

A close-up photograph of a young girl with dark hair, focused on playing a violin. She is holding the instrument and bow, with her eyes looking down at the strings. The background is blurred.

*Individual
Learning Record*

Year 9



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

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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), that 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 that is 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.



Art

D3144 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	Analyses and comments on their own and others' work, appreciating how meanings are used to express ideas in different genres, styles and traditions to an excellent level.	Demonstrates an excellent understanding of the use of materials, processes and the formal elements, combining these thoughtfully to realise their intentions.	Learns from taking creative risks that help them to form and develop their ideas and to create purposeful, imaginative work with some originality.	Explains how and why their understanding of the work of others affects their own ideas, values and practice.	Intentions are fluently realised through a personal outcome, showing original, imaginative, inventive and exciting qualities, with excellent connections between elements.
At (Meeting)	Interprets and explains how ideas and meanings are conveyed by artists, craftspeople and designers. Recognising the varied characteristics of different historical, social and cultural contexts to a good level.	Applies good technical knowledge and skills to realise their intentions, using the qualities of materials, processes and the formal elements effectively.	Accepts creative risks, exploring and experimenting with ideas independently and inventively and uses a good range of appropriate resources imaginatively to develop, design and make work.	Provides a good 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 a good, personal outcome with consistent application, knowledge and understanding. Effective connections are made in realising intentions in a coherent outcome.
Developing	Considers and discusses the ideas, methods and approaches that are used by artists, craftspeople and designers, has a satisfactory ability to relate these to both context and purpose.	Develops and uses their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately.	Takes some creative risks when exploring, experimenting and responding 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 satisfactorily realised. Personal responses demonstrate links between sources and contexts.
Intro to ARE	Compares and comments on some ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made.	Investigates and develops some practical skills and uses the qualities of materials and processes to suit their intentions when designing and making.	Uses some 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 an adequate realisation of intentions, showing some connection with ideas and sources.

Chinese Additional Language (CAL)

Year 9	Listening	Reading	Speaking	Writing
Exceeding	I can understand or make sense of authentic spoken texts including language I haven't learnt. I am confident at working out the meaning of unfamiliar topics and vocabulary, and I understand audio referring to a wide range of tenses.	I can read and understand a whole range of long, complex and unfamiliar texts and I am generally confident at working out the meaning of new words. Texts will refer to a variety of tenses, rich vocabulary and sentence structures.	I can speak spontaneously & initiate conversations without (much) preparation with good pronunciation; using a variety of tenses, grammar, connectives and vocabulary. I make very few mistakes.	I can produce formal and informal texts in an appropriate style, containing more complex language and different tenses accurately. I can also express and justify ideas, opinions or personal points of view and seek the views of others. I can edit my work and am confident at using reference materials to redraft.
At (meeting)	I can understand longer spoken texts, write down detailed notes/answers and can understand 3 different tenses from the same audio/speech.	I can understand longer texts in unfamiliar topics using the different tenses and sentence structures. I am becoming more confident working out meaning of texts on unfamiliar topics.	I can adapt language to produce extended and detailed responses quite fluently and I am mostly accurate. I can speak using at least three tenses and can manipulate the tenses to use different forms confidently.	I can write articles or stories of varying lengths, conveying opinions and points of view, using a variety of language (connectives, qualifiers, negatives, etc.) and rich vocabulary, using at least 3 tenses, descriptive language and a variety of structures. The accuracy of language used is accurate and varied and I start to use ambitious article structures.
Developing	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 recognising the time expressions, but not always with precision. I am 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 two 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.) and 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.
Intro to 'ARE'	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 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 is not always accurate.	I can use two 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.

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	Can read and understand a whole range of age-appropriate texts. Has a sizeable characters, vocabulary and idiomatic or figurative expressions.	Integrates well-selected evidence (possibly with flair), amid arguments that offer confident, critical opinions. Confidently offers coherent interpretations of texts and content. Confidently offers original, perceptive and varied interpretations of writers' craft and relevance of choices.	Critical and sensitive analysis of writer's purpose. Convincing and critical understanding of how different readers respond to the same text. Critical awareness and evaluation of how context shapes a writer's choices. Confidently relates textual content to the context in which it was written.	Sophisticated expression. Well-articulated arguments add maturity.
At (Meeting)	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. Clearly identifies and includes relevant points summarizing effectively. Interpretations are consistently clear, detailed and varied, commenting on different layers of meaning.	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 perform a text aloud, demonstrating meaning through tone. More detail. Few errors and lapses in expression.
Developing	Decode age-appropriate texts and understand most of the content, although the need for character and vocabulary continues.	Clearly 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.	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.
Intro to ARE	Extract meaning from age-appropriate texts, although character and vocabulary gaps can lead to miscomprehension.	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.	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.	Can perform a short text aloud, without great fluency, with lapses in tone. Expresses ideas with some clarity yet still includes errors.

