



## **Assessment Criteria for Subjects**

**Please note that the criteria provided in the following pages is not to be used as a checklist to monitor student's progress.**

**Students MUST demonstrate that they are achieving a certain standard by achieving the different elements of each assessment description repeatedly over time.**

**A range of evidence must be collected to prove student's progress over time and all departments have a range of assessment strategies to monitor student progress.**

**At the end of term 1, reports are based on the progress shown over that time. This also applies to the report at the end of term 2. The final report, at the end of term 3 takes all work into account over the year. This allows for appropriate interventions throughout the year.**

## **Assessment Criteria for Subjects**

### **Year 8**

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## Year 8 English Page 1

		Criteria for Assessment Without Levels			
		Working Towards	Working At	Working Above	
Year 8 Reading	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>begin to read a wider range of fiction and non-fiction, covering a range of genres and styles</li> <li>read aloud with confidence, fluency and expression</li> <li>begin to justify and explain their views about a text using evidence</li> <li>predict events and outcomes, both explicit and implicit, drawing upon the text and wider reading</li> <li>evaluate the effect the author's use of specific words, phrases and literary devices has upon the reader</li> <li>make comparisons within and across texts, justifying their points of view</li> </ul>	➔	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>read increasingly challenging fiction and non-fiction across a wide range of genres</li> <li>make relevant points during discussions, using textual reference/quotations to support views</li> <li>use inference and prediction to make critical comparisons, taking into account the ideas and views of others</li> <li>identify and comment upon writers' language choices, exploring how contexts contribute to meaning</li> <li>re-read books encountered previously to increase layers of understanding and perspective</li> </ul>	➔	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>read challenging fiction and non-fiction, covering a range of historical periods and world literature</li> <li>read and comment upon a range of texts to evaluate how writers use (persuasive) language, vocabulary and textual devices to convey meaning</li> <li>make analytical and evaluative comments on writers' purposes and viewpoints, taking into account the ideas and views of others</li> <li>analyse the relevance of cultural and historical contexts and their influences on writers' choices</li> <li>make critical comparisons across texts, using writing from both the same and different authors</li> </ul>

## Year 8 English Page 2

### Criteria for Assessment Without Levels

	Working Towards		Working At		Working Above
Year 8 Writing	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• vary styles to write for a range of purposes and audiences</li> <li>• manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures</li> <li>• begin to use figurative language e.g. similes, metaphors for effect</li> <li>• select verb forms appropriate for purpose and audience</li> <li>• use a variety of sentence types for effect, mostly correctly</li> <li>• use a full range of punctuation, including semi-colons and colons</li> <li>• spell some polysyllabic words correctly</li> <li>• plan, edit, proofread and redraft to produce consistently accurate writing</li> </ul>	➔	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• write for a wide range of purposes and audiences, using supporting ideas and factual details</li> <li>• use Standard English when appropriate to the task</li> <li>• use a range of figurative language with increased confidence, across a variety of written styles</li> <li>• use ambitious vocabulary, including varied verb forms to enhance meaning</li> <li>• use a full range of punctuation for effect</li> <li>• spell most polysyllabic words correctly</li> <li>• plan, edit, proofread and redraft work to improve coherence and effectiveness</li> </ul>	➔	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• write accurately, fluently and at length for a range of audiences</li> <li>• know, understand and use both formal and informal English when appropriate</li> <li>• create a distinctive individual voice across a range of written styles</li> <li>• recognise the characteristics of an author's style and recreate it within own writing</li> <li>• spell ambitious and uncommon words accurately</li> <li>• plan, edit, proofread and redraft to ensure purpose is clear, consistent and suited to the audience</li> </ul>

### Year 8 English Page 3

#### Criteria for Assessment Without Levels

	Criteria for Assessment Without Levels				
	Working Towards		Working At		Working Above
Year 8 Speaking and Listening	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• speak and listen confidently in all situations</li> <li>• engage listeners through choosing appropriate vocabulary and register, which is matched to the context</li> <li>• use Standard English appropriately</li> <li>• argue a point of view in a debate, using persuasive language</li> <li>• contribute regularly to discussions, responding appropriately to the ideas of others</li> <li>• perform texts from memory, including own compositions, which entertain and engage the listener</li> </ul>	➔	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• speak effectively in a range of formal and informal contexts, including classroom discussion</li> <li>• maintain audience interest through a range of techniques, including eye contact, body language and appropriate expression</li> <li>• argue and maintain a point of view in a debate, through the use of persuasive techniques</li> <li>• perform a range of texts, including play scripts and poetry, to an audience</li> </ul>	➔	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• give short speeches and presentations, expressing own opinions and keeping to the point</li> <li>• participate in formal debates and structured discussions, contributing and building upon what has been said</li> <li>• improvise, rehearse and perform a range of texts, using characterisation, intonation, mood and action to create effect and meaning</li> </ul>

