

**Year 9 Spring Term  
GAT Information  
2022-2023**

Dear parents,

Please find enclosed the GAT assessment criteria for the Spring term for Year 9.

From this academic year, the majority of students subjects will be assessed using a primary school model. This will be reported to parents 3 times per year. We will report on their current grade and also their predicted grade at the end of Year 9. The current grade may fluctuate over the 3 reports as this is based upon topics studied during that term.

For the majority of subject, students will receive one of [three grades](#) for their subjects:

- **G**reater Depth
- Working **a**t
- Working **t**owards

Within each level, there are [3 sublevels](#). These are:

- +
- =
- -

They will also receive a grade for their homework and attitude within lessons. These will be graded:

- VG
- G
- F
- I

Each students has been allocated a target grade within the 3 levels, this is based upon KS2 data and our internal CAT's testing in Year 7. Therefore some students may have a target grade of Greater Depth for all their subjects, whilst others may have a target of Working Towards. These targets will be shared with parents as part of the reporting cycle.

Please note, for English, Maths and Science GCSE gradings will be used, therefore this will be reported as grades 9 to 1. These subjects will not have a GAT grade.

Within this pdf, you will find the GAT document for each department. This explains the levels for each subject and how they will be assessed. We hope this makes it easy for parents and students to understand why they receive a certain grade.

This document will also be available on the school website by the end of next week. This will be found in the Academic dropdown menu. Please click on Curriculum and then go to the Assessment/GATs link.

If you have any queries about the information in this document, please do not hesitate to contact me directly.

Kind regards

Mr Winpenny

Deputy Headteacher

# Contents

1. Art
2. Computer Science
3. Drama
4. Food Technology
5. French
6. Geography
7. History
8. Music
9. PE
10. Philosophy and Ethics
11. Product Design
12. Spanish
13. Textiles

**Year 9: Spring**



# TOPIC: POP ART

In this unit, students explore Pop Art as a starting point. They create art work that tests their drawing and painting skills as well as their creativity. They learn about the ideas, methods and approaches used by other Pop Art artists. They will study Roy Lichtenstein in class and have a 4 week homework project where they can research other artists too. In lessons they will create an A3 self-portrait working from a photo and use carbon paper to re-create their photo in a drawing. The art work will also have a background and speech/thought bubble and learn about 'ben-day' dots.

## Standard of work

### Working towards the expected standard

- I can recognise the work of Roy Lichtenstein
- I can create an adequate self portrait in the Pop Art style
- I can adequately use carbon paper to trace my portrait
- I can create a final piece that relates to the theme but could have more detail and refinement
- I can present my sketchbook work to an adequate standard but need to work on taking more care with my presentation

### Working at the expected standard

- I can recognise the work of Roy Lichtenstien and Andy Warhol and talk about the different features in their work
- I can create a good self portrait, that looks like me with good detail and bold use of colour
- I can use carbon paper effectively to trace my portrait, as well as fine liners to outline
- I can design and create a final piece that relates to the theme and shows the skills I have acquired
- I can present my sketchbook work to a good standard and take care with presentation

### Working at greater depth

- I can recognise the work of Roy Lichtenstien and Andy Warhol and am able to confidently talk and write about the features and style of their work
- I can also confidently talk about Pop Art as a movement and discuss what it is about
- I can design and create an excellent, exciting and colourful self portrait
- I can use carbon paper effectively to trace m portrait, as well as fine liners for detail

- I can create a final piece that relates to the theme and clearly shows the range of skills I have acquired to a high level
- I can present my sketchbook work to a high standard showing care and consideration of layout and composition

# Python Programming - Y9

<b>Learning Objective</b>	<p>Python 2 unit assumes that pupils already have some prior experience in Python ( which we cover in Y8), and the first lesson has a series of tasks designed to revisit the basic skills already covered. Pupils then use <b>for</b> loops and compare their use with <b>while</b> loops, before moving on to arrays (lists), which are introduced as a new data structure and are used in conjunction with <b>for</b> loops. Procedures and functions with parameters are covered to help pupils understand the concept and benefits of modular programming.</p> <p><i>NC Strands</i></p> <ul style="list-style-type: none"> <li>• Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.</li> <li>• understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem</li> <li>• understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]</li> </ul>	
	<b>Theory</b>	<b>Practical</b>
<b>Working at greater depth</b>	<ul style="list-style-type: none"> <li>• Use data types correctly and convert between them when necessary</li> <li>• Write programs that use a loop to repeat a section of code</li> <li>• Write programs that use lists (known as 'arrays' in some languages)</li> <li>• Create and call a function or procedure</li> <li>• Find and debug syntax errors</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to create a python program based on a problem given</li> <li>• Be able to transfer pseudocode to code</li> <li>• Create programs that use lists</li> <li>• Create a simple function and use it within a program</li> <li>• Identify errors in code and fix them</li> <li>• Use Sequence Selection &amp; iteration in python</li> <li>• Declare variables from different data types</li> </ul>
<b>Working at the expected standard</b>	<ul style="list-style-type: none"> <li>• Understand how to use data types correctly and convert between them when necessary</li> <li>• Write simple programs that use a sequence, selection &amp; loop to repeat a section of code</li> <li>• Understand the meaning and uses of lists (known as 'arrays' in some languages)</li> <li>• Call a function or procedure</li> <li>• Find and debug syntax errors</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to convert between string &amp; integer (casting)</li> <li>• Write a program using sequence, selection &amp; iteration</li> <li>• Transfer simple pseudocode to code</li> <li>• Be able to find a syntax error and fix it</li> </ul>

**Working towards the expected standard**

- Understand how to use data types correctly and convert between them when necessary
- Write simple programs that use a sequence, selection & loop to repeat a section of code
- Find and debug syntax errors

- Be able to convert between string & integer (casting)
- Write a program using sequence, selection & iteration
- Transfer simple pseudocode to code



Year 9: Spring 1



# TOPIC: FRANTIC ASSEMBLY

ASSESSMENT FOCUS: EVALUATING

**This unit is a creative introduction to evaluating your work and the work of others**

The overall aim of this scheme of learning is to explore a physical theatre style by introducing students to the work of Frantic Assembly, and to encourage you to try out techniques and practical starting points to help you create short devised pieces. The aim of this scheme of work is to prepare year 9 students to create non-naturalistic devised work using the format of the Component 1 unit of the Edexcel GCSE Drama course. It is a six-week plan about how to start and create non-naturalistic performance work and how to link certain aspects of the devising log. These lessons are physical and active in their approach. The activities lead to a very symbolic, non-naturalistic short performance which does require you to think 'outside of the box'.

By the end of this scheme of work, you will have a deeper understanding of modern physical theatre within the context of a contemporary company, focusing on the style of Frantic Assembly. You will be familiar with some of their work and have tried out techniques for yourself. You will explore a range of practical exercises in order to start developing ideas and approaches to short devised work in order to complete Component 1 unit of the Edexcel GCSE Drama.

