Borden Grammar School

Standards for Year 8 Subjects

Standards in Mathematics for Year 8 (Grade 5 on 9 - 1 GCSE Grading)

Standard	Descriptor	Skills & Knowledge	Presentation	Evidence	Example - Fractions
Platinum	**Mastery**	Shows ability to **INTERPRET** and **ANALYSE** problems and hence generate suitable strategies	Always follows the Department Policy on presentation. Follows mathematical conventions. All working is clear and purposeful. Their process is easy to follow in its **Quality of Written Communication.**	Able to recognise the skills required to solve questions for this topic in any context. Topic tests are graded Platinum.	Can solve multi-step problems. Application of percentages as a **Functional Skill**.
Gold	**Secure**	Shows ability to **SELECT** and **APPLY** mathematical methods in a range of contexts	Follows the Department policy on presentation. Valid evidence of their process is present in the majority of cases.	Able to extend skills and knowledge beyond standard questions. Topic tests are graded Gold	Uses all methods correctly. Can calculate reverse percentages and calculate compound interest for both appreciation and depreciation cases.
Silver	**Making Progress**	Shows ability to **RECALL** and **USE** appropriate knowledge for the question content.	Does not always follow the Department policy on presentation. Working, when present, may not always support the process.	Able to answer standard questions. Topic tests are graded Silver.	Can apply decimal multipliers correctly. Can find percentage increase and decrease.
Bronze	**Requires Intervention**	Unable to link appropriate knowledge and methods. Progress will require support.	There is a lack of presentation skills. Working does not support the process or may be completely absent.	Unable to answer standard questions. Unable to move on from misconceptions. Topic tests are graded Bronze.	Answers only the basic style of questions i.e. calculate a percentage score. Wrongly applies techniques i.e. not using decimal multipliers correctly. Relies on knowledge from a lower ability.
Attainment assessed up to GCSE Grade 5 in the 6 KS3 Strands:					
1. Number: 2. Algebra: 3. Ratio, Proportion & Rates of Change: 4. Geometry & Measures: 5. Probability: 6. Statistics.					

English Standards for Year 8

	Reading Assessment
Platinum **'Detailed and perceptive'**	• **Detailed, thoughtful** analysis about how the writer's language has **crafted** the reader's understanding of a particular character, theme, genre, setting or topic • Textual detail is **precise and well-chosen** and quotes are embedded • **Sophisticated** subject terminology is accurately used: connotations, structure, verbs, adjectives • Linguistic devices are **thoroughly explored** for their intended effect: metaphors, similes, hyperbole, pathetic fallacy, foreboding, semantic field • Alternative interpretations show **insight and high engagement** • **Originality** of word level analysis shows perception
Gold **'Clear and relevant'**	• Analysis is **clear** and comments are relevant regarding how the writer's language has **shaped** the reader's understanding of a particular character, theme, genre, setting or topic • Textual detail is **well-chosen** and relevant to **illustrate** the point being made • **Increasingly sophisticated** subject terminology is accurately used: connotations, verbs, adjectives • Linguistic devices are **explored** for the way the writer has used them: metaphors, similes, rhetorical questions • Interpretations show **inference** rather than restating the obvious • Word level analysis is **clear and relevantly tied** to the question
Silver **'Developing understanding'**	• Understanding of the writer's intentions are **developing** • Analysis and interpretations tends to **rely on explaining or paraphrasing** the ideas around a character, theme, genre, setting or topic rather than real inference • Textual detail is appropriate but **not always well selected** to the point being made; it can be too **generalised** and **lack specific focus** • Some subject terminology is used although appreciation for how the writer has used it, or the intended effect it has had on the reader, is lacking • Linguistic devices are recognised but analysis relies on **'feature spotting'** rather than clear, sustained understanding • Word level analysis is **patchy** and not firmly tied to the question

| Bronze 'Attempts comment' | Students are able to express a **straight forward** opinion on a character, theme, genre, setting or topic but their comments **lack appreciation** for writer's intent or craft Analysis and interpretations are **paraphrased:** they can provide a reason but their explanations or supporting expansions are **repetitive** Locating textual detail is **inconsistently done** and when evidence is chosen it may lack clarity, development or relevance to the question Subject terminology and linguistic devices are used to attempt to show the writer's craft but rely heavily on **'feature spotting'** and are **not always relevant** or successful Word level analysis is **generally missing** from this band |