## Year 8 Maths Page 1

<b>Core Content</b>			
<b>Number</b>	<b>Algebra</b>	<b>Shape</b>	<b>Statistics &amp; Probability</b>
Numbers and the number system. Calculating. Exploring fractions, decimals and percentages. Proportional reasoning. Calculating fractions, decimals and percentages.	Algebraic proficiency: tinkering. Pattern sniffing. Solving equations and inequalities. Algebraic proficiency: visualising.	Visualising and constructing. Investigating angles. Calculating space.	Understanding risk. Presentation of data. Measuring data.
<b>Mastery Indicators</b>		<b>Essential Knowledge</b>	
The most important skills that pupils need to acquire this year in order to make progress in mathematics.		The facts that pupils need to know this year in order to make progress in mathematics.	
Apply multiplication and division with negative numbers. Convert numbers into standard form and vice versa. Apply the multiplication, division and power laws of indices. Convert between terminating decimals and fractions. Use ruler and compass methods to construct the perpendicular bisector of a line segment and to bisect an angle. Find a relevant multiplier when solving problems involving proportion. Manipulate algebraic expressions by expanding the product of two binomials. Solve problems involving percentage change, including original value problems. Factorise an expression by taking out common factors. Change the subject of a formula when two steps are required. Find and use the nth term for a linear sequence. Solve linear equations with unknowns on both sides. Plot and interpret graphs of linear functions. Apply the formulae for circumference and area of a circle. Calculate theoretical probabilities for single events. Apply Pythagoras' Theorem in two dimensions.		Know how to write a number as a product of its prime factors. Know how to round to significant figures. Know the order of operations including powers. Know how to enter negative numbers into a calculator. Know that $a^0 = 1$ . Know percentage and decimal equivalents for fractions with a denominator of 3, 5, 8 and 10. Know the characteristic shape of a graph of a quadratic function. Know how to measure and write bearings. Know how to identify alternate angles. Know how to identify corresponding angles. Know how to find the angle sum of any polygon. Know that circumference = $2\pi r = \pi d$ . Know that area of a circle = $\pi r^2$ . Know that volume of prism = area of cross-section $\times$ length. Know Pythagoras' Theorem. Know to use the midpoints of groups to estimate the mean of a set of grouped data. Know that probability is measured on a 0-1 scale. Know that the sum of all probabilities for a single event is 1.	

## Year 8 Maths Page 2

### General Skills

- ✓ To be able to show how to get an answer in series of steps from question to answer (show full working, using words if appropriate).
- ✓ To read questions carefully and highlight any potential problems before attempting to answer.
- ✓ To present work neatly and clearly (e.g. equals signs in line).
- ✓ To communicate correctly mathematically (e.g. NOT to write things like  $3 + 4 = 7 \times 5 = 35$  when evaluating  $(3 + 4) \times 5$ ).
- ✓ To think carefully before starting a question so that some idea of how the answer will progress has been developed.
- ✓ To have a sensible estimate of the answer expected, BEFORE the question is attempted.
- ✓ To know how to check that an answer is sensible.
- ✓ To relate new problems to prior knowledge.
- ✓ To know how and when to ask for help when problems or misconceptions have been identified.

### Criteria for Assessment Without Levels

Working Towards	Working At	Working Above
<p>Has a limited understanding of the year's scheme of work. Has little knowledge of the key facts, has little understanding of the key techniques. Work can be minimal and/or poorly presented, pupil may have little desire or patience for tackling new problems.</p>	<p>Has a good understanding of much of the year's scheme of work. Knows most key facts, is able to demonstrate good understanding of most methods (with few mistakes), usually presents work carefully and neatly, can communicate mathematically, is developing problem solving skills and patience for tackling unfamiliar problems.</p>	<p>Has a very good understanding of every aspect of the year's scheme of work. Knows all key facts, is able to demonstrate full understanding of all methods (with very few mistakes), presents work carefully and neatly, can communicate mathematically, has developed problem solving skills and patience for tackling unfamiliar problems.</p>

## Year 8 Science Page 1

### Course Content:

Unit 1 – Waves – Light and Sound  
Unit 2 – Levers, Moments and Pressure  
Unit 3 – Chemical Reactions

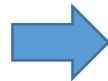
Unit 4 – Acids and Alkalis  
Unit 5 – Respiration  
Unit 6 – Ecosystems  
Unit 7 – Genetics and Evolution

### Criteria for Assessment Without Levels

#### Working Towards

Students can/will be able to:

Understand what a species is and state some reasons why a species may become extinct.  
Understand what is meant by adaptation and variation.  
State that offspring look like their parents because they inherit genes.  
State that genes are instructions for characteristics and are made of DNA.  
Recall the products of photosynthesis.  
Recall the word equations for aerobic respiration and anaerobic respiration.  
Recall the three main types of blood vessel.



#### Working At

Students can/will be able to:

Describe how a food chain shows the flow of energy.  
Describe why repeats are necessary when sampling.  
Describe the difference between continuous and discontinuous variation.  
Describe the difference between DNA, genes and chromosomes.  
Describe how gaseous exchange occurs.  
Describe the processes of aerobic and anaerobic respiration.  
Explain why the numbers of organisms normally decrease at each stage in a food chain.