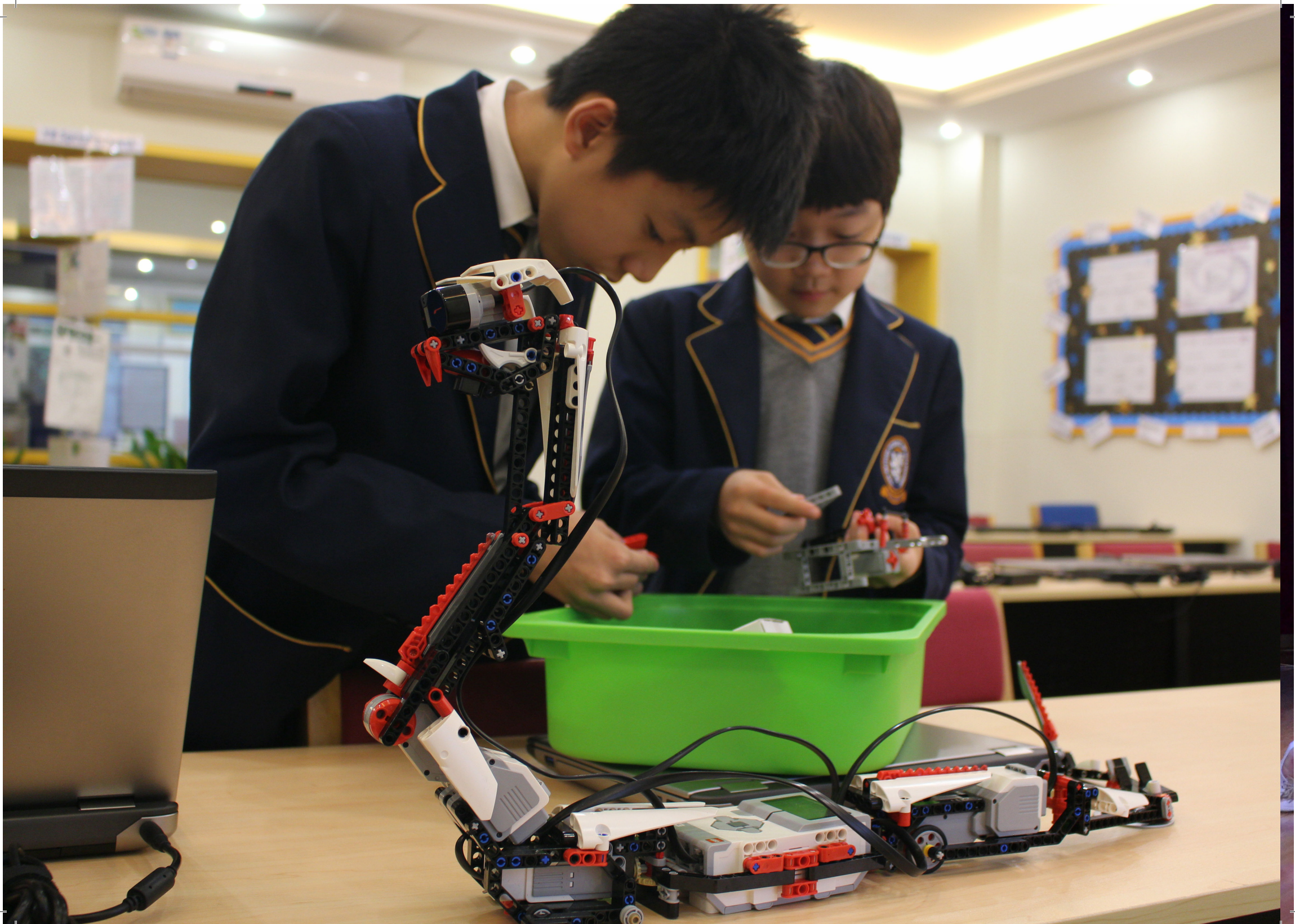
Chinese Foreign Language (CFL): Writing

4-Point Scale	RS1- Language Accuracy	RS2- Communication and content	RS3- Organisation and development of material	RS4- Rhetoric, variety of complex language
Exceeding	High level of accuracy, though not necessarily faultless. Secure when using more complex language with only a few minor errors.	Very detailed and fully relevant response to the stimulus. Shows a clear ability to narrate, describe, express opinions and expand, as appropriate to the task.	Excellent organisation and development. Material very effectively marshaled and developed within a carefully planned framework. Logical sequence of ideas. Skillfully controlled throughout.	Imaginative and successful adaptation of wide range of forms and conventions to suit variety of complex language. Well judged, distinctive individual voice or point of view established and sustained throughout. A varied range of stylistic devices to achieve intended effect. Wide ranging vocabulary used imaginatively and with precision.
At (Meeting)	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)
Developing	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).
Intro to ARE	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.

Computer Science

4 point scale	S1- Systems	S2- Development	S3- Programming	S4- Modeling	S5- Analysis
Exceeding	Be able to show how elements of real life can be represented in program. Use efficient code.	Create error free programs. Be able to test and improve programs.	Be able to create your own relational databases and use them in your programs and be able to find, understand and use techniques for specific tasks	Be able to create an accurate, detailed model for a complex problem.	Be able to analyse real world problems and develop low-level and high-level plans for a solution.
Meeting	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.
Developing	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.
Intro to ARE	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.







Drama

4-Point Scale	Creating: (Devising AO2)	Creating: (Understanding Repertoire AO1)	Performing (Acting Skills AO3)	Responding
Exceeding	<p>Crafts the Drama referring to well-formulated ideas. Contributes powerfully, with imagination, to group work. Is able to reflect maturely throughout the creative process. Shapes the Drama with skill. Consistently uses extensive knowledge to imaginatively shape the drama, using well-selected drama techniques.</p> <p>Is reliably positive and constructive in rehearsals, motivating all.</p> <p>Works cooperatively, involving all group members. Responds insightfully to direction, sensitively leading others.</p>	<p>Demonstrates thorough understanding of the style/genre of the play.</p> <p>Frequently identifies when something is not working.</p> <p>Reliably offers alternative suggestions when something is not working.</p> <p>Demonstrates a thorough understanding of the role they are playing and its function in the play.</p>	<p>Clear vocal articulation and excellent vocal projection. Demonstrates strong physicality in performance. Shows a variation of emotional intensity when performing.</p> <p>Performs confidently and fluently.</p> <p>Is engaging when performing.</p> <p>Has a good rapport with the audience.</p> <p>Extensively uses non-vocal communication and vocal expression to effectively communicate character, feelings and atmosphere.</p>	<p>Identifies multiple strengths and targets in relation to the success criteria and evaluates the effectiveness of the drama.</p> <p>Offers feedback that is specific, detailed and original.</p> <p>Insightfully responds to feedback by altering the drama.</p>
At (Meeting)	<p>Crafts the Drama with some well-developed ideas. Contributes fully and consistently to group work. Is able to reflect and can adapt and shape the material. Uses knowledge of drama techniques to creatively shape the drama. Applies appropriate stylised techniques to enhance dramatic effect.</p> <p>Is positive and constructive during rehearsals.</p> <p>Works cooperatively, attempting to involve others where necessary.</p> <p>Responds well to direction and can confidently take the lead.</p>	<p>Demonstrates understanding of the style/genre of the play.</p> <p>Can identify if something is not working and will offer alternative suggestions.</p> <p>Understands the role they are playing and its function in the play.</p>	<p>Demonstrates mostly competent levels of vocal articulation and projection.</p> <p>Applies effective physicality to the performance of a character.</p> <p>Uses the performance space in a mostly effective way. Performances are usually engaging – rapport with the audience is mostly evident.</p> <p>There is clear evidence of NVC and vocal expression being employed to effectively communicate both character and feelings.</p>	<p>Confidently identifies multiple strength and targets in relation to the success criteria and evaluates the effect.</p> <p>Offers feedback that is mostly specific and detailed.</p> <p>There is evidence of quickly responding to feedback by developing the performance in relation to suggestions given.</p>
Developing	<p>Offers suggestions with shape and balance. Makes a good contribution to group work. Is involved in shaping the material during rehearsals. Can select appropriate drama techniques to effectively enhance dramatic effect.</p> <p>Demonstrates a mostly positive attitude throughout rehearsals.</p> <p>Works mostly cooperatively to craft the drama. Tends to let others take the lead; responding well to direction.</p>	<p>Mostly demonstrates understanding of the style/genre of the play.</p> <p>Occasionally identifies if something is not working and is sometimes able to come up with solutions.</p> <p>Partially understands the role they are playing and its function in the play.</p>	<p>Demonstrates variable levels of vocal articulation and projection.</p> <p>Use of physicality is inconsistent.</p> <p>Can demonstrate some good use of the performance space, sometimes restricted.</p> <p>Expression of emotion is limited.</p> <p>There is some evidence of NVC and vocal expression to sometimes effectively communicate character and/or feelings.</p>	<p>Identifies some strengths and targets in relation to the success criteria.</p> <p>Can offer feedback; it is useful and mostly detailed.</p> <p>Evidence of mostly responding to feedback.</p>
Intro to ARE	<p>Makes a functional contribution to group work. Has a limited understanding of intention and style. Can apply drama techniques to the material with support. Offers a patchy contribution to the working process. Sometimes shows positivity within rehearsals. There is some evidence of working cooperatively. Mostly lets others take the lead; responding to direction.</p>	<p>Evidence of a partial understanding of the style/genre of the play.</p> <p>Can identify when something is wrong and can suggest an alternative with guidance.</p> <p>Has a limited understanding of the role they are playing and its function in the play.</p>	<p>There is evidence of some vocal skills. Physicality can be awkward – no attempt at altering physicality to show character.</p> <p>Use of the performance space impedes the performance.</p> <p>There is little 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>

