



Borden Grammar School

Standards for Year 7 Subjects

English Standards for Year 7

Reading Assessment	
<p>Platinum 'Detailed and perceptive'</p>	<ul style="list-style-type: none"> • 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
<p>Gold 'Clear and relevant'</p>	<ul style="list-style-type: none"> • 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
<p>Silver 'Developing understanding'</p>	<ul style="list-style-type: none"> • 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
<p>Bronze 'Attempts comment'</p>	<ul style="list-style-type: none"> • 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 7

Writing Assessment	
<p>Platinum ‘Highly engaging’</p>	<ul style="list-style-type: none"> • 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 secure
<p>Gold ‘Clear and effective’</p>	<ul style="list-style-type: none"> • 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
<p>Silver ‘Developing impact’</p>	<ul style="list-style-type: none"> • 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
<p>Bronze ‘Attempts success’</p>	<ul style="list-style-type: none"> • 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

Standards in Mathematics for Year 7 (Grade 4 on 9 – 1 GCSE Grading)

	Skills and 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 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 fractions 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.	Use fractional amounts in all formats, i.e. mixed numbers or decimals. Can find amounts of a quantity. Can determine fractional change for increase or decrease.
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.	Learns to apply all 4 operations: add, subtract, multiply and divide, i.e. add two given fractions giving answer in lowest terms.
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. with common denominator. Wrongly applies techniques, confusing each of the 4 operations. Relies on knowledge from a lower ability.

Attainments assessed up to GCSE Grade 4 in the 6 KS3 Strands:

1) Number, 2) Algebra, 3) Ratio, proportion & rate of change, 4) Geometry & Measures, 5) Probability, 6) Statistics

Standards in Mathematics for Year 7 (Grade 4 on 9 - 1 GCSE Grading)

PLATINUM

"I always present my work clearly. My working is easy to follow so everyone knows how I answered the question. I can break a complex question into smaller steps using tables, diagrams and graphs when needed. I often decide for myself how to solve a problem. I can solve problems using a range of knowledge and skills."

GOLD

"I try to present my work clearly. My working will contain clear evidence of mathematical thinking. I can answer questions at a good level using the correct methods although I sometimes forget the detail in diagrams and graphs. I often extend my understanding by answering more difficult questions and I will always seek help if I am stuck."

SILVER

“I might find some topics confusing and sometimes my working is not as clear as it should be. However, by concentrating on the basic methods I can answer the essential questions in a topic by using the correct methods. Sometimes, I should include better diagrams etc. I take note of my teacher’s advice and can always improve my understanding.”

BRONZE

“I do not present my work very well. Sometimes, I just write down answers with no working at all. I usually need to be reminded about the correct methods for solving questions and find it difficult to score well in tests. Sometimes I just do the wrong thing as I do not fully understand what the question is asking.

Scientific Knowledge and Understanding

Standard	Descriptors
Platinum	<p>I can link together scientific knowledge and ideas from different topics to explain why things happen.</p> <p>I can use patterns, models & theories to make predictions.</p> <p>I can use some mathematical equations to solve scientific problems.</p>
Gold	<p>Using the correct scientific words, I can use my scientific knowledge & understanding to describe and explain in detail why things happen.</p> <p>I can use some scientific models and theories to explain why things happen.</p> <p>I can apply my scientific knowledge & understanding to describe and explain situations I have not come across before</p>
Silver	<p>Using the correct scientific words, I can show an understanding of most of the science I have learnt.</p> <p>I can use my scientific knowledge & understanding to describe and explain why things happen.</p> <p>I am beginning to describe and use some simple scientific models and theories</p>
Bronze	<p>I know and can use most of the scientific words I have learnt.</p> <p>I can show an understanding of some of the science I have learnt.</p> <p>I can use my scientific knowledge & understanding to describe and give simple explanations of why things happen</p>

Art Department

	Develop ideas and concepts.	Refine work - experiment 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 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.
Gold	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.
Silver	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.
Bronze	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise Intentions. Minimal ability to demonstrate understanding of visual language.

Design Technology Department

Level	Descriptors
Platinum	<p>I show...</p> <ul style="list-style-type: none"> ▪ 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.
Gold	<p>I show...</p> <ul style="list-style-type: none"> ▪ 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.
Silver	<p>I show...</p> <ul style="list-style-type: none"> ▪ 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.