English Standards for Year 8

	Writing Assessment
Platinum **''Highly engaging'**	• **Conscious** use of structural features • Writing is highly engaging • **Sequence** of clearly connected, coherent ideas in paragraphs • Content consistently matches the purpose of task - **convincing** • **Consciously chosen** linguistic devices • **Range** of sentence structures deliberately used for effect • **Well-placed**, accurate, ambitious vocabulary • **Highly accurate** spelling including complex, irregular words • **Wide, rich range** of accurately used punctuation and sentence demarcation is sec
Gold **'Clear and effective'**	• **Effective** use of structural features • Writing is engaging • Ideas are clear and paragraphs **well connected** • Content is matched to the purpose - **appropriate** • Appropriate use of linguistic devices **for effect** • Uses a **variety** of sentence structures for effect (embedded clauses, adverbial starts) • **Increasingly sophisticated** use of ambitious vocabulary • **Generally accurate** spelling including adventurous words • **Full range** of punctuation used (Semi colons, colons, ellipsis) and sentence demarcation is mostly secure
Silver **'Developing impact'**	• **Developing** use of structural features • Writing is **developing impact** • Ideas are **straightforward** and paragraphs are secure but **lack full development** • Content inconsistently matches purpose – **not sustained throughout** • **Inconsistent** use of linguistic devices for impact • Sentence structures are **mechanical** and beginning to develop impact • Vocabulary is selected for **deliberate impact** on reader • **Developing accuracy** with spelling of ambitious and complex vocabulary • A **controlled but limited** range of punctuation (full stops, commas, apostrophes, speech and exclamation marks) used accurately

Bronze 'Attempts success'	• **Some** use of **simple** structural features • Writing **attempts** to engage • Ideas are relevant and paragraphs are **mostly linked and accurate** • Content firmly **attempts** to match the purpose • Attempts use of linguistic devices with **some** success • **Attempts** success with a variety of sentence structures though may be repetitive • **Sporadic** use of interesting vocabulary for effect • **Some accurate** spelling of complex words • Success with basic punctuation (full stops, commas, apostrophes, speech marks) ensures sentence demarcation is **mostly accurate**

Scientific Knowledge and Understanding

Level	Description
Platinum	I have an extensive knowledge & understanding of the science I have learnt and can use this to explain a wide range of observations. I can confidently use my mathematical skills to interpret graphs and solve scientific problems. I can confidently use a range of scientific models and theories to explain why things happen
Gold	I can link together scientific knowledge and ideas from different topics to explain why things happen. I can use patterns, models & theories to make predictions. I can use some mathematical equations to solve scientific problems.
Silver	Using the correct scientific words, I can use my scientific knowledge & understanding to describe and explain in detail why things happen. I can use some scientific models and theories to explain why things happen. I can apply my scientific knowledge & understanding to describe and explain situations I have not come across before
Bronze	Using the correct scientific words, I can show an understanding of most of the science I have learnt. I can use my scientific knowledge & understanding to describe and explain why things happen. I am beginning to describe and use some simple scientific models and theories