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 organise 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 organise 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	<p>Integrates well-selected evidence (possibly with flair), amid arguments that offer confident, critical opinions.</p> <p>Confidently offers coherent interpretations of texts and content.</p>	<p>Confidently offers original, perceptive and varied interpretations of writers' craft and relevance of choices.</p> <p>Confident and original synthesis/ comparison between texts.</p>	<p>Confident and critical appreciation and analysis of how L/F/S features contribute to meaning.</p> <p>Consistently identifies, evaluates & convincingly analyses ambitious L/F/S features and their effects.</p>	<p>Critical and sensitive analysis of writer's purpose, message and intent.</p> <p>Convincing and critical understanding of how different readers respond to the same text.</p>	<p>Critical awareness and evaluation of how context shapes a writer's choices.</p> <p>Confidently relates textual content to the context in which it was written.</p>	<p>Sophisticated expression. Well-articulated arguments add maturity.</p>
At (Meeting)	<p>Clearly incorporates apt textual evidence, synthesising where appropriate.</p> <p>Clearly identifies and includes relevant points summarising effectively.</p>	<p>Interpretations are consistently clear, detailed and varied, commenting on different layers of meaning.</p> <p>Consistent and clear synthesis/ comparison between texts.</p>	<p>Clear and consistent explanation of how L/F/S features contribute to meaning.</p> <p>Consistently, clearly and correctly identifies L/F/S features and effects created.</p>	<p>Consistently engages with writers' intent showing a clear understanding of purpose and message.</p> <p>Consistently demonstrates a clear understanding of how different readers could respond to a text.</p>	<p>Clear comments on how context shapes a writer's choices.</p> <p>Relates textual content to the context in which it was written, with clarity.</p>	<p>Clarity. Controlled structure. Few errors and lapses in expression.</p>
Developing	<p>Clearly identifies relevant textual points/ evidence, and sometimes incorporates this successfully in response.</p> <p>Clear understanding and summary of main ideas.</p>	<p>Some clear inferences and deductions based on textual evidence.</p> <p>Some clear communication of similarities and differences between texts.</p>	<p>Mostly clear explanations of how L/F/S choices add to meaning.</p> <p>Clearly and correctly identifies some L/F/S features and their effects.</p>	<p>Clear and detailed explanation of writer purpose and understanding of message.</p> <p>Can demonstrate a clear understanding of varied reader interpretations.</p>	<p>Sometimes relates writer's choices to the time it was written.</p> <p>Gives some clear explanation of how context contributes to meaning/ the text.</p>	<p>Expresses ideas with some clarity yet still includes errors.</p>
Intro to ARE	<p>Identifies and includes some relevant points and supporting quotations.</p> <p>Comments demonstrate a straightforward understanding/ summary.</p>	<p>Includes straightforward inferences based on evidence, which are mostly relevant.</p> <p>Comparison between texts is limited.</p>	<p>Some explanation of how L/F/S choices add to meaning.</p> <p>Identifies basic L/F/S features and some of their effects.</p>	<p>Straightforward understanding shown of the main purpose of texts.</p> <p>A straightforward comment is given on how a reader can respond.</p>	<p>A little understanding of how a writer can be influenced by the time</p> <p>Straightforward comment on context contributing to meaning.</p>	<p>Frequent errors/lapses in expression. Response lacks clarity.</p>

English: Speaking, Listening & Presentation

4-Point Scale		Use of Presentational Devices and Tools
Exceeding	<p>Pupils maintain and develop their talk confidently and purposefully in a range of contexts. They structure what they say clearly, using vocabulary precisely and appropriately, including intonation and emphasis.</p> <p>In discussion, they make contributions, which show that they have listened perceptively and are sensitive to the development of discussion and how and when they can appropriately engage. They show confident use of standard English in a range of situations, adapting as necessary.</p> <p>In Drama, they deepen responses to ideas and issues through insightful choice of speech, gesture and movement.</p>	<p>An effective and relevant range of presentational devices employed in order to enhance understanding and engagement for the audience.</p>
At (Meeting)	<p>Pupils adapt their talk to the demands of different contexts with increasing confidence. Their talk engages the interest of the listener through the variety of its vocabulary and expression.</p> <p>Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others. They are usually fluent in their use of standard English in formal situations.</p> <p>In Drama, they demonstrate empathy and understanding through flexible choice of speech, gesture and movement, to explore ideas and issues</p>	<p>A wide range of effective presentational devices employed in order to make the talk more engaging for the audience.</p>
Developing	<p>Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary.</p> <p>In discussion, they pay close attention to what others say, ask questions to develop ideas, and make contributions that take account of others' views. They begin to use standard English in formal situations.</p> <p>In Drama, they show insight into texts and issues through deliberate choice 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>
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.</p> <p>In discussion, they listen carefully, 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.</p> <p>In Drama, they convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture and movement.</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>

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	<p>Sentence structure is imaginative, precise and accurate.</p> <p>Punctuation and grammatical structures are used to define shades of meaning and to match specific PAF, adding to the overall development of the text.</p>	<p>Facts, ideas and opinions are ordered logically to fit intended PAF.</p> <p>A variety of devices position the reader. Arguments are clear and developed in mature, persuasive thought.</p> <p>Paragraphing is a strength, and students are confident in experimenting.</p>	<p>Imaginative and successful adaptation of wide range of forms and conventions to suit variety of PAFs.</p> <p>Well judged, distinctive individual voice or point of view established and sustained throughout.</p> <p>A varied range of stylistic devices used in order to achieve intended effect.</p>	<p>Wide ranging vocabulary used imaginatively and with precision, well matched to PAF.</p> <p>Correct spelling throughout.</p>	<p>Work is effectively, accurately and imaginatively presented, stylistically fitting the PAF.</p>
At (Meeting)	<p>Controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect depending on PAF.</p> <p>Syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures, e.g. only occasional comma splices, some use of semi-colons, not always accurate.</p>	<p>Facts, ideas and opinions are often well ordered so that the writing is clear to the intended reader.</p> <p>Construction of paragraphs clearly supports meaning and purpose and cohesive devices contribute to emphasis and effect.</p> <p>Sentences within paragraphs are mostly well sequenced, although some paragraphs may finish less effectively than they begin.</p>	<p>Imaginative approach to a wide range of forms and conventions to suit variety of PAFs although not always successful.</p> <p>Convincing, individual voice or point of view established and mostly sustained throughout.</p> <p>Level of formality generally appropriate and a range of stylistic devices used to achieve effect (not always successfully).</p>	<p>The range of vocabulary used is generally varied and often ambitious. It is mostly appropriate to the PAF, although choices not always apt.</p> <p>Generally correct spelling throughout, including some ambitious, uncommon words.</p> <p>Some spelling errors may be made in more complex words.</p>	<p>Work is well presented, stylistically fitting the PAF.</p> <p>When working on a computer, there are no spelling/ grammatical errors.</p>