## Standard of work

### Working towards the expected standard

- I can make accurate, analytical comments on a piece of drama
- I can use appropriate dramatic terms confidently
- When I talk and write about drama, I show that I am aware of the intended effects and their impact on an audience

### Working at the expected standard

- I can evaluate performances accurately, demonstrating a good level of understanding
- I can make analytical comments using a range of drama terms
- When I write and talk about drama, I can reflect on decisions made by actors, designers and directors
- I understand how themes, issues and shades of meaning can be communicated

### Working at greater depth

- I can evaluate and analyse drama, using a wide range of drama terms accurately and with confidence
- When I write and talk about drama, the examples I use are well chosen and offer some detail
- I am able to make links to context and/or other performances when I am given help

Year 9: Spring 2



# TOPIC: POOL (NO WATER)

ASSESSMENT FOCUS: CREATING

**This unit is a creative exploration of a specific style of Drama.**

*pool (no water)* by Mark Ravenhill was first performed by Frantic Assembly in 2006. This scheme of work explores the text using both on and off text work, devising, improvisation and practitioner exploration with a view to enabling students to use this play to inspire group performance, monologue, duologue or devising work. This scheme of work examines the text on a variety of levels.

By the end of the topic you will have:

- Created a character from the opening lines of the text
- Created an ensemble performance using your character profile ideas
- Created an ensemble performance showing one side of the character using appropriate music
- Improvised scenes between different interpretations of the same character.

## Standard of work

### Working towards the expected standard

- I can share and develop a range of ideas for performance to convey meaning
- I can explore issues and relationships
- I can offer more detailed explanations of the creative intentions for performance
- I am engaged throughout the process of collaboration, rehearsal and refinement

### Working at the expected standard

- I can devise dramas in various forms, based on a range of issues and themes
- I can refine and develop my own complex and clearly defined role(s)
- I make regular and important contributions
- I can participate in sound practical creation, development and refinement of ideas from stimuli to communicate meaning
- I incorporate a range of styles and techniques in my performance work

### Working at greater depth

- I can communicate effectively and make a positive contribution to group work by contributing and developing ideas for performance to convey meaning
- I can give and accept direction during the rehearsal process
- I can offer coherent explanations of the creative intentions for performance
- I can demonstrate clear engagement throughout the process of collaboration, rehearsal and refinement

## Year 9 Design and Technology Assessment criteria - Food.

Year 9 Knowledge and Understanding:	Food Focus: Food Skills and Ethical Food choices	Literacy Below are for Student and Teacher
<p>Working at a greater Depth  (Expert Chef)</p>	<p>Show a <b>highly developed</b> ability to meet the listed requirements. A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> <li>• I can create my own recipe sheets with a <b>high level of detail</b>, plus sensory analysis and evaluate my dishes with at least 13 points of reference.</li> </ul> <p>A02: Improvement over time</p> <ul style="list-style-type: none"> <li>• I can clearly show use of knowledge and <b>skills to a high level</b> as noticeably improved from the start to end of the rotation, getting 75% or more in the end of rotation test.</li> </ul> <p>A03: Safety</p> <ul style="list-style-type: none"> <li>• I can be trusted to <b>work independently and safely in the food room to a high standard. (6 different safety skills)</b></li> </ul> <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> <li>• I can demonstrate a <b>wide variety of hand skills and techniques in food preparation</b> and nutrition, plus evaluating my own dishes. Understanding the basic knowledge of food choices and ethics. Producing 4 excellent dishes.</li> </ul>	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p> <p>Completed analysis and evaluation on most homework set</p>
<p>Working at the expected standard  (Sous-chef)</p>	<p>Show a <b>consistent</b> ability to meet the listed requirements. A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> <li>• I can create my own recipe sheets with a <b>good level of detail</b>, plus sensory analysis and evaluate my dishes with at least 10 or more points of reference.</li> </ul> <p>A02: Improvement over time</p> <ul style="list-style-type: none"> <li>• I can clearly show use of knowledge and <b>skills to a good level</b> and improve from the start to end of the rotation, getting 55% or higher in the end of rotation test.</li> </ul> <p>A03: Safety</p> <ul style="list-style-type: none"> <li>• I can be trusted to <b>work independently and safely in the food room to a very good standard. (5 different safety skills).</b></li> </ul> <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> <li>• I can demonstrate a <b>good variety of cooking skills</b> and techniques in food preparation and nutrition, plus evaluating my own dishes. evaluating my own dishes. Understanding the basic knowledge of food choices and ethics. Producing 3 excellent dishes.</li> </ul>	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of required vocabulary</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p> <p>Completed analysis and evaluation on most homework set</p>
<p>Working towards the expected standard  (Novice Chef)</p>	<p>Show <b>some</b> ability to meet the listed requirements. A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> <li>• I can create my own recipe sheets with <b>some</b> detail, plus sensory analysis and evaluate my dishes with at least 8 or more points of reference.</li> </ul> <p>A02: Improvement over time</p> <ul style="list-style-type: none"> <li>• I can clearly show use of knowledge and skills and <b>make some improvement</b> from the start to end of the rotation, getting 40% or more in the end of rotation test.</li> </ul> <p>A03: Safety</p> <ul style="list-style-type: none"> <li>• I can be trusted to <b>work safely in the food room possibly with supervision. (3 or more safety skills).</b></li> </ul> <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> <li>• I can demonstrate a <b>variety of cooking skills</b> and techniques in food preparation and nutrition, plus evaluating my own dishes. evaluating my own dishes. Understanding the basic knowledge of food choices and ethics. Produce 2 or more excellent practical dishes).</li> </ul>	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p> <p>Completed some evaluation on some homework set</p>

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

# Year 9 French Learning Journey – Spring Term Assessment criteria



## Communication

(Content / Key message / Spontaneity)



## Quality

(Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures)



### Who am I?

To describe my relationships with family and friends, including what makes a good friend and role model.

#### Assessed pieces:

Writing: Short paragraph about relationships with family and friends

Listening & reading end of term assessment



**(G)**  
WORKING  
AT  
GREATER  
DEPTH

I can describe my family.  
I can describe the physical appearance and character of different family members or friends  
I can describe my relationship with different family member with reasons and describe how these relationships have changed over time.  
I can describe what makes a good or bad role model and say who my role models are and why.  
I can describe an outing in the past with friends or family.  
I can take part in a longer conversation making arrangements to go out.

I can use key irregular verbs in the present tense in the first and third person singular (I, He, She). I am beginning to use verbs in the first and third person plural (We, they)  
I can use reflexive verbs in the present tense in the first and third person singular (I, He, She). I am beginning to use verbs in the first and third person plural (We, they)  
I can use key verbs in the perfect (past) tense in the first and third person singular (I, He, She). I am beginning to use verbs in the first and third person plural (We, they)  
I can use my sentence builder to help me write longer sentences about relationships with family and friends.  
I can ask and answer a range of questions to make arrangements to go out.  
I can recognise vocabulary relating to relationships in detailed listening or reading texts.

**(A)**  
WORKING  
AT THE  
EXPECTED  
STANDARD

I can describe my family.  
I can describe the physical appearance and character of different family members or friends  
I can describe my relationship with different family member with reasons.  
I can describe what makes a good role model and say who my role models are and why.  
I can describe an outing in the past with friends or family.  
I can take part in a short conversation making arrangements to go out.