MFL Department

Level	Knowledge of vocabulary/ opinions	Knowledge of verbs	Reading skills	Listening skills	Written accuracy and dictionary skills	Speaking skills	Engagement
Platinum	Knows vocabulary beyond the Y8 scheme of work. Can give opinions/reasons using a variety of language	Knows some past, present and future verbs.	Can translate texts with great accuracy	Can transcribe sections of spoken language with great accuracy	Produces very accurate work due to efficient checking for mistakes. Uses a dictionary correctly to look up or check new/unfamiliar words.	Can speak on topics beyond those studied in year 7 by using transferring skills and knowledge to new contexts	Is engaged in all class activities and shows evidence of reading/investigating language/culture outside the classroom.
Gold	Has a range of vocabulary for each topic studied. Can give opinions and reasons	Knows some verbs in past or future	Can read short texts, extracting full details.	Can pick out specific details from a short spoken passage	Checks work for mistakes. Can use a dictionary to look up new words.	Can answer topic based questions spontaneously.	Is engaged in all activities in class, especially choral repetition.
Silver	Has some basic vocabulary for each topic studied. Can give opinions.	Knows some present tense verbs	Can read shorts texts for gist.	Can understand main points of a short spoken passage.	Attempts dictionary use but may select inappropriate words or pick grammatical terms (e.g. conj)	Is able to read work out confidently and can answer some topic based questions	Is mostly engaged in class activities but seems occasionally 'switched off' and therefore is not picking up new vocabulary easily.
Bronze	Has difficulty in creating sentences due to a lack of basic vocabulary. Cannot offer opinions	Has little understanding of verbs	Has difficulty in picking out the key ideas of a short text	Has difficulty in picking out the key ideas of a short spoken passage	Does not re-read written work and therefore accuracy is very poor	Unable to answer basic questions. May be reluctant to read written work aloud.	May be disengaged or lacking in confidence. Does not actively listen to classmates and teacher.

Geography Department

LEVEL	Descriptors
Platinum	- Pupils recall basic information about physical and human environments, with a growing appreciation of different scales. They demonstrate simplistic knowledge of location through specific case studies with geographical ideas referred to in a simple manner. - Pupils understand simple physical and human processes. Pupils begin to understand how the different views of people have different effects on how environments are used and managed. - Pupils conduct a geographical enquiry, collecting appropriate data from primary and secondary sources. Pupils make accurate decisions about the data, with limited conclusions attempted and offer an evaluation often focused on one aspect of the enquiry. • Pupils have a good understanding of how cartographical and OS skills can be used to describe and interpret geographical patterns. - Pupils understand a range of graphical techniques and how to interpret the data presented. - Pupils demonstrate a range of graphical skills and interpret different types of photographs from a range of different landscapes. - Pupils clearly link photographic evidence to OS maps. - Pupils use more sophisticated statistical skills e.g. percentage change or cumulative frequency as a means of analysing data.
Gold	- Pupils recall basic information about physical and human environments, often limited to a few geographical scales with a basic knowledge of specific locations. - Pupils show some recognition of the physical and human processes involved with some appreciation of the resulting geographical patterns. - Pupils recognise that people have different values and attitudes to the changes of the physical and human environments, varying dependent on how the landscape is being used and managed. - Pupils conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present their findings using a range of simplistic techniques. Outcomes of the enquiry are simplistic with a range of key terminology used. - Pupils can fully recognise the patterns made by physical and human features and use a range of cartographical skills to interpret and analyse the trends. A wide range of OS map skills will be used confidently. - Pupils use statistical and numerical skills with increasing ease and include more sophisticated analysis techniques e.g. percentage increase or decrease when analysing data