Bronze

I show...

- I am safe in the workshop.
- I know the tool for the task.
- Some understanding of CAD.
- I can do a basic sketch to show an idea.
- When prompted I know different materials.
- A limited level of creativity.
- I know the term quality control.
- I evaluate my work to a basic standard.

Drama Department

	Developing	Performing	Evaluating
Platinum	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.
Gold	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.
Silver	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.
Bronze	Students respond to the leadership of others, occasionally offering simplistic ways in which the task can be realised.	Students create a simplistic role that is relevant to the task with limited practical skills. They are generally able to maintain characterisation.	Students are able to spot obvious strengths and weaknesses in performance

Geography Department

	Descriptors
Platinum	<ul style="list-style-type: none">• I can explain geographical ideas accurately using my own knowledge and information from case studies.• I undertake independent research and include it in my answers.• I can use my knowledge to answer questions at all scales, from global to local.• I use key words in my answers correctly and where appropriate.• I can explain how humans and the environment are linked.• I can develop my own opinions and make informed decision that are consistent with the evidence.• I can take into account differing points of view in my answers.• I can accurately identify features on an atlas.• I can create and interpret a range of maps, graphs and photographs.• I can use a wide range of map skills to describe a locality.• I can use a good variety of vocabulary and sentence structure in my work.• I can support my answers with accurately labelled diagrams where relevant.• I use spelling, punctuation and grammar accurately in my work.
Gold	<ul style="list-style-type: none">• I can use my knowledge and understanding of geographical topics to accurately answer questions most of the time.• I have learnt some case studies and can use basic information from these to back up my answers.• I can include some key words in my answers.• I can recognise the relationship between humans and the environment.• I can identify issues and make my own decisions backed up by simple fact.• I can accurately identify features on an atlas.• I can interpret an OS map at a range of scales.• I can use a range of map skills to describe a place.• I can create and interpret graphs, including line and bar graphs and choropleth maps.• I use spelling, punctuation and grammar accurately in my work

Silver	<ul style="list-style-type: none">• I can use my knowledge and understanding of geographical topics to answer questions some of the time.• I have learnt some facts about a few case studies and can include some of these in my answer.• I can recognise the relationship between humans and the environment.• I can include a few key words in my answers.• I can identify issues and make my own decisions.• I can identify features on an atlas.• I can identify symbols on a map, and use 4 figure grid references.• I can use spelling, punctuation and grammar accurately most of the time in my work.
Bronze	<ul style="list-style-type: none">• I can use my knowledge to answer questions, however often include limited detail in my answers.• I show a knowledge, skills and understanding in studies at a local level.• I can use resources to make my own observations, to ask and respond to questions about places.• I use basic, everyday language in my answers as opposed to key words.• I can recognise simple links between humans and the environment.• I can identify issues and make my own decisions.• I can identify features on an atlas.• I can use maps and photographs to understand what places are like.• I can use spelling, punctuation and grammar accurately some of the time in my work.

History Department

LEVEL	Significance	Cause and Consequence	Using Evidence	Interpretation	Change and Continuity
Platinum	Explain the impact important events have had	Suggest how causes and consequences can link together.	Use Content, Origin and Purpose (COP) to reach a judgement about how useful the source is	Compare similarities and differences in viewpoints	Describe what has changed
Gold	Use evidence and examples to test your theory	Explain each cause and consequence.	Use COP to explain why the source is useful.	Explain reasons for the viewpoint.	List similarities differences between time periods.
Silver	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.
Bronze	State your opinion on the past. Give a theory about the past based on your knowledge.	Give a cause or consequence of an event or a change Give a consequence of an event or a change	Identify relevant facts from a source. Use the information from a source to answer a question.	Use different types of historical source. Recognise that different viewpoints exist in history.	Use dates and keywords to separate time periods. Recognise how time periods are similar and different.