I can use key irregular verbs in the present tense in the first and third person singular (I, He, She)  
I can use reflexive verbs in the present tense in the first and third person singular (I, He, She)  
I can use key verbs in the perfect (past) tense in the first and third person singular (I, He, She)  
I can use my sentence builder to help me write longer sentences describing relationships with family and friends  
I can ask and answer simple questions to make arrangements to go out.  
I can recognise vocabulary relating to relationships in a longer listening or reading text

**(T)**  
WORKING  
TOWARDS  
THE  
EXPECTED  
STANDARD

I can describe my family.  
I can describe the physical appearance and character of one family member or friend  
I can describe my relationship with at least one family member.  
I can describe what makes a good role model.  
I can describe an outing in the past with friends or family.  
I can give short, simple responses in a conversation making arrangements to go out.

I can use key irregular verbs in the present tense in the first person singular (I) with some success.  
I can use reflexive verbs in the present tense in the first person singular (I) with some success.  
I can use key verbs in the perfect (past) tense in the first person singular (I) with some success.  
I can use my sentence builder to help me write short sentences describing relationships with family or friends.  
I can answer simple questions to make arrangements to go out.  
I can recognise simple vocabulary relating to relationships in a short listening or reading text.

# YEAR 9 GEOGRAPHY SPRING TERM 1 - ASSESSMENT CRITERIA - 8 BILLION AND COUNTING (POPULATION)



## KNOWLEDGE AND UNDERSTANDING

## GEOGRAPHICAL SKILLS (LITERACY AND NUMERACY)

**Working at Greater Depth**

- You can explain, in excellent detail, the population structure and distribution of the Earth.
- You have a detailed understanding of the impacts of population growth on the Earth.
- You can explain in detail how birth rate, death rate, infant mortality and development can affect population.
- You can draw and analyse accompanying population pyramids to a high standard.
- You can explain in detail why NEE and LIC countries are experiencing rapid population growth.
- You can explain in detail why HIC countries are experienced ageing and in some cases, declining populations.
- You can identify and explain a case study where a country tries to restrict population growth.
- You can give a detailed account of the methods used to try and control population growth.
- You can effectively evaluate the impacts of two contrasting countries in different areas of the world. You can apply this knowledge to answer GCSE-style questions.
- You often go above and beyond with classwork.
- You often go above and beyond with homework.

- Evidence of the use of appropriate secondary sources gained from independent learning.
- Use of a wide range of specialised terms to enhance explanations.
- Clear understanding shown through the application of knowledge to unseen scenarios.
- Ideas expressed clearly, logically and fluently with accurate use of SPaG.
- Location skills and terminology are precise.
- Use of an atlas is accurate
- Excellent drawing of Population Pyramids

**Working at the Expected standard**

- You can describe, with good detail, the population structure and distribution of the Earth.
- You have a good understanding of the impacts of population growth on the Earth.
- You can explain in good detail how birth rate, death rate, infant mortality and development can affect population. and draw / analysis accompanying population pyramids.
- You can explain to a good standard why NEE and LIC countries are experiencing rapid population growth.
- You can explain to a good standard why HIC countries are experienced ageing and in some cases, declining populations.
- You can give a good account of the methods used to try and control population growth.
- You can evaluate the impacts of two contrasting countries in different areas of the world. You can apply this knowledge to answer GCSE-style questions.

- Evidence of independent learning to research and extend learning.
- Appropriate specialised terms have been used correctly.
- Ideas expressed clearly, logically and fluently with a good use of SPaG .
- Location skills and descriptions are useful.
- Good drawing of population pyramids.

**Working towards the expected standard**

- You can describe the basic population structure of the Earth. You have a basic understanding of the impacts of population growth on the earth.
- You have a basic understanding of the impacts of population growth on the Earth.
- You can explain in basic detail how birth rate, death rate, infant mortality and development can affect population. and draw / analysis accompanying population pyramids.
- You can explain to a basic standard why NEE and LIC countries are experiencing rapid population growth.
- You can explain to a basic standard why HIC countries are experienced ageing and in some cases, declining populations.
- You can give a basic account of the methods used to try and control population growth.

- Some researching of the topic to find information using independent learning.
- Application of Information is correct.
- Simplistic geographical terminology is used to describe a place .
- Some accuracy in the use of spelling, punctuation and grammar but there are many errors.
- Basic drawing of population pyramids.

# YEAR 9 GEOGRAPHY AUTUMN TERM - ASSESSMENT CRITERIA - DEPLETING WORLD - GLOBAL CHALLENGES



## KNOWLEDGE AND UNDERSTANDING

## GEOGRAPHICAL SKILLS (LITERACY AND NUMERACY)

**Working at Greater Depth**

- You can explain, in detail, a number of 21st Century Challenges facing the Earth.
- You have a detailed understanding of how humans have contributed negatively to these challenges.
- You have a detailed understanding of how physical geography has contributed to challenges.
- You can explain how challenges could be overcome by the developments in technology.
- You explain in detail the U.Ks energy mix, including wind power, nuclear energy and fossil fuel consumption.
- You can explain in detail the challenges facing an NEE or LIC country such as Tanzania.
- You can explain and use the two scales; Mercalli and Richter.
- You can explain in detail the challenges of food insecurity in a number of different continents.
- You can explain in detail the challenges of water insecurity in a number of different continents.
- You can reflect on the challenges facing the world and create sustainable strategies to tackle issues.

- Evidence of the use of appropriate secondary sources gained from independent learning.
- Use of a wide range of specialised terms to enhance explanations.
- Clear understanding shown through the application of knowledge to unseen scenarios.
- Ideas expressed clearly, logically and fluently with accurate use of SPaG.
- Location skills and terminology are precise.
- Use of an atlas is accurate

**Working at the Expected standard**

- You can explain, to some extent, a number of 21st Century Challenges facing the Earth.
- You have a reasonable understanding of how humans have contributed negatively to these challenges.
- You have a reasonable understanding of how physical geography has contributed to challenges.
- You can think how challenges could be overcome by the developments in technology.
- You explain in reasonable detail the U.Ks energy mix, including wind power, nuclear energy and fossil fuel consumption.
- You can explain in reasonable detail the challenges facing an NEE or LIC country such as Tanzania.
- You can explain in reasonable detail the challenges of food insecurity in a number of different continents.
- You can explain in reasonable detail the challenges of water insecurity in a number of different continents.

- Evidence of independent learning to research and extend learning.
- Appropriate specialised terms have been used correctly.
- Ideas expressed clearly, logically and fluently with a good use of SPaG .
- Location skills and descriptions are useful.
- Use of an atlas is good

**Working towards the expected standard**

- You can explain, in basic detail, a number of 21st Century Challenges facing the Earth.
- You have a basic understanding of how humans have contributed negatively to these challenges.
- You have a basic understanding of how physical geography has contributed to challenges.
- You can explain in basic detail how challenges could be overcome by the developments in technology.
- You explain in basic detail the U.Ks energy mix, including wind power, nuclear energy and fossil fuel consumption.
- You can explain in basic detail the challenges facing an NEE or LIC country such as Tanzania.