Silver	- Pupils recall very basic information about the physical and human region studied and their specific environmental characteristics. - Pupils recognise that on the wider scale, places have different regions, and begin to compare them. - Pupils understand simple geographical ideas about physical and human processes but not always linked to a specific example. - Pupils appreciate that processes help develop geographical patterns, which have their own characteristics for places and the environment. - Pupils understand the interrelations between physical and human environments and people, and the sustainable management of these. - Pupils conduct a geographical enquiry, collect data (primary and secondary) using appropriate techniques, collate the information and present findings using a number of graphical techniques e.g. bar graphs. Outcomes of the enquiry are simplistic with a limited range of key terminology. - Pupils have an improved knowledge of how numerical and statistical skills can be used to describe and analyse geographical data.
Bronze	- Pupils begin to understand how the links between physical and human geography create the particular characteristics of different places and begin to think more worldwide. - Pupils recognise that physical and human processes link with the physical and human environments, which creates diversity and changes. - Pupils will start to understand that the use and management of environments can have consequences and can start to explain how these can result in change. - Pupils can begin to develop their own geographical questions, briefly discuss their methods, draw some conclusions and offer some evaluation of their investigation. - Pupils present their work both graphically and in writing, using more accurate geographical terminology. - Pupils have a working understanding of OS map skills, begin to use 6 figure grid references and describe geographical patterns on maps. - Pupils draw a wider range of graphical techniques, including multiple line graphs. - Pupils' understanding of data will be demonstrated using simplistic statistical and numerical skills with an increasing attempt to understand trends reflected in the data set

History Department

LEVEL	Significance	Cause and Consequence	Using Evidence	Interpretation	Change and Continuity
Platinum	Establish relative significance. Draw conclusions about the significance of events over time	Establish links between events to show cause and consequence. Use time to demonstrate short and long term causes of events	Use COP to evaluate a range of sources Reach your own conclusions from a range of sources	Establish reasons for different viewpoints	Establish links between events to show cause and consequence Use time to demonstrate short and long term causes of events.
Gold	Explain the impact important events have had.	Suggest how causes and consequences can link together	Use content, origin and purpose (COP) to explain why the source is useful	Compare similarities and differences in viewpoints	Describe how much change there has been.
Silver	Use evidence and examples to test your theory	Explain each cause and consequence	Use content, origin and purpose (COP) to explain why the source is useful.	Explain reasons for the viewpoint.	List similarities differences between time periods. Describe what has changed.
Bronze	Identify factors relating to the question.	Identify a range of causes and consequences for an event or change.	Describe what you can learn from a source. Use a quote to help describe the viewpoint of the source	Identify the viewpoint of a source.	Describe a past society

Art Department

	Develop ideas and concepts	Refine work - experimenting with appropriate media, materials, techniques and processes	Record ideas – drawing, painting, annotation and more.	Final piece – personal and meaningful response that shows skill and thought
PLATINUM	A highly developed ability to effectively develop ideas through purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions. A highly developed ability to demonstrate understanding of visual language.
GOLD	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
SILVER	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
BRONZE	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions Some ability to demonstrate understanding of visual language.

Design Technology (DT) Department

	Descriptors
Platinum	▪ I am very safe in the workshop and prompt others. ▪ I select the correct tool for the task and use it skilfully. ▪ I use CAD to communicate my ideas clearly with flare. ▪ I can sketch well to explain a creative idea. ▪ I know different materials, their properties and uses. ▪ I take thorough quality control measures in practical tasks. ▪ I work with a high level of accuracy in all aspects or designing and making. ▪ I continuously test and evaluate my work to reflect and refine. ▪ Creativity and innovation in my designs. ▪ I independently problem solve, showing creativity and innovation.
Gold	▪ I am safe in the workshop and prompt others. ▪ I select the correct tool for the task and use it skilfully. ▪ I use CAD to communicate my ideas clearly. ▪ I can sketch clearly to explain an idea. ▪ I know different materials and their properties. ▪ I take quality control measures in practical tasks. ▪ I work with a high level of accuracy. ▪ I continuously test and evaluate my work to make improvements. ▪ Creativity and innovation in my designs. ▪ My design may evolve and I refine.
Silver	▪ I am safe in the workshop and prompt others. ▪ I select the correct tool for the task and use it skilfully. ▪ I use CAD to communicate my ideas clearly. ▪ I can sketch skilfully to explain my idea. ▪ I know different materials and their properties. ▪ I take quality control measures in practical tasks. ▪ I work with accuracy. ▪ I am creative. ▪ I test and evaluate my work to make improvements. ▪ I understand my design may evolve.