#### Working Above

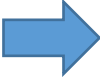
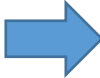
Students can/will be able to:

State that a lever can be used to increase the size of force acting on the load.  
Describe the motion of individual particles in a longitudinal wave.  
Describe how sound waves transfer energy in a range of situations.  
Use the particle model to draw an atom, element and compound.  
Write more complex compound names and compound formula.  
Write word equations and some symbol equations.  
Use the particle model to describe the cause of pressure in gases.





## Year 8 Science Page 2

### Criteria for Assessment Without Levels

Working Towards		Working At		Working Above
<p>Recall what a food chain shows; build food chains and webs.</p> <p>Recall what the greenhouse effect is and how it effects the environment.</p> <p>Recall the definitions of an atom, an element and a compound.</p> <p>Use the Periodic Table to state the symbol of an element and link properties of elements.</p> <p>Interpret word equations to state the reactants or products.</p> <p>Recall a definition of a chemical reaction and a physical change and give examples.</p> <p>Safely observe chemical reactions.</p> <p>Record observations in a results table.</p> <p>Identify an obvious lever and label the effort, pivot and load.</p> <p>Describe what happens to moments and forces when an object is in equilibrium.</p>		<p>Use the Periodic Table to state the group and period number for a given element and describe some trends in the elements of the Periodic Table.</p> <p>Write simple compound names and formulas.</p> <p>Classify oxides as acidic or basic.</p> <p>Describe the function of a wide range of levers including force and distance multipliers.</p> <p>Describe the factors that will increase the pressure acting on a surface and describe the cause of pressure in gases.</p> <p>Identify the wavelength and amplitude of a wave from a diagram.</p> <p>Describe how coloured light can be combined to produce new colours.</p> <p>Explain how chemicals can be used safely and precautions to be taken when using them.</p> <p>Identify the salts produced by different acids and be able to write different word equations.</p>		<p>Use ray diagrams to explain the properties of an image in a mirror and a pinhole camera.</p> <p>Explain why scientists classify organisms.</p> <p>Explain how adaptations help an organism to survive.</p> <p>Explain how the different parts of the leaf enable the plant to carry out photosynthesis efficiently.</p> <p>Explain why there is more carbon dioxide in exhaled breath compared to inhaled air.</p> <p>Explain why smoking decreases the efficiency of the lungs.</p> <p>Explain the refraction of light in terms of changes of speed and changes in density of medium.</p> <p>Explain the appearance of a range of coloured objects in coloured light.</p>



## Year 8 Science Page 3

### Criteria for Assessment Without Levels

Working Towards		Working At		Working Above
<p>State that pressure is increased when the area is small or the force is large. Calculate the pressure acting on a surface with some assistance. State that waves transfer energy but not matter. Describe the interaction of light with transparent, opaque and translucent materials. State the Law of Reflection and use ray diagrams to show ray paths for light including reflection. Draw a ray diagram showing the refraction of light entering a glass block and draw a diagram showing dispersion by a prism. State that sound is produced by vibrating objects. Label the key parts of the ear and describe their basic function. List the variables involved in experiments and name them correctly.</p>		<p>Explain the action of a filter in terms of selective absorption and transmission. State that the faster the frequency of vibration, the higher pitch the sound is and link the amplitude of vibration with the loudness of the sound. Compare waves in terms of frequency and amplitude. Select appropriate units of measurement. Identify the dependent and independent variables in a range of investigations. Use more than one source of secondary data to support your primary data. Plan and perform a practical experiments taking into account the different variables, reliability and a fair test.</p>		<p>Explain how sound levels can be reduced in terms of absorption of energy. Evaluate the importance of the discovery of the structure DNA. Apply ideas about energy transfer to explain why food chains are never more than five organisms long. Construct risk assessments based on chemicals used taking into account risk, hazard and control. Predict chemicals needed to make specific salts. Identify elements and compounds in symbol equations and balance symbol equations. Explain why there is more carbon dioxide in exhaled breath compared to inhaled air. Explain why breathing rate increases during exercise. Explain why smoking decreases the efficiency of the lungs. Explain how to measure the rate of fermentation.</p>

## Year 8 Science Page 4

### Criteria for Assessment Without Levels

Working Towards		Working At		Working Above
<p>Identify hazards and risks and suggest how to control them.</p> <p>State some everyday acids and alkalis and the hazards of using them.</p> <p>Describe reactions, the products of reactions and write general word equations.</p> <p>Describe the measurements of acidity/alkalinity.</p> <p>Recall the stages of breathing and the effects of smoking and exercise on breathing and the lungs.</p> <p>Recall the word equations for aerobic respiration and anaerobic respiration (including fermentation).</p>		<p>Write an effective method for carrying out an investigation, identifying quantities to be recorded and how to produce reliable and repeatable results.</p> <p>Describe how breathing in and out and gas exchange occur. Describe what happens during an asthma attack and what effects smoking can have on the lungs and breathing.</p> <p>Describe the processes of aerobic and anaerobic respiration, and explain their functions in organisms.</p>		



## Year 8 Music

### Course Content:

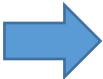

Unit 1 – Compound Composition:	The way in which 3/8 or 6/8 time signatures are used.
Unit 2 – Samba Rhythms:	Music which highlights the sound of Latin America.
Unit 3 – Heroes and Villains:	Music to accompany a heroic or villainous character.
Unit 4 – Pop Song Writing:	A genre of music which has developed throughout the decades.