- Some researching of the topic to find information using independent learning.
- Application of Information is correct.
- Simplistic geographical terminology is used to describe a place .
- Some accuracy in the use of spelling, punctuation and grammar but there are many errors.
- Use of an atlas is basic

Year 9 assessment Spring Term 1: The Causes of World War II

KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>Causes of World War II</u></p> <ul style="list-style-type: none"> <li>● The Treaty of Versailles</li> <li>● Hitler’s ideas and actions</li> <li>● appeasement/role of Britain and France</li> <li>● the League of Nations</li> <li>● the role of the USA</li> <li>● the Nazi-Soviet Pact</li> </ul>	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <p>-<a href="#">documentary</a> (20 mins) ‘Why appeasement’ which covers the sequence of events leading to World War II</p> <p>-this <a href="#">BBC Teach clip</a> is aimed at KS2 but gives a simple and clear overview of the events leading to war.</p> <p>-<a href="#">BBC bitesize guide</a> covering the key causes of the war which is detailed and informative with some clear diagrams.</p> <p>-<a href="#">webpage</a> on appeasement from the BBC</p> <p>-<a href="#">BBC webpage</a> covering Nazi-Soviet Pact</p>	<p>You will write an essay to answer question about why World War II broke out and will be assessed on your ability to:</p> <ul style="list-style-type: none"> <li>-write an essay to answer the question</li> <li>-agree and disagree with the statement (show both sides)</li> <li>-use precise evidence to back up your ideas</li> <li>-make and support a judgement on the statement</li> </ul> <p>Use the advice from the preparation lesson you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"> <li>-<i>Working towards expected standard</i></li> <li>-<i>working at expected standard</i></li> <li>-<i>greater depth.</i></li> </ul>

**Year Nine History Spring term 1 GAT (World War II essay)**

<b>Topic:</b> Twentieth Century World/World War II	<b>Learning Objective:</b> analyse and evaluate reasons for a historical event; demonstrate precise historical knowledge; make and support a judgement
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**Question: "Hitler's ideas and actions were the primary cause of World War II". How far do you agree? Explain your answer**

	<b>Key skills and assessment criteria</b>	<b>Suggested content/examples</b> <i>(other relevant content will be credited)</i>
<b>Greater depth</b>	<ul style="list-style-type: none"> <li>-shows precise and wider ranging knowledge and understanding that covers a broad range of factors including the role of Hitler, appeasement, Versailles, Nazi-Soviet Pact, League of Nations</li> <li>-produces well-structured work with a consistent analytical focus on the question</li> <li>-gives a clear judgement on the question which is effectively backed up with valid criteria</li> </ul>	<ul style="list-style-type: none"> <li>-clear explanations of all the main factors and how each led to the war with a really strong focus on the question</li> <li>-precise and well chosen evidence for most of the essay e.g. specific examples of Hitler's actions or of appeasement</li> <li>-a clear judgement about how far Hitler's actions were the main reason which is backed up with clear and precise evidence which might link factors or points together e.g. showing how appeasement caused Hitler to become more aggressive/demanding.</li> </ul>
<b>Working at expected standard</b>	<ul style="list-style-type: none"> <li>-the answer demonstrates good and largely accurate knowledge and understanding and goes beyond the role of Hitler by examining some other factors leading to the war</li> <li>-has a generally analytical focus and some organisation but may contain narrative/descriptive passages.</li> <li>-gives a judgement, and attempts to support this, but criteria may not be clear or developed.</li> </ul>	<ul style="list-style-type: none"> <li>-good explanations of many of the key factors, but some passages might lack detail or some minor causes might be missing e.g. role of USA</li> <li>-the main causes are linked back to the question with explanations which are overall effective, but there might be some sections which are descriptive and don't link clearly to the question.</li> <li>-the judgement has been made but the reasons might be simple and general, rather than precise and specific</li> </ul>
<b>Working towards expected standard</b>	<ul style="list-style-type: none"> <li>-demonstrates some valid knowledge on the role of the Hitler, although this may be generalist and contain some inaccuracies. May refer briefly to other factors leading to the war such as appeasement</li> <li>-analytical focus is present but limited/simple and there will be descriptive passages</li> <li>-gives a simple judgement on the question - reasons will be simple or lacking, or judgement may be missing.</li> </ul>	<ul style="list-style-type: none"> <li>-explains some ways that Hitler's actions and ideas caused the war but with limited evidence to back this up.</li> <li>-the knowledge shown is generally valid but it lacks detail and specific examples</li> <li>-some sections are descriptive, telling the story of the events rather than how they caused the war</li> <li>-the overall judgement might be a short, simple statement, which is not backed up well.</li> </ul>



Year 9 assessment Spring Term 2:Atomic Bomb Source Analysis

KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>The debate on the Atomic Bomb</u></p> <ul style="list-style-type: none"> <li>-how the war ended in the Pacific between the USA and Japan</li> <li>-evidence that the USA needed to drop the bomb to win the war against Japan</li> <li>-evidence that they did not need to drop the bomb.</li> <li>-the moral arguments about the dropping of the bomb</li> <li>-the effects of the bomb on Japan</li> </ul>	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <ul style="list-style-type: none"> <li>-<a href="#">KS3 BBC bitesize</a> guide on end of the war</li> <li>-<a href="#">BBC clip</a> on end of war in Pacific</li> <li>-challenge yourself: <a href="#">History Extra Article</a> on the dropping of the bomb</li> </ul>	<p>You will be assessed on your ability to analyse, evaluate and make judgements about primary sources and how useful they are in relation to an enquiry. You will be asked 1 question:</p> <p style="text-align: center;"><b>Explain how useful Sources 1 and 2 are for an enquiry into why the USA dropped the Atomic Bomb</b></p> <ul style="list-style-type: none"> <li>-Use the advice from the preparation lesson you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples. This explains the source analysis skills that you will need for the assessment.</li> </ul> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"> <li>-<i>Working towards expected standard</i></li> <li>-<i>working at expected standard</i></li> <li>-<i>greater depth.</i></li> </ul>

## Year 9 assessment Spring Term 2: Atomic Bomb Source Analysis

<b>Topic:</b> The Twentieth Century World	<b>Learning Objective:</b> analysis and evaluation of primary sources
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	<b>Key skills and assessment criteria</b>	<b>Suggested content/examples</b> <i>(other relevant content will be credited)</i>
<b>Greater depth</b>	<ul style="list-style-type: none"> <li>-valid and well supported inferences are given</li> <li>-Gives well supported comments on the usefulness of A and B based on both content and origin of the sources with developed explanations.</li> <li>- Will use precise and well chosen own knowledge of the topic effectively to support comments.</li> </ul>	<ul style="list-style-type: none"> <li>-e.g. Source 2 suggests that the bomb was dropped just to test it out as it had cost lots of money to develop as he says they wanted to test it 'because of the money that had been spent'.</li> <li>-Source 2 is the president so he has first hand knowledge but it is from his memoirs to celebrate his political career and highlight all the achievement to he may wants to gloss over any criticisms/mistakes and highlight his political achievements.</li> <li>-will use specific knowledge e.g. backing up Source 2 by discussing evidence suggests that US bombing and naval blockades had been working and Japan would surrender and that the Manhattan project had cost millions and the effects of the bomb were not yet known</li> </ul>
<b>Working at expected standard</b>	<ul style="list-style-type: none"> <li>-Is able to select relevant details from the sources which are used to back up valid inferences.</li> <li>-makes valid comments about usefulness based on provenance and content with some development and explanation but this may be limited or partial.</li> <li>-some simple own knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>e.g. Source 1 suggests Truman was worried about American lives being lost and wanted to shorten the war - he mentions 'thousands of young Americans'</li> <li>e.g. Source 2 is useful because it is Truman's military advisor and he would have first hand knowledge of what happened at the end of the war.</li> <li>e.g. may comment that it is true that it cost lots of money to develop the bomb.</li> </ul>
<b>Working towards expected standard</b>	<ul style="list-style-type: none"> <li>-describes what sources are in simple terms e.g. paraphrasing/describing sections and may make simple inferences which are not supported</li> <li>-may say they are useful/not useful based on simple comment about content of source</li> </ul>	<ul style="list-style-type: none"> <li>e.g. Source 1 suggests that the USA were right to drop the bomb/they needed to do it</li> <li>-e.g. might comment that source 1 is useful because it is from the President and he as in charge of the decision</li> </ul>