<p>Developing</p>	<p>A variety of sentence lengths, structures and subjects provides clarity and emphasis as well as to build up detail and meaning.</p> <p>Wider range of connectives used to clarify relationship between ideas.</p> <p>Full range of punctuation used accurately, which is generally accurate, though some errors occur where ambitious structures are attempted.</p>	<p>Material is structured clearly, with sentences organised into appropriate paragraphs. The text develops effectively.</p> <p>The overall direction of the text supported by clear links between paragraphs and a range of devices are used to support cohesion.</p>	<p>Relevant ideas and material developed with some imaginative detail to fit the PAF.</p> <p>Main viewpoint and purpose of writing is clear and consistently maintained with some adaptation to fit PAF.</p>	<p>A reasonably wide vocabulary chosen for effect, though not always appropriately.</p> <p>Generally correct spelling, mistakes only occasional and when attempted are phonetically plausible.</p>	<p>The presentation of work has been taken into consideration and some attempt has been made to fit the PAF in order to enhance it.</p> <p>When working on a computer there are no spelling errors.</p>
<p>Intro to ARE</p>	<p>Some variety in length, structure or subject of sentences.</p> <p>Some use of subordinating connectives and generally accurate tense and verb forms.</p> <p>Punctuation used accurately throughout the text, including question marks, speech marks and commas.</p>	<p>Ideas organised by clustering related points or by time sequence, with a fitting opening and closing, sometimes linked.</p> <p>Ideas generally in logical sequence but overall direction of writing not always clearly signaled.</p> <p>Paragraphs / sections help to organise content, and within paragraphs / sections, limited range of connections.</p>	<p>Relevant ideas and content chosen, some of which is developed in detail.</p> <p>Straightforward viewpoint generally established and maintained and there is a clear purpose of writing (even if not always maintained).</p> <p>Main features of selected form are clear and generally appropriate to purpose and audience.</p>	<p>Some evidence of deliberate vocabulary choices.</p> <p>Some expansion of general vocabulary to match topic.</p> <p>Correct spelling of most common words but with likely errors.</p>	<p>Work is presented in a clear and neat manner.</p> <p>When working on a computer there are no spelling errors.</p>

Geography

4- Point Scale	Skills	Knowledge + Understanding
Exceeding	<p>Geographical Enquiry:</p> <ol style="list-style-type: none"> 1. Be able to undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions. 2. Show competence in a range of communication skills, including the formulation of arguments that include elements of synthesis and evaluation of material. 3. Reach substantiated conclusions. 4. Evaluative comments/limitations of skills are frequently offered, as well as suggested improvements that could be made to the work. <p>Geographical Skills:</p> <ol style="list-style-type: none"> 1. Accurate use of a wide range of geographical skills including 6-figure grid reference, interpretation of the height and shape of the land, winding distance, direction and use of map evidence. 2. Ability to select the most appropriate techniques to present geographical data. 3. Data is always presented with accuracy and precision. 4. Geographical data is interpreted with accuracy and confidence. 	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Have a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of 'global'. 2. Ideas are always supported with relevant and convincing locational detail. 3. Technical vocabulary is used with accuracy and precision. 4. Extensive factual knowledge is demonstrated. <p>Understanding:</p> <ol style="list-style-type: none"> 1. Show a deeper understanding of the processes that lead to geographical changes. 2. Explain sustainable and other developmental approaches, analysing actual and possible causes and consequences of changes to environments, both now and in the future. 3. Analyse complex interactions within and between physical and human processes and how these impact on diversity, interdependence and change in places and environments. 4. Recognise that human actions, including one's own, may have unintended environmental consequences and that change sometimes leads to conflict.
At (Meeting)	<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 some 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 and human processes and recognise how they interact to produce distinctive characteristics of places.

Developing

Geographical enquiry:

1. Reach a conclusion through drawing on a range of evidence and communicate ideas, information and findings using a variety of simple techniques.
2. Organise and sequence enquiries and investigations to provide answers to geographical questions and issues.
3. Can identify significant flaws in geographical techniques and suggest simple ways the method can be improved.

Geographical Skills:

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 an understanding of scale and how to support ideas using map evidence.
3. Can extract significant geographical information from common presentation techniques, including photographs and bar graphs.
4. Satisfactory presentation of data, although some key features such as a title and an appropriate scale may be missing.

Knowledge:

1. Recall distinctive physical and human characteristics of different places.
2. Start to use named examples to support ideas.
3. Geographical terms are starting to be used, but not always in the right context.

Understanding:

1. Can compare different approaches to managing environments.
2. Provide sensible reasons how physical and human processes create change in places.
3. Demonstrate an awareness of idea of sustainable development and appreciate that people can hold different views on the environment.
4. Responses show a satisfactory understanding, but misinterpretations and misconceptions are common.

Intro to ARE

Geographical enquiry:

1. Simple, yet plausible conclusions are reached through identifying obvious patterns in evidence.
2. Beginning to produce structured work that follows the standard enquiry process.
2. Communicate ideas, information and findings effectively using a range of appropriate techniques and vocabulary.
3. Asks relevant questions and can identify some potential flaws in techniques when investigating places and environments.

Geographical Skills:

1. Can describe simple patterns using evidence from a map.
2. Can locate some features on a map.
3. Can read a graph, but without necessarily understanding the geographical significance and the pattern and/or trend.
4. Ability to present basic geographical information, either with teacher support or exemplar material.

Knowledge:

1. Describe physical and human characteristics of a range of places.
2. Some geographical terms are used but rarely in the right context.
3. Can recognise significant geographical information and use this to support their ideas.
4. Descriptions of features and places include more detail but few explanations are offered. Those that are offered lack depth and detail.

Understanding:

1. Describe and begin to explain how physical and human processes lead to change in environments.
2. Understand how major physical & human process can change the features of places, and offer simple reasons how these changes might affect lives and activities of people living there.
3. Understand people can both improve and damage the environment.
4. Offer simple reasons for their own views about environmental change and recognise other people may hold different views.