### Criteria for Assessment Without Levels

Working Towards	Working At	Working Above
<p>Students can maintain a steady beat.</p> <p>Students can perform simple patterns with others on untuned percussion instruments.</p> <p>Students can play a simple two bar melody of three notes or a repeating pattern on the keyboard or their instrument.</p> <p>Students can follow simple graphic notation.</p> <p>Students can control the pitch or length of their voice.</p> <p>Students can choose sounds to achieve a specific effect.</p> <p>Students can create music within a given structure.</p> <p>Students can share how sounds can combine.</p>	➔	<p>Students can perform repeated patterns with others.</p> <p>Students can play a simple melodic line using just the white notes on a keyboard or their instrument.</p> <p>Students can follow simple music notation.</p> <p>Students can mostly sing in time and in tune.</p> <p>Students can compose as part of a group, using repeating patterns.</p> <p>Students can review and make changes to their work.</p> <p>Students can identify differences within a musical element e.g. high and low, fast and slow.</p>
	➔	<p>Students can perform in a group performance, in a piece with different parts.</p> <p>Students can play a more complex melodic line using just the white keys on a keyboard or their instrument.</p> <p>Students can understand and follow musical notation.</p> <p>Students can sing as part of a group in a song with two parts.</p> <p>Students can develop repeating patterns, in a clear structure.</p> <p>Students can recognise specific instrumental sounds and the different layers of sound.</p>

## Year 8 Art Page 1

### Criteria for Assessment Without Levels


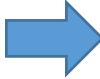
		<b>Working Towards</b>		<b>Working At</b>		<b>Working Above</b>	
<b>Generating Ideas</b>	Students struggle to respond artistically to express a specific meaning or idea.		Students can use their sketch book to record their observations.		Students can develop ideas independently and can explain some of their thought processes.	Students can develop ideas independently showing curiosity imagination and originality.	
	Students can use materials and techniques to record from observation and imagination.		Students use ideas to create final pieces through exploring a range of different media.		Students can select appropriate materials and techniques to record creatively and skillfully from observation and imagination.		
<b>Making</b>	Students are beginning to combine materials showing some awareness of purpose. Recording simple ideas taking into account observations and basic concepts of tone, proportion, perspective and composition.		Students' skills in drawing, painting, sculpture and other art, craft and design techniques are becoming more secure.		Students are gaining confidence when using a range of different media.	Students are skilled in drawing, painting, and other art, craft and design techniques.	
	Students' choice of tools is becoming more appropriate for the desired outcome.						

## Year 8 Art Page 2



### Criteria for Assessment Without Levels

		Working Towards		Working At		Working Above	
Evaluating	Students are able to offer some suggestions for improving their work.	→	Students are confident when describing the different characteristics of art and design and are able to evaluate their qualities.	→	Students are able to explain the purpose of their work and the work of others. Students are able to use key words in their responses.	Students are able to explain the purpose of their work and the work of others and start to reflect upon it with some critical understanding.	
	Students can use experience to identify strengths and weaknesses in artwork.		Students have a growing understanding of different art forms. Their research into different artists is becoming more detailed and thoughtful.		Students can carefully evaluate their work and that of others identifying actions to strengthen their work.		
Knowledge	Students are developing awareness of great artists, craft makers and designers. Growing in understanding of the historical and cultural development of their art forms.	→	Personal responses are more meaningful, with some justifications.	→	Students' personal responses are meaningful, with some justifications. Relevant research is detailed and embedded within their artwork.	Students know about great artists, craft makers and designers, understanding the historical and cultural development of their art forms.	
	Students have some awareness of great artists, craft makers and designers.						

## Year 8 Geography Page 1

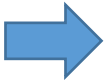
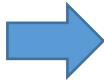
Criteria for Assessment Without Levels			
Working Towards		Working At	Working Above
Students can identify some countries around the world and know the continents.		Students can <b>identify over 25 countries</b> around the world and know the continents and oceans.	Students can identify over 30 countries around the world (including many from the Middle East) and know the continents and oceans.
Students can <b>describe</b> in simple terms how some processes work e.g. Food chains		Students are <b>beginning to explain how processes</b> such as food chains work using some of the key words	Students can <b>explain in detail</b> , using many key words and giving examples, how processes such as earthquakes work.
Students can describe some differences and similarities between people and places they have studied e.g. Nepal, Turkey, California.		Students can describe and <b>explain some differences and similarities</b> between people and places they have studied e.g. Nepal, Turkey, California.	
Students can describe how people live in the places they study e.g. Farmers in Nepal		Students take into consideration how people live when <b>explaining what places are like</b> .	Students can understand the views of a wide range of groups of people, and consider them, before making an informed decision that they explain in detail.
<b>With help, students can write conclusions</b> using some resources to help them.		Students can write <b>conclusions</b> using a range of resources to help them. Students also use their own research to assist them. Students make sure the research they use is useful.	Students can write conclusions using a range of resources to help them. Students also use their own research to assist them.