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
<p>Platinum A student who has mastered the skills in the Y7 Computing curriculum will be able to:</p>	<p>Constructs solutions (algorithms) that use repetition and two-way selection.</p> <p>Solves problems through decomposition.</p>	<p>Uses logical reasoning to predict the behaviour of programs.</p> <p>Builds programs that implement algorithms to achieve given goals.</p>	<p>Illustrates how digital computers use binary to represent all data.</p> <p>Summarises the relationship between data representation and data quality.</p>	<p>Classifies a range of software including operating systems, utility and application software.</p>	<p>Summarises the difference between the internet and internet service e.g. world wide web.</p> <p>Shows an awareness of, and can use a range of internet services e.g. VOIP.</p>	<p>Uses a variety of software to manipulate and present digital content: data and information.</p> <p>Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience</p>
<p>Gold A student who is secure in the skills in the Y7 Computing curriculum will be able to:</p>	<p>Demonstrates simple algorithms using loops, and selection.</p> <p>Detects and corrects errors i.e. debugging, in algorithms.</p>	<p>Demonstrates how arithmetic operators, if statements, and loops, are used within programs.</p> <p>Declares and assigns variables.</p>	<p>Classifies different types of data (text, number) and understands how these are used in different situations.</p> <p>Demonstrates how filters or single criteria searches can find information.</p>	<p>Explains the difference between hardware and software, and their roles within a computer system.</p> <p>Gives examples of how data is stored on a computer.</p>	<p>Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private.</p> <p>Understands how to effectively use search engines.</p> <p>Understands why computers are connected in a network</p>	<p>Shows an awareness for the quality of digital content collected.</p> <p>Shares their experiences of technology in school and beyond the classroom.</p> <p>Talks about their work and makes improvements to solutions based on feedback received.</p>

<p>Silver A student who is developing their Y7 Computing skills will be able to:</p>	<p>Understands that computers need precise instructions.</p> <p>Demonstrates care and precision to avoid errors.</p>	<p>Knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text.</p> <p>Detects and corrects simple semantic errors i.e. debugging, in programs.</p>	<p>Understands the difference between data and information.</p> <p>Knows why sorting data in a flat file can improve searching for information</p>	<p>Explains the function of the main internal parts of basic computer architecture.</p> <p>Outlines the concepts behind the input-process-output cycle.</p>	<p>Navigates the web and can carry out simple web searches to collect digital content.</p> <p>Explains the difference between a web browser and a search engine.</p>	<p>Demonstrates how to store and edit digital content using appropriate file and folder names.</p>
<p>Bronze A student whose understanding of the Y7 Computing skills is still emerging will be able to:</p>	<p>Defines what an algorithm is.</p> <p>Reproduces/ Follows algorithms step-by-step.</p>	<p>Observes that programs execute by following precise instructions.</p> <p>Executes, checks and changes programs.</p>	<p>Recognises that digital content can be represented in many forms.</p> <p>Distinguishes between some of these forms and can explain the different ways that they communicate information.</p> <p>Recognises that data can be structured in tables to make it useful.</p>	<p>Recognises that a range of digital devices can be considered a computer.</p> <p>Recognises and can use a range of input and output devices.</p> <p>Recognises that all software executed on digital devices is programmed.</p>	<p>Obtains content from the world wide web using a web browser.</p> <p>Knows what to do when concerned about content or being contacted.</p>	<p>Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.</p> <p>Understands the legal frameworks governing the use of information.</p>

MFL Department

	Knowledge of vocabulary/ opinions	Knowledge of verbs	Reading skills	Listening skills	Written accuracy and dictionary skills	Speaking skills	Engagement
Platinum	Knows vocabulary beyond the Year 7 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 short 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 the 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	Struggles to create 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.

Music Department

	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 of music in a variety of styles and genres	Evaluating – Assessment and Improvement of musical work
Platinum	Able to perform solo and accompaniment roles within an ensemble. May be able to take a leadership role and direct the musical work of a group.	Able to add musical details such as dynamics and suggest appropriate orchestration for own compositions.	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.
Gold	Able to perform a range of more complex melodic and rhythmic patterns individually and as part of an ensemble. Able to add musical details such as dynamics to own performances.	Able to compose and combine a variety of melodic and rhythmic phrases to create musical compositions with textural interest.	Able to identify and assess how dynamics and other musical devices are used in a variety of pieces	Able to give clear suggestions on how to improve own performance and composition. Also able to evaluate the work of others to suggest improvements.
Silver	Able to perform a range of melodic and rhythmic patterns. Able to maintain consistent rhythmic and melodic ideas as part of an ensemble performance.	Able to create melodic phrases and motifs using more complex rhythms. Able to consider compositional features of specific musical genres.	Able to identify appropriate musical genres. Capable of making comparisons between the musical elements used in different pieces.	Able to give clear suggestions on how to make progress with own performance and composition.
Bronze	Able to perform a simple melody with generally accurate rhythm. They are able to perform some chords accurately	Able to create short melodic and simple rhythmic motifs and phrases.	Able to identify some musical features such as instrumentation and tempo.	Students are able to make some suggestions on how to improve their performance and compositions.