Year 9: Spring 1



# TOPIC: SONG WRITING

**This unit is about you becoming a song writer!**

In this unit you will explore song writing and you'll learn about different **musical devices** used in song writing including how to **structure** a song and the different **textural layers** of a song.

You will explore **hooks and riffs** and learn about their function within popular songs. You will also look at common **chord progressions**.

The unit ends with you composing your own song using **Logic software** in a style of your choice.

Your assessment for the end of this topic will be a performance of your song to the rest of the class. .

Key vocabulary for this topic is in **bold** above.

## Standard of work

### Working towards the expected standard

- I understand that songs use simple chord progressions and can play the four chord progression on the keyboard
- I understand what a hook and a riff are
- 
- 

### Working at the expected standard

- 
-

	<ul style="list-style-type: none"><li>•</li></ul>
<b>Working at greater depth</b>	<ul style="list-style-type: none"><li>•</li></ul>

Year 9: Spring 2



# TOPIC: ELECTRONIC DANCE

**This unit is about you becoming an electronic dance producer and composer!**

In this unit you will explore different genres of EDM and drum beats, learning to make your own electronic beats. You will look at how EDM is **structured** and the different **textural layers** of EDM (lead, rhythm and bass).

You will explore **chord progressions** and use different sequencing software (Logic or Bandlab).

The unit ends with you composing your own song using **Logic/Bandlab software** in an EDM genre of your choice.

Your assessment for the end of this topic will be a performance of your finished EDM track.

Key vocabulary for this topic is in **bold** above.

## Standard of work

### Working towards the expected standard

- I understand that EDM has different styles/genres
- I understand what an electronic drum machine is and can use one to make my own beat
- I understand that the structure of EDM uses the rule of 8/4 bars and what a 'good' structure looks like
- I understand that EDM includes a lead, rhythm and bass track
- I can use music software to create my own EDM composition

### Working at the expected

- I can programme a drum machine using music software and know how this corresponds to a 'real' drum kit

<b>standard</b>	<ul style="list-style-type: none"><li>● I can create my own EDM track that uses an effective structure (following the rules of a 'good' structure)</li><li>● I can create my own EDM track in a style of my choice that uses a lead, rhythm and bass track</li><li>● I can choose loops that work well together in my chosen style of EDM</li><li>● I perform my EDM track to the class</li></ul>
<b>Working at greater depth</b>	<ul style="list-style-type: none"><li>● I can programme a drum machine with an effective beat that changes for different parts of the song (this may include fills etc.)</li><li>● My EDM track has a developed structure that uses the given structure but has sections added to it</li><li>● My EDM track includes an effective lead, rhythm and bass that might develop in different parts of the piece</li><li>● I have chosen effective loops and also recorded in my own parts that work well together</li><li>● I perform my EDM track to the class and can use feedback to improve my work</li></ul>