## Year 8 Geography Page 2

Criteria for Assessment Without Levels		
Working Towards		Working At
Students can describe some causes and effects of human activity.		Students can begin to <b>explain some causes and effects of human activity</b> .
Students can describe the places they have studied and <b>make links with guidance</b> .		Students can <b>make some links</b> between different areas students have studied e.g. earthquakes in USA and Turkey.
Students can label blank maps and understand their importance to show the location of places.		Students <b>use some relevant maps</b> in their work; students are starting to add more labels to them.
Students can use and make a bar charts. Students <b>use statistics</b> from it to help them answer questions.		<b>With guidance students can carry out a geographical enquiry.</b> Students use some graphs or facts that support their opinion or conclusions.
Students can <b>use photos</b> to help them answer questions.		Students are able to use photos as a source of evidence and use them to help raise or back up a point.
		
		Working Above
		Students can explain the causes and effects of human activity and how it <b>impacts the environment</b> e.g. farming in Nepal. Students suggest <b>solutions</b> to problems.
		Students can <b>make detailed links</b> between different areas they have studied e.g. earthquakes in USA and Turkey and they always use key words to help them.
		Students use a range of maps confidently; they are always set out properly, clearly labelled and chosen appropriately for the task.
		Students can carry out an <b>enquiry with little supervision</b> and include relevant maps, graphs and statistics. Students can draw conclusions from their work
		Students are able to use and <b>analyse</b> photos as a source of evidence and use them to help raise or back up a point. Students can use them to generate <b>geographical questions</b> .



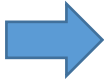
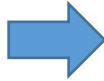
## Year 8 History Page 1

Criteria for Assessment Without Levels				
Working Towards		Working At		Working Above
Students always use the correct chronological terminology and have a secure knowledge of dates.		Students always use the correct chronological terminology and have a secure knowledge of dates and era's. For example: The Medieval period and Tudor period.		Students always use the correct chronological terminology and have a secure knowledge of dates and era's. Students are making links between previous periods and events today. For example: crime and punishments.
Students are able to describe how the various invasions changed British society and culture.		Students are able to describe and explain how the various events changed British society and culture. For example: The introduction of a police force.		Students recognise that their view of the past and events can change and that many factors may lead people to very different conclusions.
Always writing dates correctly, A.D.1745 and regularly using phrases like: tomorrow, yesterday century, and decade.		Always using phrases like: in the era, time, period century, and decade. Understand anachronism.		Always using phrases like: in the era, time, period century, and decade. Understand why other cultures date time differently.
Students can give a detailed description of several reasons for why an event happened. I think this... I think this because...		Students always give a detailed description of several reasons for why an event happened. I think this... I think this because...		Students can recall specific factual details in some depth; explain the different interpretations and making comparisons across different eras.

## Year 8 History Page 2

Criteria for Assessment Without Levels				
Working Towards		Working At		Working Above
Moving forward students are beginning to suggest reasons for why things have been interpreted differently. For example: The Battle of Little Bighorn.		Moving forward students are explaining which factors they believe are the most relevant, and they are beginning to give reasons why events and people have been interpreted differently. For example: The Gunpowder Plot and Charles I.		Sustained analysis should be evident in extended pieces of writing, For example: Was Wounded Knee a battle or a massacre?
Students are beginning to question the evidence and suggest why some sources, For example paintings and textbooks should be viewed with a degree of caution.	➔	Students are questioning the evidence and suggesting why some sources, For example paintings and textbooks should be viewed with a degree of caution.	➔	Independent research, presentations and project work should always meet specifications and be consistently of a high standard, both in terms of research and argument. For example: environmental study on different Native American tribes.
Students are beginning to question the sources and are able and prepared to argue why they believe a particular interpretation.		Students are questioning the sources and are able and prepared to argue why they believe a particular interpretation. For example: Were the Catholics framed in 1605?		Students are confidently using the sources to comprehend, compare, infer and question the validity of the evidence. For example: How progressive was the USA in the 1920s?

### Year 8 History Page 3

Criteria for Assessment Without Levels				
Working Towards		Working At		Working Above
<p>Show secure knowledge of aspects of Britain's History and other areas studied. Verbally and in written form.</p>		<p>Demonstrate clear and broad knowledge of aspects of Britain's History and other areas studied, verbally and in written form. Beginning to see connections across the periods studied.</p>		<p>Show extended knowledge of aspects of Britain's History and other areas studied. Regular usage of primary sources to support their point of view. (quotes)</p>
<p>Verbally and in written form students can demonstrate knowledge of the History of Britain from the Romans to the Twentieth century. Work is structured with regular use of specialist terms.</p>		<p>Verbally and in written form students regularly demonstrate extensive knowledge of the History of Britain from the Romans to the Twentieth century. Work is well structured with regular use of specialist terms.</p>		<p>Verbally and in written form students always demonstrate extensive knowledge of the subjects covered. They are using their knowledge and interpretive skill to reach informative judgments with well-reasoned conclusions.</p>
<p>Students have an excellent overview of the topics covered and are making links with previous area of study and with other subjects across the curriculum.</p>		<p>All of the above; with an awareness of how culture, gender, religious beliefs and ethnicity can influence our interpretation of the past. For example: The impact of contact with Europeans on the Native Americans.</p>		<p>Using their enquiry, interpretive and source analysis skills, pupils are able to independently research any appropriate topic and present their finding in a manner that demonstrates they are working above expectations.</p>