Bronze	- I am safe in the workshop. - I select the correct tool for the task. - Understanding of CAD. - I can sketch to show an emerging idea. - I know different materials and their classifications. - I know quality control measures. - I work with some skill and accuracy. - Some level of creativity is evident. - Some understanding of quality control. - I can evaluate my work.

Drama Department

	Developing	Performing	Evaluating
Platinum	Students are fully engaged in the devising of drama, motivating and organising, as well as being highly creative.	Students maintain a role with a very high level of originality and creativity. They are able to use a wide range of skills to achieve a believable character that engages an audience.	Students are able to insightfully evaluate performances, offering subtle and detailed analysis, as well as providing well considered and critical feedback.
Gold	Students respond to task in original and highly imaginative way. They are able to direct effectively and organise and motivate a group with ease.	Students create a role with a high degree of originality and creativity, applying an extensive range of practical skills to create a captivating performance that shows a thorough awareness of audience.	Students are able to evaluate the performance, offering subtle and detailed analysis of the performance using subject specific terminology.
Silver	Students frequently take on the role of director during group work, contributing a range of creative ideas. They show insight and sensitivity when working with a group.	Students create an engaging and imaginative role, performing with confidence and showing well developed practical skills.	Students are able to evaluate the performance, making clear, developed and detailed comments on the performance using subject specific terminology.
Bronze	Students frequently offer helpful ideas to group work, contributing positively to the task.	Students create an interesting role using a range of practical skills. They are consistently able to maintain characterisation.	Students are able to comment upon the strengths and weaknesses in performance with some degree of insight.

ICT & Computing Department

	Computational Thinking Problem Solving & Algorithms	Programming Scratch, Python	Data Representation Databases, Binary & Boolean Logic	Computers Hardware, Software & operating Systems	Networking Internet, Networking & Security	Information Technology Digital Literacy, Graphic Design & AI
Platinum A student who has mastered the skills in the Y8 Computing curriculum will be able to:	Finds where information can be filtered out in generalising problem solutions (abstraction).	Designs, writes and debugs modular programs using functions. Selects appropriate variables and relational operators within a loop to govern termination. Establishes the difference between a while loop and a for loop.	Examines how processors' instruction sets relate to low-level instructions carried out by a computer.	Investigates the differences between different Operating Systems, and the advantages and disadvantages of these.	Examines the importance of network security including simple security techniques such as strong passwords.	Makes judgements about digital content when evaluating and repurposing it for a given audience. Recognises the audience when designing and creating digital content.
Gold A student who is secure in the skills in the Y8 Computing curriculum will be able to:	Uses logical reasoning to predict outputs, showing an awareness of inputs. Selects similarities and differences in situations and uses these to solve problems (pattern recognition).	Identifies the differences between, and appropriately uses if and if, then and else statements. Has practical experience of a high-level textual language.	Illustrates how bit patterns represent numbers, images and sound.	Uses a range of application software to carry out designated tasks.	Demonstrates data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching. Constructs static web pages using HTML. Manipulates simple encryption techniques.	Undertakes creative projects that collect, analyse, and evaluate data to meet the needs of a known user group. Effectively designs and creates digital artefacts for a wider or remote audience.