# PE - Year 9 GAT

	Athletics	Gymnastics	Dance	Team / Invasion Games	Net / Striking	Health & Fitness	Outdoor & Adventurous Activities
Greater depth +	Their techniques are refined and remain accurately replicated on each attempt. Scores are maximised through correct application and high levels of physical fitness. Their skills are imaginatively applied across a range of activities. They evaluate their own work and that of others consistently and accurately and refine skills based on their own analysis of performance. They support others and will take a lead in group and team performances.	Each discipline is executed with high levels of precision and with perfect techniques on each attempt. Skills are appropriately and accurately applied to maximise their performance. Movements flow together and are at the right pace demonstrating control and precision in all activities. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make informed suggestions on how to develop further and provide feedback.	Multiple styles can be replicated and produced with high levels of precision and with perfect technique. Can perform to a faultlessly in all performances standard in group and individuals elements of the dance routine with accuracy, style and emotion .Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.	All techniques for a variety of roles and positions are produced to a perfect standard with high levels of precision. Influence within the game situation is high consistently and can respond to adaptations. Will outwit opponents with ease and regularity Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.	All strokes and techniques are highly accurate and performed with perfect technique and application of fitness. High level game play showing precise control and accuracy throughout winning games with ease. Has the ability to be an influence within a game and can respond to change effectively. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness..	Full range of components of fitness are displayed with maximum efficiency throughout tasks and tests. Scores are "EXCELLENT in comparison to the National Average for Ks3 scores. Faultless knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can work within and explain the 'target HR zone' when aerobic training and can describe the differences between aerobic and anaerobic activities. Understand and explain what is needed within a fitness programme to improve their performance and that of others.	Can complete all tasks with ease using high levels of skill, communication and teamwork regardless of challenge or time pressure. Mastered techniques in all events whilst demonstrating a secure understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand and know ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance
Greater depth	They perform with confidence and style. Their techniques are refined and remain consistent under pressure. Their skills are imaginatively applied across a range of activities. Decision-making is constantly changing situations. They evaluate their own work and that of others consistently and accurately and refine skills based on their own analysis of performance. They support others and will take a lead in group and team performances.	Able to select and combine a range of techniques, skills and apply them appropriately and accurately. Movements flow together and are at the right pace demonstrating control and precision in all activities. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make informed suggestions on how to develop further and provide feedback.	Mastered a range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a very high standard in group and individuals elements of the dance routine with accuracy, style and emotion .Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.	Can perform and replicate skills to a high level showing flair and originality. Has the ability to be an influence within the game situation and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.	Can perform and replicate strokes to a high level showing control and accuracy throughout. Has the ability to be an influence within a game and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.	Can work and maintain maximum level for of duration of ALL fitness activities Very high levels of knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can work within and explain the 'target HR zone' when aerobic training and can describe the differences between aerobic and anaerobic activities. Understand and explain what is needed within a fitness programme to improve their performance and that of others. Can analyse the relationship between their own fitness and performance levels in other sports	Mastered techniques in all events whilst demonstrating a secure understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand and know ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance
Greater depth -	Able to replicate techniques to a high level and confidently compete in a wide range of events Show a sound knowledge of the relationship between fitness, technique and strategy. Can work independently on own training programme and monitor own performance. Can adapt and modify technique through analysis of their own and others performance.	Able to select and combine a range of techniques, skills and apply them appropriately with a good degree of accuracy. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.	Able to perform an outstanding range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a high standard in group and individuals elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.	An advanced level of skill and technique is evident most of the time even under pressure. Can select an excellent range of skills to outwit an opponent. Is able to demonstrate a very good level of tactical awareness and can apply these to suit both defensive and attacking situations. . Can analyse their opponent's play using sound technical knowledge, and plan ways to improve team/ individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out.	Can use and replicate an excellent range of shots to outwit an opponent. An advanced level of skills/ shot selection and consistent technique even under pressure. Is able to demonstrate a very good level of tactical awareness and can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out	Can work at maximum level for the most of the duration of ALL fitness activities High levels of knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can apply the principles of training to an action plan. Can perform in activities showing high levels of fitness and determination. Plan and carry out warm up and cool down activities with support. Can explain in detail the relationship between their own fitness and performance levels in other sports	Confidently replicate techniques in a wide range of events whilst demonstrating a solid understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance
Expected progress +	Replicate techniques in a wide range of events They demonstrate a good understanding of the principles of effective athletic performance. Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance	Able to select and combine a range of techniques, skills and apply them appropriately. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.	Able to perform a wide range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a good standard in group and individuals elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.	Good skill level and shows accurate replication within game situations. Becoming more influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Will understand how different types of exercise help with health and fitness and can suggest ways of warming up and cooling down.	Good shot selection and shows very accurate replication within game situations. Is influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Will understand how different types of exercise help with health and fitness and can suggest ways of warming up and cooling down.	Can work at maximum level for the duration of MOST fitness activities .Good levels of knowledge when planning an action plan, using key concepts and some key words consistently and correctly. Can analyse fitness test results and create an action plan for improvement. Can perform in activities showing above average levels of fitness. Plan a relevant warm up and cool down programme including exercises for specific muscle groups used in that activity. Can make good links between their fitness levels and other sports	Replicate techniques in a wide range of events whilst demonstrating a good understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance.
Expected progress	Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve including tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Can suggest and undertake an appropriate training programme for specific events.	Able to perform all of the basic techniques, agility's and balances with little help. Style and control are present but sometimes variable, however sequences do show fluency. Able to experiment and plan own sequences and help others with their work. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.	Able to perform an excellent range of choreographed movements smoothly and accurately with a good knowledge of rhythm and timing with little or no help. Able to experiment and plan group sequences and help others with their work. Can perform in a group or in individual elements of the dance routine with some levels of accuracy, style or emotion. Can identify good performances and suggest ways to improve dance routines. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.	Control is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.	Can select and accurately replicate a good range of skills to outwit an opponent. Control of the shots are consistent and performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their stroke selection. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.	Can work at maximum level for the duration of SOME fitness activities Basic levels of knowledge when planning an action plan, using key concepts and some key words correctly. Undertake fitness tests and explain which component is being assessed. Can make basic links between components of fitness, their fitness levels and other sports. Can show responsibility for personal warm up programme	Demonstrates clear replication of all techniques and can explain the different demands of various skills. Can identify, adapt and refine team tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.
Expected progress -	Good replication of skills across throws, jumps and runs and applies a reasonable knowledge of the principles related to athletics. Can describe parts of their performances which are effective and explain what they can improve with practice. Can describe the effects of athletic exercise on their body. Applies basic safety principles. Can explain how athletics improves overall fitness levels.	Able to perform most of the basic agility movements and developed some advanced routines. Sometimes requires support, showing increased precision and control and fluency. Able to link movements together with reasonable precision. Demonstrates creativity with partner sequences and balances. Can see the difference between their performances and others and use this knowledge to improve. Applies basic safety principles. Can explain how gymnastics improves overall fitness level.	Able to perform dance movements with good timing and has choreographed some movements to the set music. Sometimes requires support, showing increased fluency of movement and rhythm and able to link 6 to 7 various movements together with reasonable precision. Demonstrates creativity within their group often leading others. Can see the difference between their performances and others and use this knowledge to improve. Can explain how dance improves overall fitness levels.	Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Maintain skills and techniques in conditioned/ modified games. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise.	Can use skills and techniques together with accuracy to outwit an opponent and maintains a controlled rally. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance to badminton	Can work at maximum level for part of the duration of SOME fitness activities .Can explain key terms linked to components of fitness consistently and accurately .Can explain why it is important to lead a balanced activity healthy lifestyle. Able to link different components of fitness to a variety of sports/ athletes. Demonstrate activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates.	Good replication of skills and applies a reasonable knowledge of the underpinning principles related to outdoor education. Display improving teamwork and leadership skills. Can describe the effects of exercise on their body. Applies basic safety principles. Can explain how OAA can improve individual interpersonal skills.
Towards progress +	Can accurately replicate techniques for running, jumping and throwing activities but some mistakes as challenge increases Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.	Can accurately replicate techniques for running, jumping and throwing activities but some mistakes as challenge increases. Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.	Able to perform a number of movements with reasonable control and timing within a group sequence. Requires support, showing some fluency of movement and rhythm and able to link a 4 to 5 various movements together with some precision. Tries to improve own performance after seeing others and can suggest ways they may improve. Often follows others lead offering little creativity. Can suggest why it is important to warm up before dance and understands the importance of making health lifestyle options.	Can use basic techniques in a small sided game and can replicate skills with good accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health.	Can use basic techniques in a small sided game and can replicate shots with reasonable accuracy and can maintain a rally with few mistakes. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health.	Can work at moderate level the duration of SOME fitness activities. Can describe key terms linked to components of fitness with some support needed. Can briefly explain why taking part in exercise is good for you .Able to make a basic link to different components of fitness to a variety of sports/athletes. Demonstrate all round safe practice, including handling of equipment, safety of self and others. Can describe changes in body temperature, HR and breathing.	Can accurately replicate map reading techniques. Can identify some of the basic principles of techniques showing some teamwork skills. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.