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	<p>Explanation – Multiple explained points are linked together and written in context.</p> <p>Evaluation – Both points of view are explained and a judgement on ‘How far’ is sustained throughout the answer.</p> <p>Using sources – Inference is identified and supported with information from the source and contextual knowledge. Context is considered in the answer along with sustained critical evaluation.</p> <p>Interpretation – Multiple reasons for differing historiographical interpretations are explained and supported with contextual knowledge.</p>	<p>Topic One- World War One</p> <p>State at least 5 major events of the 20th Century. Select and explain which event could be considered the most important. Name and explain 6 causes of World War One. Find at least 3 links between the causes and explain them. Explain how the alliance system worked. Describe DORA, trench warfare and the Home Front, and explain the impact of them. Explain how the following were affected by WW1: soldiers, women, evacuees. Explain the impact of aerial bombing. Explain how the role of women changed between 1900-1921. Assess how far the role of women changed between 1900-1921. Describe the events of the Russian Revolution. Explain how the Russian Revolution impacted on WW1. Make a judgement on how significant the Tomb of the Unknown Soldier is, explaining this with evidence. Describe the US before 1917. Explain why the US chose to join WW1. Use evidence to make a decision on how ‘Great’ the Great War was.</p>
At (Meeting)	<p>Explanation – Explanations use specific examples of contextual knowledge and contain at least one link.</p> <p>Evaluation – Both viewpoints are explained and a supported judgement on ‘How far’ is included, but not sustained throughout the answer.</p> <p>Using sources – Inference is identified and supported with information from the source and contextual knowledge. Context is considered in the answer.</p> <p>Interpretation – Contextual knowledge is used to identify and explain multiple interpretations of the same person/event, plus a judgement is made on the interpretation and supported with contextual knowledge.</p>	<p>Topic Two- People and Protest</p> <p>Describe the events of the Easter Rising. Assess the impact of the Easter Rising. Describe the events of the General Strike. Explain the impact of the General Strike. Describe the causes and events of the Great Depression. Explain the impact of the Great Depression. Describe the events of the Jarrow March. Assess the impact of the Jarrow March. Explain the position of women before WW1. Explain the arguments that were given for women to vote. Explain the arguments that were given for women not to vote. Describe what the Suffragist movement was. Assess how effective the Suffragists tactics were. Describe what the Suffragette movement was. Evaluate which movement was the most successful. Assess whether the Representation of the People act of 1918 showed progress for women.</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	<p>Explanation – Explanations use specific contextual knowledge to support points.</p> <p>Evaluation – Explanations are made for one or two viewpoints, with a judgement that is not supported.</p> <p>Using sources – One or more inferences are identified and supported with information from the source and contextual knowledge.</p> <p>Interpretation – Contextual knowledge is used to identify and explain multiple interpretations of the same person/event.</p>	<p>Topic Three- WW2 - The Holocaust and the Atomic Bomb.</p> <p>Summarise Pre-WW2 Jewish life in Europe.</p> <p>State events that increased the persecution of Jewish people, and explain why these were chosen.</p> <p>Evaluate why the Nazis persecuted Jewish people.</p> <p>State which other groups were targeted by the Nazis.</p> <p>Describe ghettos and concentration camps.</p> <p>Evaluate whether the term 'Holocaust' should refer to groups other than Jewish people.</p> <p>Describe acts of resistance to the Holocaust.</p> <p>Explain why resistance to the Holocaust was limited.</p> <p>Describe at least one other event of genocide.</p> <p>Evaluate whether other events of genocide should be taught in school and explain this decision.</p> <p>State groups who could be considered responsible for the Holocaust.</p> <p>Evaluate who should be considered responsible for the Holocaust.</p> <p>Describe the fire bombing of Tokyo.</p> <p>Describe the treatment of prisoners of war in Japan.</p> <p>Explain the impact of the fire bombing of Tokyo.</p> <p>Describe the initial impact of the atomic bomb.</p> <p>Explain the reasons for dropping the Atomic Bomb.</p> <p>Make a judgement on whether the Atomic Bomb could be justified, with evidence to support this.</p>
Intro to ARE	<p>Explanation – A full explanation is made with basic contextual knowledge to support.</p> <p>Evaluation – Explanations are made for one or two viewpoints.</p> <p>Using sources – Inference is identified and supported with information from the source or contextual knowledge.</p> <p>Interpretation – An interpretation is identified and a reason is given for it, with contextual knowledge to support.</p>	

Mathematics

	Algebra	Number
Exceeding	<ul style="list-style-type: none"> Factorise quadratic expressions including the difference of two squares. Manipulate algebraic formulae, equations and expressions. Solve inequalities in two variables and find the solution set. Sketch, interpret and identify graphs of linear, quadratic and graphs that model real situations. 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. Find the next term and nth term of quadratic sequences. Plot graphs of simple quadratics. 	<ul style="list-style-type: none"> Understand the equivalence between recurring decimals and fractions. Use fractions or percentages to solve problems involving repeated proportional changes or the calculation of the original quantity given the result of a proportional change. Understand and use proportionality. Understand the effects of multiplying and dividing by numbers between 0 and 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.
Meeting	<ul style="list-style-type: none"> Use systematic trial and improvement methods to find approximate solutions to equations. Construct and solve linear equations with integer coefficients. 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. Solve inequalities in one variable and represent the solution set on a number line. 	<ul style="list-style-type: none"> Use the equivalence of fractions, decimals and percentages to compare proportions. Calculate percentages and find the outcome of a given percentage increase or decrease including reverse percentages. 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.
Developing	<ul style="list-style-type: none"> Construct, express in symbolic form, and use simple formulae involving one or two operations. Use and interpret coordinates in all four quadrants. Recognise and use number patterns and relationships. 	<ul style="list-style-type: none"> Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. Use BIDMAS effectively to complete calculations. Use equivalence between fractions and order fractions and decimals. 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.
Intro to ARE	<ul style="list-style-type: none"> Begin to use simple formulae expressed in words. Use and interpret coordinates in the first quadrant. 	<ul style="list-style-type: none"> Recognise and describe number relationships including multiples, factors and square numbers. Use place value to multiply and divide whole numbers by 10 or 100. Use simple fractions and percentages. Order decimals to three decimal places. 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.

	Geometry and Measure	Probability and Statistics
Exceeding	<ul style="list-style-type: none"> Understand and use congruence and mathematical similarity. Understand and use trigonometrical relationships in right-angled triangles, and use these to solve problems, including those involving bearings. Understand the difference between formulae for perimeter, area and volume in simple contexts by considering dimensions. Understand and 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. 	<ul style="list-style-type: none"> Estimate and find the median, quartiles and interquartile range for large data sets, including using a cumulative frequency diagram. Compare two or more distributions and make inferences, using the shape of the distributions and measures of average and spread including median and quartiles. Know when to add or multiply two probabilities. Use tree diagrams to calculate probabilities of combinations of independent events. 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.
Meeting	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Draw and interpret pie charts. Draw and interpret bar charts. 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. Know that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving problems.
Developing	<ul style="list-style-type: none"> Use a wider range of properties of 2-D and 3-D shapes and identify all the symmetries of 2-D shapes. 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. 	<ul style="list-style-type: none"> In probability, select methods based on equally likely outcomes. Understand and use the probability scale from 0 to 1. Understand and use the mean of discrete data and compare two simple distributions, using the range and one of mode, median or mean. Interpret graphs and diagrams, including pie charts. Create and interpret line graphs.
Intro to ARE	<ul style="list-style-type: none"> 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. 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. 	<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.

Modern Foreign Languages

YEAR 9	LISTENING	READING	SPEAKING	WRITING
EXCEEDING	I can understand or make sense of authentic spoken texts including language I haven't learnt. I am confident at working out the meaning of unfamiliar topics and vocabulary and I understand audio referring to a wide range of tenses.	I can read and understand a whole range of long, complex and unfamiliar texts and I am generally confident at working out the meaning of new words. Texts will refer to a variety of tenses (3+) and persons.	I can speak spontaneously and initiate conversations without (much) preparation with good pronunciation; using a variety of tenses, grammar, connectives and vocabulary. I make very few mistakes.	I can write texts containing more complex language and can use at least 4 tenses accurately. Tenses refer to different people, writing is increasingly complex, I can edit my work and am confident at using reference materials to redraft.
AT (meeting)	I can understand longer spoken texts, write down detailed notes/answers and can understand 3 different tenses from the same audio or speech.	I can understand longer texts on unfamiliar topics using the past, present and future tenses. I am becoming more confident working out the meaning of texts on unfamiliar topics and use cognates well.	I can adapt language to produce extended and detailed responses quite fluently and I am mostly accurate. I can speak using at least three tenses and can manipulate the tenses to use different forms confidently.	I can write longer paragraphs using a variety of language (connectives, qualifiers, negatives, etc.) and vocabulary, using at least 3 tenses. I show control over the 3 tenses and can produce them in a variety of forms.
DEVELOPPING	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.
INTRO TO 'ARE'	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 past or in the future. I can find out information on my own and can recognize through times 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.