Silver A student who is developing their Y8 Computing skills will be able to:	Constructs solutions (algorithms) that use repetition and two-way selection. Solves problems through decomposition.	Uses logical reasoning to predict the behaviour of programs. Builds programs that implement algorithms to achieve given goals.	Illustrates how digital computers use binary to represent all data. Summarises the relationship between data representation and data quality.	Classifies a range of software including operating systems, utility and application software.	Summarises the difference between the internet and internet service e.g. world wide web. Shows an awareness of, and can use a range of internet services e.g. VOIP.	Uses a variety of software to manipulate and present digital content: data and information. Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience
Bronze A student whose understanding of the Y8 Computing skills is still emerging will be able to:	Demonstrates simple algorithms using loops, and selection. Detects and corrects errors i.e. debugging, in algorithms.	Demonstrates how arithmetic operators, if statements, and loops, are used within programs. Declares and assigns variables.	Classifies different types of data (text, number) and understands how these are used in different situations. Demonstrates how filters or single criteria searches can find information.	Explains the difference between hardware and software, and their roles within a computer system. Gives examples of how data is stored on a computer.	Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. Understands how to effectively use search engines. Understands why computers are connected in a network.	Shows an awareness for the quality of digital content collected. Shares their experiences of technology in school and beyond the classroom. Talks about their work and makes improvements to solutions based on feedback received.

Music Department – Life After Levels

	PERFORMING Performance on a range of instruments and voice within solo and ensemble contexts	COMPOSING Creation of music in a variety of styles and genres.	APPRAISING Listening and responding to a range music in a variety of styles and genres.	EVALUATING Assessment and improvement of musical work.
BRONZE	Students are able to perform a range of melodic and rhythmic patterns. They are able to maintain consistent rhythmic and melodic ideas as part of an ensemble performance.	Students are able to create melodic phrases and motifs using more complex rhythms. They are able to consider compositional features of specific musical genres.	Students are able to identify appropriate musical genres. They are capable of making comparisons between the musical elements used in different pieces.	Students are able to give clear suggestions on how to make progress with their performance and composition.
SILVER	Students are able to perform a range of more complex melodic and rhythmic patterns individually and as part of an ensemble. They are able to add musical details such as dynamics to their performances.	Students are able to compose and combine a variety of melodic and rhythmic phrases to create musical compositions with textural interest.	Students are able to identify and assess how dynamics and other musical devices are used in a variety of pieces.	Students are able to give clear suggestions on how to improve their performance and composition. They are also able to evaluate the work of others to suggest improvements.
GOLD	Students are able to perform solo and accompaniment roles within an ensemble. They may be able to take a leadership role and direct the musical work of a group.	Students are able to add musical details such as dynamics and suggest appropriate orchestration for their compositions.	Students are able to identify different types of musical structures and forms used within a variety of pieces.	Students are able to independently improve their work by using their own topical research to extend their learning.
PLATINUM	Students are able to perform using a variety of instruments with a range of roles within an ensemble. They are able to lead ensembles and shape musical work with their own interpretations.	Students are able to compose for multiple instruments and arrange existing pieces in new formats.	Students are able to identify a range of musical features. They may be able to write in more continuous prose regarding musical features within a piece.	Students are able to independently improve their work through their own research. They are able to collaborate with others to develop their work.

PE Standards – Year 8 Assessment Matrix

Categories	Bronze	Silver	Gold	Platinum
Knowledge & Understanding – Subject content learned in each area of study (knowledge) & the comprehension of its meaning (understanding). AO1 Skills				
Knowing Content: (ie, facts, definitions, skills, principles, strategies, safe practice, procedures)	Partial	Some	Significant	In-depth
Understanding Content: (i.e., processes, techniques, ideas, linking concepts)	Partial	Some	Significant	In-depth
VAULT: (i.e., know and understand how to show Variety, Accuracy, Understanding, Linking, Times/Consistency)	Partial	Some	Significant	In-depth

Categories	Bronze	Silver	Gold	Platinum
Application – The ability to apply various skills and ideas within a practical as well as theoretical context. AO2 Skills				
Application of knowledge & skills. (i.e. movement skills, concepts, tactics)	Partial	Some	Substantial	Outstanding
Transferring skills (i.e. transfer of movement skills and tactics into different sports/contexts)	Partial	Some	Substantial	Outstanding
Making connections between different activities. (i.e. between active participation, tactical aspects and theory)	Partial	Some	Substantial	Outstanding