# PE - Year 9 GAT

Towards progress	Can replicate basic techniques of for running, jumping and throwing with occasional success Demonstrate some relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language. Interpret a range of information about performance to draw simple conclusions. Safely apply basic techniques, strategies and/or compositional ideas demonstrating some control in their performance.	Able to perform a number of agility rolls and balances with reasonable control and can use these to make up a simple sequence. Can hold basic balances and some low level partner balances. Tries to improve own performance after seeing others and can suggest ways they may improve. Can suggest why it is important to warm up before gymnastics. Understands need to warm up and the importance of making health lifestyle options.	Able to perform a number of movements with some control and timing within a sequence. Requires frequent support, showing moderate fluency of movement and rhythm and able to link 2 or 3 movements together with moderate precision. Tries to improve own performance after seeing others and needs help to recognise good technique. Can suggest why it is important to warm up before dance and understands the importance of making health lifestyle options.	Can use basic techniques in a small sided game and can pass and shoot with some accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Can verbally explain rules and concepts of the game. Can see the differences between their performances and others. Understands need to warm up and the importance of making health lifestyle options.	Can use basic techniques in a small sided games and can replicate shots with some accuracy but makes mistakes with more complicated shots. Can demonstrate techniques usually applied with some co-ordination and control to gain an advance over an opponent. Can verbally explain basic tactics and rules Uses basic game strategy occasionally. Understand why activity is good for health.	Can work at moderate level the duration of a FEW fitness activities. Can describe basic key terms linked to components of fitness with support needed. Can briefly describe why taking part in exercise is good for you. Can link a component of fitness to a single example of an athlete/ sport/ performer. Demonstrate safe practice, including handling of equipment, safety of self and others Recognise changes in body temperature, HR and breathing.	Can map read with some degree of accuracy. Can identify some of the basic principles of techniques showing some teamwork skills. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.
Towards progress -	Can occasionally replicate basic techniques of for running, jumping and throwing with limited success. Demonstrate some knowledge and understanding of some factors affecting performance using everyday language. Interpret a simple range of information about performance to draw some conclusions on event Safely apply basic techniques, strategies and/or compositional ideas demonstrating limited control in their performance.	Able to perform a few basic number of agilities rolls and balances with limited control and requiring support, and can use these to make up a simple sequence. Balances need support to complete them Tries to improve own performance after feedback and can suggest basic ways others may improve. Can suggest how to warm up before gymnastics. Understands the basic need to warm up and the importance of making health lifestyle options.	Able to perform a number of movements with some control and timing within a sequence. Requires frequent support, showing limited fluency of movement and rhythm and able to link 1 or 2 movements together with limited precision. Limited attempt to improve own performance after seeing others and needs lots of help to recognise good technique. Can suggest how to warm up before dance and understands the importance of making health lifestyle options.	Can use basic techniques in a small sided game and can pass and shoot with little accuracy. Can demonstrate a few techniques usually applied with limited co-ordination and control to use against an opponent. Can verbally explain basic rules and concepts of the game. Can see the differences between their performances and correct technique. Understands the basic need to warm up and the importance of making health lifestyle options.	Can use some basic techniques in a small sided games and can replicate shots with limited accuracy and makes mistakes with some basic shots. Can demonstrate limited techniques usually applied with moderate co-ordination and control to hit the shuttle. Can verbally state basic tactics and rules Uses basic game strategy rarely. Can state in basic terms why activity is good for health.	Can work at low level for the duration of a FEW fitness activities. Can state basic key terms linked to components of fitness with support needed. Can state why taking part in exercise is good for you.. Can link a component of fitness to a single example of an athlete/ sport/ performer with support Demonstrate safe practice, including handling of equipment, safety of self and others	Can map read with limited degree of accuracy. Can identify some of the basic principles of techniques showing some teamwork skills with support and guidance. Can warm up safely with guidance. Can comment on some of the basic factors which make an effective performance.



# Philosophy, Religion, Ethics

## Year 9 Assessment Spring Term 2: Intro to Ethics

### KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>Intro to Ethics</u></p> <ul style="list-style-type: none"><li>● Keywords used in lessons</li><li>● Different philosophers and their arguments, in as much detail as possible</li><li>● Strengths and weaknesses of each argument</li></ul>	<p><u>The best place to start your revision is with your exercise book. You might also find the following of use:</u></p> <ul style="list-style-type: none"><li>● Your Google Classroom website (your lessons along with any resources will be uploaded here before assessments)</li></ul>	<p>You will complete 10 multiple choice questions (MCQs), as well as explaining in detail some of the ideas within science and religion, as well as an evaluative essay on which ideas are most convincing</p> <p>Use the advice from the revision lesson you have with your PRE teacher – you can look at the PowerPoint again at home which has all the key guidance and examples, as well as the lessons we have covered.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"><li>-Working towards expected standard</li><li>-working at expected standard</li><li>-greater depth.</li></ul>

**Year Seven Philosophy, Religion, Ethics Autumn term 1 GAT (Intro to Ethics Assessment)**

<b>Topic:</b> Intro to Ethics	<b>Learning Objective:</b> to explain abstract philosophical arguments regarding morality; to compare arguments between ethical theories believers on their merits; to identify and evaluate strengths and weaknesses; to accurately explain philosophical arguments; to precisely use keywords
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**Questions 1-10** Assessing student knowledge and understanding of key ideas and abstract concepts

**Question 11** Assessing student understanding and ability to explain abstract arguments relating to normative ethics

**Question 12** Assessing student understanding and ability to compare arguments and evaluate their merits to reach a justified conclusion

	<b>Key skills and assessment criteria</b>	<b>Suggested content/examples</b> ( <i>other relevant content is credited</i> )
<b>Greater depth</b>	<ul style="list-style-type: none"> <li>-Makes a sound judgement on whether an argument is successful with justified reasoning</li> <li>-Evaluates the strengths and weaknesses of arguments</li> <li>-Makes comparisons between other arguments for the nature of truth and knowledge confidently and accurately</li> <li>-Confidently and accurately explains the argument in question and how it reaches its conclusion</li> <li>-Uses keywords where possible and accurately</li> </ul>	<p><b>Developed reasoning leading to justified conclusions</b> <i>When looking at the arguments, we can see that because of...</i></p> <p><b>Considered evaluation of strengths and weaknesses and comparisons</b> <i>Argument X has a strong argument because... However the criticism of Y challenges this because...</i></p> <p><b>Accurate and detailed explanations of arguments</b> <i>The Philosopher X was trying to show that... They use the argument of... For example, one step of the argument is...</i></p> <p><b>Relevant interpretations and inferences</b> <i>Personally, I think that X is convincing because...</i></p>
<b>Working at expected standard</b>	<ul style="list-style-type: none"> <li>-Attempts a conclusive judgement on whether an argument is successful with some reasoning, although not always justified</li> <li>-Identifies some strengths and/or weaknesses, but doesn't critically evaluate these themselves</li> <li>-May reference another idea or argument, but does not fully integrate or compare.</li> <li>-May describe a general idea of the argument without making specific arguments, premises or conclusions</li> <li>-Attempts to use keywords with some precision</li> </ul>	<p><b>Some justified reasoning leading to a conclusion</b> <i>Because of my argument, I think that...</i></p> <p><b>Descriptions of strengths and weaknesses</b> <i>This argument isn't the best because of X... which is...</i></p> <p><b>Attempted descriptions of arguments</b> <i>Some people think that...</i></p> <p><b>Some use of interpretation</b> <i>This is a good/bad argument because...</i></p>
<b>Working towards expected standard</b>	<ul style="list-style-type: none"> <li>-May give their opinion on the essay question, but does not utilise sound judgement, evaluation or relevant arguments from lessons</li> <li>-May list some strengths or weakness but provides no further detail or reasoning</li> <li>-Describes some general ideas behind the argument without explaining the reasoning</li> <li>-Attempts to use keywords, although not always accurate</li> </ul>	<p><b>May make simple descriptions of arguments made in lessons</b> <i>The argument basically says that...</i></p> <p><b>Simple and unjustified conclusions and inferences</b> <i>I think...</i></p>