Music

4- Point Scale	Performing	Composing	Listening and Appraising	Notation	Responding
Exceeding	Shows the ability to perform music with an excellent understanding of form and genre and can communicate a secure sense of style and musical shape with confidence. Performs sensitively in a wide range of ensembles and shows the ability to conduct small groups confidently. Performs confidently with independence on a range of instruments. Accurately performs notated examples from studied and creates examples. Explains the function of music and uses extensive musical vocabulary. Confidently plays instruments using different techniques to create a range of timbres suitable to the style of music.	Composes using a range of instruments and techniques associated with them confidently. Reflects on why this was done and to what effect. Composes successful melodic and harmonic lines that reflect the style the work is in and shows development though the piece. Composes using a range of functional harmony and can explain choices made. Composes using a range of structural, timbral and textural devices including nontraditional techniques. Composes and demonstrates different relationships between melody and accompaniment, with a secure understanding of their function.	Listens to music and analyses what is heard identifying a range of musical devices in context. Compares and contrasts a range of music and explains 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 ensembles and places it within its historical context.	Plays and notates major and minor scales and their arpeggios. Constructs chords and their inversions to include extended chord vocabulary and shows a secure understanding of more complex chord constructions and how these might be used. Accurately notates melodic dictations. Identifies intervals within a piece of music or in a score and is aware of transposing instruments. Identifies key signatures and understands how to work out the relative major/minor.	Identifies key musical features that define a piece of music as being from a specific culture or genres and relates this to other pieces. Confidently writes about what is heard, using relevant terminology in context.
At (Meeting)	Shows the ability to perform music with a clear understanding of the form and genre and can communicate a strong sense of style and musical shape with confidence. Performs in a wide range of ensembles and shows the ability to conduct small groups with developing confidence. Performs confidently with independence. Performs notated examples from music studied and creates examples. Describes the function of music and uses musical vocabulary. Plays instruments using different techniques to create a range of timbres suitable to the style of music.	Composes using different instruments and the techniques associated with them. Reflects on why they did this and to what effect. Composes melodic and harmonic lines that reflect the style the work is in and show some development though the piece. Composes using functional harmony and describes suitable choices. Composes using structural, timbral and textural devices including nontraditional techniques. Composes and demonstrates some different relationships between melody and accompaniment, with an understanding of their function.	Listens to music and describes and explains what they hear, identifying musical devices in context. Compares and contrasts a range of music to help describe the musical devices heard, relating it to other pieces of music. Identifies a 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.	Plays and notates major and minor scales and their arpeggios with limited support. Constructs chords that include extended chord vocabulary and shows a secure understanding of more complex chord constructions and how one might use or hear it. Notates melodic dictations. Identifies some intervals within a piece of music or in a score and has an awareness of transposing instruments. Identifies some key signatures and has an awareness of relative major/minor keys.	Identifies key musical features that define a piece of music as being from a specific culture or genre. Writes about what is heard, using relevant terminology in context.

<p>Developing</p>	<p>Shows the ability to perform music with an understanding of the form and genre and can communicate a sense of style and musical shape. Performs in a range of ensembles with developing confidence. Performs confidently. Performs notated examples from music we have studied. Identifies the function of music and use some musical vocabulary. Plays some instruments using different techniques to create some different timbres suitable to the style.</p>	<p>Composes using different instruments and with an awareness of the techniques associated with them. Reflects on the process with some support and guidance. Composes simple melodic and harmonic lines that show an awareness of development throughout a piece. Composes using some functional harmony and identifies choices made. Composes using some structural, timbral and textural devices including nontraditional techniques. Composes and demonstrates some different relationships between melody and accompaniment with support, with a basic awareness of their function.</p>	<p>Listens to music and describes what is heard identifying musical devices in context. Compares and contrasts a range of music to help identify the musical devices heard, relating it to other pieces of music. Identifies some different instruments, and discusses how the instruments interact within a piece of music, using a score and musical vocabulary with guidance. Identifies an ensemble and has a basic awareness of its historical context.</p>	<p>Plays and notates some major and minor scales and their arpeggios with support. Constructs chords that include simple extended chord vocabulary and shows an understanding of more complex chord construction and how one might use or hear it. Notates melodic dictations with some support. Identifies some intervals within a piece of music or in a score with support. Identifies basic key signatures with support and has an awareness of relative major/minor keys.</p>	<p>Identifies key musical features that define a piece of music as being from a specific culture or genre with some support. Writes about what is heard, using some musical terminology.</p>
<p>Intro to ARE</p>	<p>Shows the ability to perform music with some understanding of the form and genre. Performs in an ensemble with some support. Continues to develop confidence when performing. Performs simple notated examples from music studied. Plays some instruments using different techniques with support to create some different timbres suitable to the style of music.</p>	<p>Composes using different instruments and with a basic awareness of the techniques associated with them. Composes simple melodic lines that show an awareness of development throughout the piece. Composes using some basic functional harmony and identifies choices made with support. Composes using simple structural, timbral and textural devices. Composes and identifies some different relationships between melody and accompaniment with support.</p>	<p>Listens to music and identifies some basic features of what is heard. Compares and contrasts a range of music to identify the musical devices heard. Identifies some different instruments, and has an awareness of how the instruments interact within a piece of music with support.</p>	<p>Plays and notates some major and minor scales with support. Constructs some chords that include simple extended chord vocabulary with support. Identifies melodic dictations with support. Aurally identifies some intervals with support. Identifies basic key signatures with support.</p>	<p>Identifies some musical features that define a piece of music as being from a specific culture or genre with some support. Writes about what heard with some support.</p>

