an element, compound or mixture.</p> <p>Use the particle model to explain changes of state.</p>
Developing	<p>Carry out filtering and chromatography safely in the laboratory.</p> <p>Recall some examples of the uses of different separating techniques.</p> <p>Describe how to separate simple mixtures using filtration and chromatography.</p>	<p>Recall that there are only a relatively small number of elements and recall some of their names.</p> <p>Explain that when atoms of different elements combine, compounds are made.</p> <p>Explain why we recycle materials</p> <p>Explain how the periodic table is organised.</p> <p>Use secondary sources to select information on materials and their properties.</p> <p>Describe how the periodic table is used to classify the elements.</p> <p>Recall that melting and boiling are changes of state that happen at fixed temperatures.</p> <p>Present data from investigations as line graphs.</p> <p>Use particles diagrams to tell the difference between elements, compounds and mixtures</p> <p>Use a range of measurement methods to carry out a practical investigation.</p> <p>Identify changes as chemical or physical.</p>
Intro to ARE	<p>Recall that mixtures can be separated.</p> <p>Measure temperature and mass.</p> <p>Use heating equipment safely.</p>	<p>Identify some materials that are metals.</p> <p>Follow instructions and work safely during practical work.</p> <p>Recall the names of some metals.</p> <p>Recognise when a substance changes state.</p> <p>Measure mass and temperature.</p> <p>Recall the meaning of the words melt and freeze.</p>

Science: Physics

4-Point Scale	8A - Mechanics - Forces	8B - Energy – Thermal	8C - Energy – Wave
Exceeding	In an investigation of how shape affects drag, link conclusions to scientific understanding. In an investigation of how shape affects drag evaluate the reliability of evidence. Use line graphs of their results in pressure/volume experiment to decide if two variables are proportional or inversely proportional. Recall that the shape around a current carrying wire is circular.	Use the idea of particles to explain temperature changes during changes of state. Describe temperature as a measure of the mean particle speed and use this idea to explain the Kelvin temperature scale. Use ideas about expansion to design a thermometer. Determine whether results from an investigation on temperature gave valid and reliable data.	Use the law of reflection, and knowledge of refraction, to predict the formation of images. Describe how total internal reflection is used in optical fibers. Link conclusions to scientific understanding. Investigate reflection and refraction using optical pins and compare your results with those using ray boxes. Evaluate a light investigation and suggest improvements to the method.
At (Meeting)	Use the idea of particles to explain air resistance. Explain why a vehicle needs a force from the engine to keep moving at constant speed, and the effects of this on fuel consumption and the need for streamlining. Draw conclusions that are supported by evidence into the strength of an electromagnet. Recognise the variables in an investigation on levers. Make reasoned suggestions how to improve the method in an investigation into the relationship between pressure and volume.	Evaluate the measuring apparatus used while measuring temperature. Explain changes of state in terms of the forces between particles. Identify limitations in data involving temperature change. Use idea of particles to explain how conduction, convection, expansion and changes of state occur.	Plan to collect valid and reliable results on optics experiments. Explain why a prism splits light into the colours of a spectrum. Explain how light is refracted. Identify limitations in reflection data. Measure angles precisely and identify patterns in the data. Identify and control key variables a light investigation. Explain how filters and coloured objects transmit or reflect some colours and absorb others.
Developing	Follow instructions to plot the shape of a magnetic field. Recall what drag is and the factors that affect it. Recall that an electromagnet uses electricity to stay magnetized. Recall what pressure is and the factors that affect it. Describe the shape and directions of different magnetic fields. Describe how levers can be used and give examples. Identify the forces acting on a free falling object.	Present data from investigations as a line graph. Plan the method for a fair investigation without help. Make accurate measurements that lead to dependable conclusions. Describe convection currents. Explain the difference between heat and temperature. Use secondary sources to make predictions of insulating properties. Use secondary sources to make comparisons between insulating properties. Identify and control key variables in an investigation on temperature.	Describe how a prism affects white light. Describe some uses of sounds and ultrasounds. Use the particle model to explain how sound is carried in different media. Identify the terms frequency, pitch, wavelength and amplitude. Use secondary sources to make comparisons between refraction of different colours. Use secondary sources to make predictions of the refraction of different colours. Describe how sound energy is transferred from one point to another. Recall that in different media sound travels at different speeds.
Intro to ARE	Follow instructions and work safely during practical work. Present data from an investigation using bar charts. Describe how magnets can affect other magnets and other materials.	Recognise some simple physical changes. Display temperature data in tables. Use thermometers with fine divisions accurately. Recall examples of common temperatures. Describe uses of heat conductors and insulators.	Identify direction of light from ray diagrams. Classify objects as opaque, transparent and translucent. Describe sounds as low/ high and loud/soft.







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