# Year 9 Design and Technology Assessment criteria.




Knowledge and Understanding: 3D Design Focus – Designer Clock.		Literacy
Working at greater Depth-	<p>Show a <b>highly developed</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can investigate my designer clock theme and produce three or more purposeful pieces of research e.g. a mood board.</li> <li>• I can explain my choice of research and give my opinions both positive and negative.</li> <li>• I can use my research to clearly develop my designer clock ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create four or more different clock design ideas.</li> <li>• I can review my clock designs, explaining my choices in detail.</li> <li>• I can further refine my chosen clock design several times to improve it.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work to a high level. Including, colour, shading and annotation where required.</li> <li>• I can reflect on my decisions and articulate them clearly using appropriate vocabulary.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish my designer clock practical to a high standard, using the laser cutter and the drilling machine.</li> <li>• Demonstrate a wide variety of skills and techniques using the internet, 2D Design software and the laser cutter.</li> <li>• Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary.</li> </ul>	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p>
Working at the expected standard	<p>Show a <b>consistent</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can investigate my designer clock theme and produce two pieces of purposeful research e.g. a mood board.</li> <li>• I can explain my choice of research.</li> <li>• I can use my research to develop designer clock ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create three different clock design ideas.</li> <li>• I can review my clock designs, explaining my choices.</li> <li>• I can further refine my chosen clock design to improve it.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work to a good level. Including, colour and annotation where required.</li> <li>• I can reflect on my decisions and explain them using appropriate vocabulary.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish the practical work to a good standard.</li> <li>• Demonstrate a variety of skills and techniques using the internet, 2D Design software and the laser cutter.</li> <li>• Explain and evaluate the outcome in sentences and using appropriate vocabulary.</li> </ul>	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of techniques.</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p>

## Year 9 Assessment criteria continued.....

Knowledge and Understanding: 3D Design Focus – Designer Clock.		Literacy
Working towards the expected standard	<p>Show <b>some</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can produce a piece of research linked to my designer clock theme e.g. a mood board.</li> <li>• I can explain my research.</li> <li>• I can use my research to produce designer clocks ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create two clock design ideas.</li> <li>• I can label my clock ideas.</li> <li>• I can choose a final designer clock idea.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work neatly and use colour and some annotation.</li> <li>• I can briefly explain my designer clock ideas.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish the designer clock practical work using the laser cutter.</li> <li>• Demonstrate some techniques joining the clock parts together.</li> <li>• Explain if you have met the requirements for your design.</li> </ul>	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p>

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

# Year 9 Spanish Learning Journey – Spring Term Assessment criteria

	<b>Communication</b> (Content / Key message / Spontaneity) 	<b>Quality</b> (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) 	
<b>Holidays</b>  To be able to describe my holiday preferences, what I usually do on holiday and what I did on holiday in the past.  <b>Assessed pieces:</b> Writing: Short paragraph about holidays  Listening & reading end of term assessment            	<b>(G)</b> <b>WORKING AT GREATER DEPTH</b>	I can give a range of justified opinions about different holiday destinations, activities, accommodation and transport. I can state my holiday preferences and other people’s holiday preferences with reasons. I can give a detailed description of a holiday in the past. I can describe problems encountered on a holiday in the past and how they solved. I can take part in a longer conversation booking a hotel room and making a complaint at a hotel.	I can use verbs of opinion in the first and third person singular (I, He, She) and plural (We, they) I can use the verb ‘ir’ in the preterite (past) tense in the 1st and 3rd person (I, He/She, We) and plural (We, they) I can use my sentence builder to help me write longer sentences describing a holiday in the past I can use a range of verbs in the imperfect tense to describe accommodation in the past. I can ask and answer a range of questions to book a hotel room or make a complaint. I can recognise vocabulary relating to holidays in the past and present and opinions in detailed listening or reading texts.
	<b>(A)</b> <b>WORKING AT THE EXPECTED STANDARD</b>	I can give a range of opinions about different holiday destinations, activities, accommodation and transport. I can state my holiday preferences with reasons. I can describe where I went on holiday last year. I can describe problems encountered on a holiday in the past I can take part in a short conversation booking a hotel room and making a complaint at a hotel.	I can use verbs of opinion in the first and third person singular (I, He, She). I am beginning to use verbs of opinion in the 1 <sup>st</sup> and 3 <sup>rd</sup> person plural (we, they) I can use the verb ‘ir’ in the preterite (past) tense in the 1st and 3rd person (I, He/She, We) I am beginning to use the verb ir in the preterite tense in the 1 <sup>st</sup> and 3 <sup>rd</sup> person plural (we, they) I can use my sentence builder to help me write longer sentences describing a holiday in the past I can use the verbs tenía and había to describe accommodation in the past. I can ask and answer a range of questions to book a hotel room or make a complaint. I can recognise vocabulary relating to holidays in the past and present and opinions in longer listening or reading texts.
	<b>(T)</b> <b>WORKING TOWARDS THE EXPECTED STANDARD</b>	I can give simple opinions about different holiday destinations, activities, accommodation and transport. I can state my holiday preferences I can the key verb ‘fui’ in a simple sentence to say where I went on holiday last year. . I can respond to some simple questions in a conversation booking a hotel room or making a complaint.	I can use verbs of opinion in the first person singular (I) with some success. I can use the verb ‘ir’ in the preterite (past) tense in the 1st person (I) I can use my sentence builder to help me write short sentences describing a holiday in the past. I can ask or answer simple questions in a hotel I can recognise simple vocabulary relating to holidays in a short listening or reading text.

## Year 9 Design and Technology Assessment criteria.

	<b>Knowledge and Understanding:</b> <b>Textiles Focus - Festival themed promotional wallet and graphics materials.</b>	<b>Literacy</b>
<b>Working at greater Depth-</b>	<p>Show a <b>highly developed</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can investigate a theme and produce three or more pieces of purposeful research e.g. a mood board.</li> <li>• I can explain my choice of research and give my opinions on the research, both positive and negative.</li> <li>• I can use my research to clearly develop design ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create a four very different design ideas.</li> <li>• I can review my designs, explaining my choices in detail.</li> <li>• I can further refine my chosen design several times to improve it.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work to a high level. Including, colour, shading and annotation where required.</li> <li>• I can reflect on my decisions and articulate them clearly using appropriate vocabulary.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish the practical work to a high standard.</li> <li>• Demonstrate a wide variety of skills and techniques.</li> <li>• Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary.</li> </ul>	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p>
<b>Working at the expected standard</b>	<p>Show a <b>consistent</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can investigate a theme and produce at least two pieces of purposeful research e.g. a mood board.</li> <li>• I can explain my choice of research.</li> <li>• I can use my research to develop design ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create three different design ideas.</li> <li>• I can review my designs, explaining my choices.</li> <li>• I can further refine my chosen design to improve it.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work to a good level. Including, colour and annotation where required.</li> <li>• I can reflect on my decisions and explain them using appropriate vocabulary.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish the practical work to a good standard.</li> <li>• Demonstrate a variety of skills and techniques.</li> <li>• Explain and evaluate the outcome in sentences and using appropriate vocabulary.</li> </ul>	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of techniques.</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p>

## Year 9 Assessment criteria continued.....

<b>Knowledge and Understanding:</b>		<b>Literacy</b>
<p>Working towards the expected standard</p>	<p>Show <b>some</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can produce a piece of research linked to a theme e.g. a mood board.</li> <li>• I can explain my research.</li> <li>• I can use my research to produce design ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create two design ideas.</li> <li>• I can label my ideas.</li> <li>• I can choose a final design.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work neatly and use colour and some annotation.</li> <li>• I can briefly explain my ideas.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish the practical work.</li> <li>• Demonstrate some techniques.</li> <li>• Explain if you have met the requirements for your design.</li> </ul>	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p>

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.