Physical Education

4-Point Scale	S1- Developing Skills in Physical Activity
Exceeding	<p>Games – All core skills show high level of balance, control and accuracy. Feint is effective.</p> <p>Net/Wall – Able to execute all strokes and passes with control and fluency. Spin is used and they are quick and agile with excellent movement.</p> <p>Gym/Dance – Can perform all types of agilities, vaults and rotations; aesthetically pleasing and imaginative sequence development.</p> <p>Striking/Fielding – Able to direct the ball according to the field; able to demonstrate a range of bowling styles. Able to anticipate fielding skills.</p> <p>Athletics – Shows excellent technique across the range of activities. High awareness of safety and rules of competition.</p> <p>Swimming – Consistent, high-level technique for the majority of strokes with efficient breathing. Legal, fast and efficient turns demonstrated.</p>
At (Meeting)	<p>Games – All core skills show good accuracy and control. Feinting action is developing.</p> <p>Net/Wall – Able to control all strokes to a good level; power and spin is applied. Balance and speed is evident.</p> <p>Gym/Dance – Can perform many types of agilities, rotations and vaults with control and fluency.</p> <p>Striking/Fielding – Makes contact with the ball on most occasions. Direction is evident. Able to spin and field the ball to good effect.</p> <p>Athletics – Shows a good technique across the activities. Good release height and leg drive in throwing events. Speed and lift generated to good effect in jumping.</p> <p>Swimming – Good level of technique for most strokes. Efficient breathing over a middle distance. Good speed on starts, turns and finishes.</p>
Developing	<p>Games – Is able to use a variety of passes and can dribble at an opponent on their chosen side.</p> <p>Net/Wall – Able to control a range of shots, some power, placement or intentional spin is applied. Footwork is evident, if a little slow.</p> <p>Gym/Dance – Can perform basic agilities and some rotations. Is able to vault with support.</p> <p>Striking/Fielding – Able to make contact 50% of the time but yet to apply spin to the bowl. Struggles with difficult balls in fielding.</p> <p>Athletics – Is able to pace themselves, shows economical action for most of the races. Lacks speed in approach to throws and jumps.</p> <p>Swimming – Good level of technique for 2 strokes. Fatigue evident over a longer distance. Lacks speed on starts, turns and finishes.</p>
Intro to ARE	<p>Games – Passing is accurate in a controlled setting but pace and power may be lacking.</p> <p>Net/Wall – Able to hit all strokes but control and placement is inconsistent. Is able to move in line with the ball.</p> <p>Gym/Dance – Can attempt rolls and balances with control; performs basic vaults with assistance. Some evidence of body tension and extension.</p> <p>Striking/Fielding- Contact is made on some occasions but direction is not evident. Consistent action is shown in bowling. Able to field the ball off the ground.</p> <p>Athletics – Some pace and tactical awareness in runs. Able to throw from a standing position. Lacks drive from the legs. Balance is poor on finish.</p> <p>Swimming – Moderate level of technique which deteriorates over a longer distance. Breathing pattern is inconsistent. Poor impact from starts, turns and finishes.</p>

4-Point Scale	S2- Making and Applying Decisions	S3- Evaluating and Performing	S4- Making informed choices about a healthy and active lifestyle
Exceeding	<p>Can exert significant control in the activity.</p> <p>Shows an outstanding awareness of tactics or solving of problems.</p> <p>Able to vary their skills though use of speed and direction.</p>	<p>Has a high level of understanding of the important skills for the activity.</p> <p>Can analyse own and others performances and critique ways to improve.</p>	<p>Has good knowledge of working muscles and joint actions and is able to understand what their strengths and weaknesses are.</p> <p>Plans and carries out an appropriate warm up and cool down and understands the importance of this.</p>
At (Meeting)	<p>Can identify strengths and weaknesses in the opposition and use these to make decisions.</p> <p>Can use imaginative ways to solve problems, overcome challenges and entertain audiences.</p>	<p>Can analyse own and others skills and can discuss how they are used.</p> <p>Can modify and refine skills to make their performance better.</p>	<p>Can explain the different components of fitness and how they affect performance.</p> <p>Can describe how being involved in physical activity can benefit them.</p> <p>Can lead practices and activities and apply basic rules consistently.</p>
Developing	<p>Can adapt strategies and tactics to produce an effective outcome.</p> <p>Can change the skill and technique in order to adapt to a changing circumstance.</p>	<p>Can discuss their own and others performances and describe how they might improve their skills.</p>	<p>Can explain how the body reacts during different types of activity.</p> <p>Can understand the importance of an active and healthy lifestyle.</p> <p>Can organise and lead a practice safely.</p>
Intro to ARE	<p>Can understand and implement some tactics required in performances and compositional ideas.</p>	<p>Can comment on skills and techniques in their performance and in others.</p> <p>Can describe strengths and weaknesses of the performance.</p>	<p>Can describe how exercise affects the body and why exercise is good for the health.</p> <p>Can lead an effective personal warm up or lead a warm up to others in the class.</p>



Science: Biology

4-Point Scale	9A Genetics and Reproduction	9B Respiratory System	9C Photosynthesis and Plant Growth
Exceeding	<p>Explain how mammals can be cloned.</p> <p>Explain how organisms can be genetically modified.</p> <p>Explain how dominant and recessive alleles cause their effects, including genetic diseases.</p>	<p>Identify flaws in 'evidence' for commercial products.</p> <p>Develop criteria to use in evaluations.</p> <p>Use the symbol equation for aerobic respiration.</p> <p>Recall a range of deficiency diseases and their causes.</p>	<p>Recall examples of mineral salts that are needed by plants and explain how they are used by plants.</p>
At (Meeting)	<p>Suggest arguments for and against selective breeding, cloning and genetic modification.</p> <p>Evaluate evidence by commenting on the sample size and how much variation there was.</p> <p>Decide whether firm conclusions can be drawn from the data collected.</p> <p>Describe the adaptations & role of the sex cells (gametes) in sexual reproduction.</p> <p>Describe how genetic information is passed on from parents to offspring in sexual reproduction.</p> <p>Explain how offspring with particular characteristics can be produced by selective breeding.</p> <p>Describe how inherited and environmental factors can affect characteristics.</p> <p>Explain what genetic information is and how it is stored.</p> <p>Describe some ways in which plants can reproduce asexually to produce clones.</p>	<p>Identify some strengths and weaknesses of a model.</p> <p>Recognise that data can be manipulated to support a viewpoint.</p> <p>Use criteria to judge the strength of evidence.</p> <p>Explain how data has been manipulated to match a certain viewpoint.</p> <p>Make measurements using human subjects, identifying risks and controlling them.</p> <p>Draw conclusions that are supported by the evidence.</p> <p>Bring together data from different sources and identify the limitations of the data.</p> <p>Describe how breathing causes ventilation and allows gas exchange.</p> <p>Explain how organ systems work together to allow aerobic respiration to occur.</p> <p>Describe how cells in the respiratory system are adapted to their function and describe some effects of smoking on these cells.</p>	<p>Consider the advantages and disadvantages of modern farming methods.</p> <p>Plan an investigation, identifying the most important variables and pointing out the dependent and independent variables.</p> <p>Explain how some variables in an investigation are difficult to control and plan ways of minimising their effects.</p> <p>Identify hazards and plan to minimise risk in investigations by looking at relevant sources of information.</p> <p>Critically analyse data, identifying whether it is sufficient to support a particular conclusion.</p> <p>Describe the relationship between photosynthesis and respiration in plants.</p> <p>Explain the advantages and disadvantages of biological control.</p> <p>Describe how sugars are transported around a plant.</p>
Developing	<p>Produce graphs using ICT and identify patterns in them.</p> <p>Draw conclusions from graphs of their own data, identifying errors.</p> <p>Identify characteristics that are of benefits or harmful to an organism.</p> <p>Describe the role of reproductive organs in sexual reproduction.</p>	<p>Justify a personal opinion.</p> <p>Make measurements using human subjects and controlling risks to all those taking part in the investigation.</p> <p>Explain why certain secondary sources of information have been chosen and use those sources to answer questions.</p> <p>Describe some effects of smoking, poor diet, alcohol, exercise and drugs on the body.</p> <p>Explain how energy is released in the body.</p>	<p>Suggest ways in which to remain safe when doing investigations.</p> <p>Recall the raw materials for photosynthesis, and its products.</p> <p>Describe the route that water takes as it flows up a plant.</p> <p>Recognise why plants benefit from applications of fertiliser and pesticides.</p>
Intro to ARE	<p>Collect, use and store data in a clear way.</p> <p>Describe some desirable characteristics in plant varieties and animal breeds.</p>	<p>Identify trends and patterns in bar charts.</p> <p>Select relevant sources of information to answer questions.</p> <p>Recall some substances that are harmful to the body.</p> <p>Classify some drugs as being legal or illegal.</p> <p>Recall the functions of the skeleton.</p>	<p>Describe how a predator can control pests.</p> <p>Recall where photosynthesis takes place.</p> <p>Use models such as food chains in explanations.</p> <p>Decide whether it is useful to carry out a fair test in an investigation.</p> <p>Make accurate observations and decide the range of measurements to be taken.</p>