## Year 8 Computing Page 1



<b>Course Skills:</b>	<b>Abstraction</b>	<b>Decomposition</b>	<b>Algorithmic Thinking</b>	<b>Evaluation</b>	<b>Generalisation</b>
Understands a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem.			✓		✓
Recognises that some problems share the same characteristics and use the same algorithm to solve both.			✓		✓
Understands the notion of performance for algorithms and appreciates that some algorithms have different performance characteristics for the same task.			✓	✓	
Uses nested selection statements.			✓		
Appreciates the need for, and writes, custom functions including use of parameters.	✓		✓		
Knows the difference between, and uses appropriately, procedures and functions.	✓		✓		
Understands and uses negation with operators.			✓		
Uses and manipulates one dimensional data structures.	✓				
Detects and corrects syntactical errors.			✓		
Understands how numbers, images, sounds and character sets use the same bit patterns.	✓				✓
Performs simple operations using bit patterns e.g. binary addition.	✓		✓		
Understands the relationship between resolution and colour depth, including the effect on file size.	✓				
Distinguishes between data used in a simple program (a variable) and the storage structure for that data.	✓				

## Year 8 Computing Page 2

Course Skills:	Abstraction	Decomposition	Algorithmic Thinking	Evaluation	Generalisation
Understands the von Neumann architecture in relation to the fetch execute cycle, including how data is stored in memory.	✓				✓
Understands the basic function and operation of location addressable memory.	✓				
Knows the names of hardware e.g. hubs, routers, switches, and the names of protocols e.g. SMTP, imp, POP, FTP, TCP/IP, associated with networking computer systems.	✓				
Uses technologies and online services securely, and knows how to identify and report inappropriate conduct.			✓		
Justifies the choice of and independently combines and uses multiple digital devices, internet services and application software to achieve given goals.				✓	
Evaluates the trustworthiness of digital content and considers the usability of visual design features when designing and creating digital artefacts for a known audience.				✓	
Identifies and explains how the use of technology can impact on society.					
Designs criteria for users to evaluate the quality of solutions, uses the feedback from the users to identify improvements and can make appropriate refinements to the solution.				✓	

### Year 8 Computing Page 3

#### Criteria for Assessment Without Levels

Working Towards		Working At		Working Above
<p>Understand that some problems require the same solution.</p> <p>Perform simple binary addition.</p> <p>Use online services securely and how to identify and report inappropriate conduct.</p> <p>Identify problems that share the same characteristics and use the same algorithm to solve both of them.</p> <p>Understand the relationship between resolution and colour depth and the effect upon file size.</p> <p>Use multiple digital devices and software to achieve given goals.</p> <p>Know the names of hardware such as routers, switches and protocols.</p>		<p>Evaluate algorithms and appreciate that some have different performance characteristics for the same task.</p> <p>Use nested selections statements.</p> <p>Identify different data used in a simple programme such as a variable and the storage structure for that data.</p> <p>Understand how the data is stored in the memory and the fetch execute cycle.</p> <p>Understand the basic function and operation of location addressable memory.</p> <p>Evaluate the trustworthiness of digital content and evaluate the effectiveness of digital artefacts for a given audience.</p>		<p>Use selected nested statements and understands the need for and can write, custom functions including parameters.</p> <p>Use data structures and operators.</p> <p>Understand how numbers, images, sounds and character sets use the same bit patterns.</p> <p>Know the difference between procedures and functions and can use them correctly.</p> <p>Detect and solve syntax errors.</p> <p>Identify and evaluate the impact upon society.</p> <p>Design criteria for users to evaluate the quality of solution, use the feedback to make improvements to refine the solution.</p>

## Year 8 French

### Criteria for Assessment Without Levels

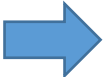

Working Towards	Working At	Working Above
<p>Remember some topic specific vocabulary and are able to apply it with support when writing and speaking in the target language. Remember a few simple words from previous topics to use with new topics. (Errors might be made but information is communicated.) Remember familiar common present tense phrases and can create short sentences using familiar verbs with support.</p> <p>Understand some simple given past/future tense phrases. Some can choose the correct tense when given a choice.</p> <p>Able to understand simple pieces of TL that they read and hear to answer simple questions about details and gist.</p> <p>Can increasingly recognise and use simple conjunctions, time connectives, intensifiers and opinions and use them with support.</p> <p>Ask and respond to questions about familiar topics.</p>	<p>Remember familiar topic specific vocabulary and are able to apply some from memory with increasing spontaneity when writing and speaking in the target language.</p> <p>Able to adapt some simple language or cognates learned in Y7 to use in new topics.</p> <p>Have an understanding of how to form present, past and future tenses and attempt to create work, with some success, using these tenses with familiar verbs.</p> <p>Begin to understand longer text in TL that they read or hear to answer questions with some success about details and gist.</p> <p>More regularly apply simple conjunctions, time connectives, intensifiers and opinions to extended pieces of work.</p> <p>Ask and respond to questions about topics and can work independently with encouragement on areas of personal interest.</p>	<p>Remember all topic specific vocabulary and are able to apply it from memory with spontaneity when writing and speaking in the target language.</p> <p>Able to adapt language from year 7 topics to use appropriately in new topics.</p> <p>Understand how to form present, past and future tenses and can create longer pieces of work using these tenses with a variety of verbs and pronouns.</p> <p>Able to understand paragraphs of TL that they read and hear to accurately answer questions about details and gist.</p> <p>Regularly apply and understand varied conjunctions, time connectives, intensifiers and opinions to create/understand extended pieces of work.</p> <p>Ask or respond to more complex questions about topics and work independently on areas of personal interest.</p>