Analysis / Evaluation – The use of critical and creative thinking skills. AO3				
Use of Planning Skills: (i.e. what is the problem, formulating ideas, fitness plans, selecting strategies)	Restricted	Some	Considerable	Remarkable
Communication to different audiences. (i.e. peers, teammates, different purposes, within game vs to give feedback)	Restricted	Some	Considerable	Remarkable
Use of Critical/Creative thinking: (i.e. goal setting, decision making, analysing performance, constructive feedback)	Restricted	Some	Considerable	Remarkable

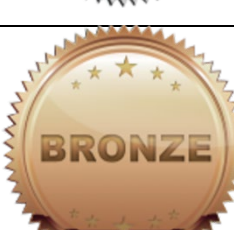| Categories	Bronze	Silver	Gold	Platinum
Attributes – What attributes should a Borden Boy demonstrate in Physical Education				
Resilience: (i.e. being able to overcome problems and deal with constructive criticism)	Limited	Some	Considerable	High Degree
Sportsmanship: (i.e.playing by the rules and in the spirit of the game, gracious in victory and defeat)	Limited	Some	Considerable	High Degree
Adaptability: (i.e.transferring skills and being able to work well in different teams and environments)	Limited	Some	Considerable	High Degree

End of year assessment will be achieved through best fit across all categories.

Students will also be assessed through iFit project as well as End of Year Exam

Discuss weighting for each category with Department.

Activities to be assessed in:	
Individual	**Team**
OAA Athletics Tennis iFit	Football Handball Hockey Rugby Basketball NFL Flag Striking Games Ultimate

Religious Studies (RS) Department

Podium	Religious Understanding	Religious Skills	Religious Reflections
PLATINUM	I can distinguish and investigate different interpretations of: the nature of religious belief and teaching, I can give a balanced analysis of their significance; the importance for believers of religious practices and lifestyles and of the issues raised by their diversity within a multi-cultural society.	I can place religious, non-religious and my own views of human identity and experience, the nature of reality, and religious and ethical theories concerning contemporary moral issues, within a religious and philosophical context, whilst making independent judgements about their significance.	I can explore with flair and confidence the relationship between religious practices, teachings, world issue and ultimate questions I can synthesise my own responses whilst respecting different views I can express with insight in to the significance and value of religion and other world views within the context of my own
GOLD	I am able to analyse and account for the varying influence of religious beliefs and teachings on individuals, communities and society. I can also understand different interpretations of religious ideas in texts, language and symbols using appropriate evidence and examples.	I can give an informed and well-argued account of my own and others' views. This includes values and commitments regarding identity and experience, questions of meaning and purpose in the light of different religious views and other views and feelings.	I can express my own beliefs and give supported evidence and/or reasoning for these views I can explain how history and culture has impacted on religious traditions I can use the necessary religious vocabulary to show the subtle variations in religious traditions
SILVER	I am able to relate religious beliefs, teachings, practices, lifestyles and the forms of religious expression. This also includes texts, styles of worship, language and symbolism, to their historical and cultural contexts.	I am able to evaluate religious and other views on human identity and experience, on questions of meaning and purpose and on values and commitments using appropriate evidence and examples	I can express my own beliefs, ideas, values and understanding in a number of ways I can reflect on and evaluate how beliefs interact with the contemporary world, expressing my own ideas I can give reasons and explanations to the similarities and differences within religions
BRONZE	I can show a good overview of a religious tradition that includes core values, places of worship, holy texts, significant individuals etc. I can show a deeper understanding of the core beliefs and how they are significant to that religious tradition.	I can show how a good understanding of the religious beliefs and practices of a religion and benefit the believer I can analyse how core beliefs are symbiotic with each other and provide a	I can express with confidence – written and/or verbally my personal beliefs I can maturely discuss, written and/or verbally my beliefs with those around me