Science: Chemistry

4-Point Scale	9A - Properties and Reactions of Metals and their Compounds	9B -Reactivity of Metals and Rates of Reaction	9C - Fuels, Combustion and other Chemical Reactions
Exceeding	Work out balanced symbol equations, with help, to describe how metal oxides, hydroxides and carbonates react with acids. Identify hazards and plan to minimise risk in investigations by looking at relevant sources of information.	Write balanced symbol equations. Explain how some metals are naturally protected from corrosion. Plan an investigation to measure the rate of reaction that produces a gaseous product. Draw a graph showing different rates of reaction without help.	Plan an investigation without help. Write balanced symbol equations to represent oxidation, combustion, decomposition, precipitation. Identify what kind of chemical reaction is taking place from an equation.
At (Meeting)	Write and use word equations as part of an explanation. Use the particle model to explain the properties of metals and alloys (e.g. ductility, hardness). Plan an investigation, identifying the most important variables and pointing out the dependent and independent variables. Identify many variables in an investigation and plan how to control them. Identify bases, salts and acids in neutralisation reactions. Recall how metal oxides, hydroxides and carbonates react with acids.	Identify patterns in the reactions of different metals, and in the reaction of a particular metal with water and acids, in terms of products and rates of reaction. Draw and use word equations as part of an explanation. Record results in words and results in numbers in appropriate ways. Explain how different methods of corrosion protection work. Pick out and describe trends and patterns in relevant observations, identifying obvious errors.	State some ways in which burning fossil fuels affects the environment. Evaluate the accuracy of results. Explain that fuels transfer energy when they burn. Write word equations to represent oxidation, combustion, decomposition, precipitation.
Developing	Use the particle model to describe solids. Interpret word equations. Suggest ways in which to remain safe when doing investigations. Give examples of alloys and their uses based on their properties.	Recall how some metals react with water, acids and oxygen. Describe the difference in rates of reactions of different metals using words. Identify the benefits and drawbacks in the use of particular metals. Explain the difference between elements, compounds and mixtures. Identify many variables in an investigation and plan how to control them. Suggest ways in which to remain safe when doing investigations.	Identify the variables that might affect an investigation, including some that are difficult to control. Plan an investigation using apparatus correctly, with some help. Explain what a fuel is and what a fossil fuel is.
Intro to ARE	Sort materials into groups. Recall some properties of some materials. Decide whether it is useful to carry out a fair test in an investigation and plan a fair test. Make accurate observations and decide the range of measurements to be taken. Recall properties of metals and non-metals. Recall what an alloy is.	Describe the test for hydrogen. Describe some familiar uses of metals linked to their properties. Select information from secondary sources to answer a question.	Name some fuels used in transport, homes and industry. State why it is good to reduce our use of fossil fuels. Describe how a test is fair. Present data using tables and bar charts.

Science: Physics

4-Point Scale	9A - Mechanics	9B - Energy and Electricity
Exceeding	<p>Interpret non-linear motion graphs. Explain why motion in a circle is regarded as acceleration. Identify what is meant by resultant force and resolve non-linear forces. Critically evaluate evidence from practical work (and/or secondary data) identifying where data does not fit the expected pattern and proposing scientific explanations for the unexpected data. Identify the uncertainties in measurements and use them in calculations. Decide whether repeat measurements should be taken in a speed investigation.</p>	<p>Recall some proposed methods of carbon capture and storage, and discuss the advantages and disadvantages of these. Use secondary data to analyse their effectiveness. Calculate the power of an electrical device from current and voltage measurements. Explain that most ways of transferring energy eventually end up with the energy being dissipated as thermal energy. Describe how generators work, and some factors that affect the output of a generator. Identify the difference between direct and alternating current and describe how we transfer from one type to the other. Decide whether repeat measurements should be taken in a circuit investigation.</p>
At (Meeting)	<p>Carry out simple calculations to draw conclusions from investigations. Make and check predictions based on patterns in data they have described. Compare different methods of measuring speeds (data-loggers, light gates, etc). Interpret motion graphs and use and rearrange motion equations. Use ideas about particles to explain some of the effects of pressure in fluids. Draw conclusions that are supported by evidence for a mechanics investigation. Use and rearrange equations related to forces. Explain the operation of a number of devices that depend on pressure. Link pressure in liquids and gases to the density and weight of fluids. Use the principle of moments to explain a range of applications of levers.</p>	<p>Draw Sankey Diagrams to represent energy transfers. Explain how using more efficient appliances could cut the amount of CO2 emitted and why this should be done. Consider other methods to reduce CO2 emissions. Plan the method an investigation on the voltage across a metal/acid cell, identifying the independent, dependent and control variables. Set up simple circuits and measure current and voltage in series and parallel circuits. Critically analyse secondary data, identifying whether it is sufficient to support a particular conclusion. Identify what is meant by voltage, current, power and resistance. State the law of the conservation of energy. Describe how electricity is produced in a power station. Explain the ways in which global warming is thought to be being caused and some of its consequences. Explain how to use a variable resistor to change the brightness of a bulb.</p>
Developing	<p>Explained changes in speed using ideas about balanced and unbalanced forces. Recognise the variables in an investigation into parachutes and investigate how a variable effects how a parachute falls. Explain why vehicles are streamlined. Describe how a concentrated force produces high pressure. Describe how pressure in fluids increases with depth. Explain that an object on Earth has weight due to gravity and it is dependent on mass and distance.</p>	<p>Use models to help explain the idea of voltage. Decide on the best way of presenting data in a circuit investigation. Recognise the main variables in an investigation into voltage and investigate how a variable effects a homemade cell. Collect voltage data from correctly connected voltmeters. Recall some ways in which energy can be transferred and stored, and recognize that not all energy transfers are useful. Explain how different renewable and non-renewable energy resources are used and explain some of the advantages and disadvantages of each one. Identify hazards and suggest ways to remain safe during an investigation.</p>
Intro to ARE	<p>Be able to measure speeds of some moving objects accurately. Follow instructions to investigate the variables that affect acceleration. Identify different forces acting on an object. Collect, use and store data in a clear way. Draw conclusions from mechanics investigation data.</p>	<p>Name some appliances that need energy to be transferred to them. Recognize that some appliances need more energy than others.</p>







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