## Year 8 Religious Education

### Course Content:

Unit 1 – Buddhism  
Unit 2 – Christian Denominations  
Unit 3 – Judaism and the Holocaust

### Criteria for Assessment Without Levels

Working Towards		Working At		Working Above
<p>Describe views, practices and ideas clearly.</p> <p>Can discuss questions, ideas and points of view.</p> <p>Can ask the 5Ws in RE.</p> <p>Can connect ideas in RE and link different viewpoints.</p> <p>Can describe different religions and worldviews.</p> <p>Show a limited understanding of the topics studied throughout the year.</p> <p>Work is minimal and/or poorly presented.</p> <p>Listening and communication skills are under-developed.</p>		<p>Show understanding of views, practices and ideas by explaining why they occur.</p> <p>Show a good understanding of the topics studied throughout the year.</p> <p>Be able to explain the effect of faith on people.</p> <p>Explain own viewpoints clearly and with sophistication.</p> <p>Be able to investigate religious beliefs and practices (using a variety of sources where necessary).</p> <p>Work is presented neatly and carefully.</p> <p>Listening and communication skills are developing well.</p>		<p>Accounting for similarities and differences by giving informed accounts of diversity and the impact of religion on life (particularly comparing Christianity and Judaism).</p> <p>Show an excellent understanding of the topics studied throughout the year.</p> <p>Evaluate different beliefs, perspectives, sources of wisdom and ways of life.</p> <p>Be able to explain ideas creatively and coherently.</p> <p>Be able to combine research in RE using various methods.</p> <p>Be able to evaluate questions and arguments critically.</p> <p>Be able to evaluate arguments and questions personally.</p> <p>Work is always presented clearly and neatly.</p> <p>Listening and communication skills are well developed.</p>



## Year 8 Design Technology Page 1

### Criteria for Assessment Without Levels

		Criteria for Assessment Without Levels			
		Working Towards	Working At	Working Above	
<b>Design</b>	<p>To use research to identify user needs and apply to their own ideas.</p> <p>To identify and solve their own basic design problems.</p> <p>To develop specifications to inform the design of functional and appealing products.</p> <p>To develop and communicate design ideas using annotated sketches.</p>	➔	<p>To use research to identify and understand user needs and apply to their own ideas.</p> <p>To identify and solve their own design problems.</p> <p>To develop specifications to inform the design of innovative, functional and appealing products.</p> <p>To develop and communicate design ideas using annotated sketches and detailed plans.</p>	➔	<p>To use research effectively to identify and understand more complex user needs and apply to their own designs.</p> <p>To independently identify and solve their own design problems.</p> <p>To develop detailed specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.</p> <p>To generate a wide range of creative, original ideas and avoid stereotypical responses.</p> <p>To develop and communicate design ideas using comprehensive annotated sketches and accurate detailed plans.</p>
	<b>Make</b>	<p>They can select and work with a wider variety of tools, equipment, materials, ingredients and components with some accuracy, paying attention to the quality of finish.</p> <p>They can use some traditional and modern materials and ingredients, including smart materials and are starting to learn about their properties.</p>	➔	<p>They can work with a range of tools, equipment, materials, ingredients, components and processes with some precision and show that they understand their characteristics.</p> <p>They can use a range of both traditional and modern materials and ingredients, including smart materials, and through learning about their properties, make informed choices about which to use in the products they design and make.</p>	➔

## Year 8 Design Technology Page 2

Criteria for Assessment Without Levels					
	Working Towards		Working At		Working Above
Evaluate	<p>To begin to analyse the work of past and present professionals and others to broaden their understanding.</p> <p>To evaluate ideas with some thought to the views of those who will use their products.</p> <p>To test and evaluate their products against a design specification. To suggest improvements to their work in light of these outcomes.</p> <p>To begin to develop their understanding of some of the developments in design and technology and its impact on society and the environment.</p>	➔	<p>To analyse the work of past and present professionals and others to develop and broaden their understanding.</p> <p>To evaluate ideas, putting at the centre of their thinking the views of those who will use their products.</p> <p>To test, evaluate and refine their products against a design specification. To suggest improvements to their work in light of these outcomes.</p> <p>To develop their understanding of some of the developments in design and technology and its impact on society and the environment.</p>	➔	<p>To securely analyse the work of past and present professionals and others to develop and broaden their understanding.</p> <p>To continuously evaluate and develop ideas, putting at the centre of their thinking the views of those who will use their products.</p> <p>To securely test, evaluate and refine their products against a design specification. To independently modify or suggest improvements to their work in light of these outcomes.</p> <p>To understand some of the developments in design and technology and its impact on society and the environment.</p>
	<p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>To have a secure understanding, and be able to use, mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>To have a sound understanding and make use of the properties of materials when designing their products.</p>		<p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>To have a secure understanding, and be able to use, mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>To have a good understanding and make use of the properties of materials when making an informed choice about the products they are designing.</p>		<p>To understand how structures perform and use this to inform decisions related to the shape and size of structural elements.</p> <p>To have a good understanding, and be able to use, mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>To have a good understanding and make use of the properties of materials when making an informed choice about the products they are designing.</p>

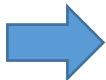

## Year 8 Physical Education Page 1

### Criteria for Assessment Without Levels

		Criteria for Assessment Without Levels				
		Working Towards	Working At	Working Above		
<b>Knowledge</b>		<ol style="list-style-type: none"> <li>1. Students are able to comment on own and others performance and suggest improvements.</li> <li>2. Students can solve problems independently, offer solutions and lead others in given situations.</li> <li>3. Students are able to plan and lead a relevant and effective warm up for a small group for some activity areas.</li> <li>4. Students take a leading role when working in a larger group situation.</li> <li>5. Students are able to identify, comment and action basic solutions in order to minimise risk.</li> <li>6. Students can officiate effectively and fairly maintaining control in a variety of activity areas applying all rules but with frequent errors.</li> </ol>	➔	<ol style="list-style-type: none"> <li>1. Students are able to comment on own and others performance and suggest improvements of technique, tactics and strategy.</li> <li>2. Students can solve problems independently, offer solutions and lead others in all situations in all activity areas.</li> <li>3. Students are able to plan and lead a relevant and effective warm up for a large group for various activity areas.</li> <li>4. Students consistently take a leading role when working in a larger group situation.</li> <li>5. Students are able to identify, comment and action solutions in order to minimise risk.</li> <li>6. Students can officiate effectively and fairly in some activity areas applying all rules but with occasional errors.</li> </ol>	➔	<ol style="list-style-type: none"> <li>1. Students are able to comment on own and others performance and plan and discuss ideas to improve observed areas for development in technique, tactics and strategy.</li> <li>2. Students can solve problems independently, offer solutions and lead others in all situations in all activity areas to create positive outcomes.</li> <li>3. Students are able to plan and lead a relevant and effective warm up for a large group for various activities</li> </ol>

## Year 8 Physical Education Page 2

### Criteria for Assessment Without Levels

	Working Towards		Working At		Working Above
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Students are able to use core skills across a range of activity areas in isolation and combination within small games.</li> <li>2. Students have increasing levels of skill and health related fitness and has a good understanding of ways to improve fitness.</li> <li>3. Students are able to perform gymnastic and dance skills with consistency in basic sequences showing a range of linking movements.</li> </ol>		<ol style="list-style-type: none"> <li>1. Students are able to use core skills in a variety of activity areas in isolation and combination within larger games.</li> <li>2. Students have good levels of skill and health related fitness as proven by fitness test results.</li> <li>3. Students are able to perform more advanced gymnastic and dance skills with fluency and consistency in more complex sequences showing a broad range of linking movements.</li> </ol>		<ol style="list-style-type: none"> <li>1. Is able to use core skills in all activity areas in isolation and combination within full sided games.</li> <li>2. Has outstanding levels of skill and health related fitness as proven by improved fitness test results and can suggest ways to improve fitness.</li> <li>3. Is able to use advanced vaulting techniques with consistency. Identifying strengths and areas for improvement in own performance.</li> </ol>
<b>Application</b>	<ol style="list-style-type: none"> <li>1. Within larger game situations and when under pressure they consistently apply correct skills that meet the needs of that situation.</li> <li>2. Students can frequently apply principles of attack and defence in a variety of activity areas.</li> <li>3. Students consistently demonstrate appropriate sportsmanship.</li> <li>4. Students consistently apply maximum effort in all activities.</li> </ol>		<ol style="list-style-type: none"> <li>1. Within larger game situations and when under pressure they consistently apply correct skills that meet the needs of that situation. School representative honours have been achieved in at least one sport.</li> <li>2. Students consistently apply principles of attack and defence in all activity areas.</li> <li>3. Students consistently demonstrate appropriate sportsmanship in line with the ethics and codes of activities.</li> <li>4. Students consistently apply maximum effort in all activities and regularly motivates and encourages others.</li> </ol>		<ol style="list-style-type: none"> <li>1. Within larger game situations and when under pressure they consistently apply correct skills that meet the needs of that situation. School representative honours have been achieved more than one sport.</li> <li>2. Students consistently apply principles of attack and defence in all activity areas. They can set up and implement appropriate strategies and tactics to outwit opponents in attack and defence in some activity areas.</li> <li>3. Students consistently demonstrate and models appropriate sportsmanship</li> </ol>