Physical Education Department – Year 7 Assessment Matrix

Categories	Bronze	Silver	Gold	Platinum
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Knowledge & Understanding – Subject specific content acquired in each stage (knowledge) & the comprehension of its meaning and significance (understanding).

Knowledge of Content: (ie, facts, definitions, skills, principles, strategies, safe practice, procedures)	Limited	Some	Considerable	Thorough
Understanding of Content: (ie, processes, techniques, ideas, linking concepts)	Limited	Some	Considerable	Thorough
VAULT: (i.e., know and understand how to show Variety, Accuracy, Understanding, Linking, Times/Consistency)	Limited	Some	Considerable	Thorough

Thinking – The use of critical and creative thinking skills and processes.

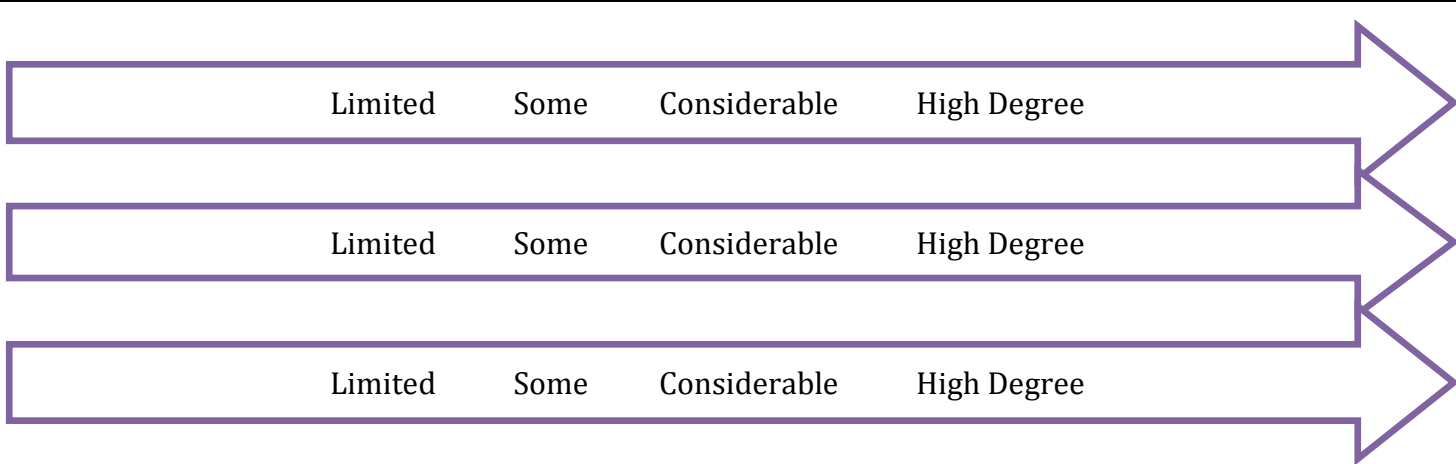
Use of Planning Skills: (i.e., what is the problem, formulating ideas, fitness plans, selecting strategies)	Limited	Some	Considerable	High
Use of Processing Skills: (i.e., synthesising information, revising fitness/team goals, detecting bias)	Limited	Some	Considerable	High
Use of Critical/Creative thinking: (i.e., goal setting, decision making, analysing performance, constructive feedback)	Limited	Some	Considerable	High

Communication - The conveying of meaning through various forms

Expression / Organisation of ideas and information in oral, visual and or written form.
(ie, demonstrations, discussions, performances)

Communication to different audiences.
(ie, peers, teammates, different purposes, within game vs to give feedback)

Use of specific PE specific language.
(ie, interpret sport specific signals and cues, use of specific key terms)



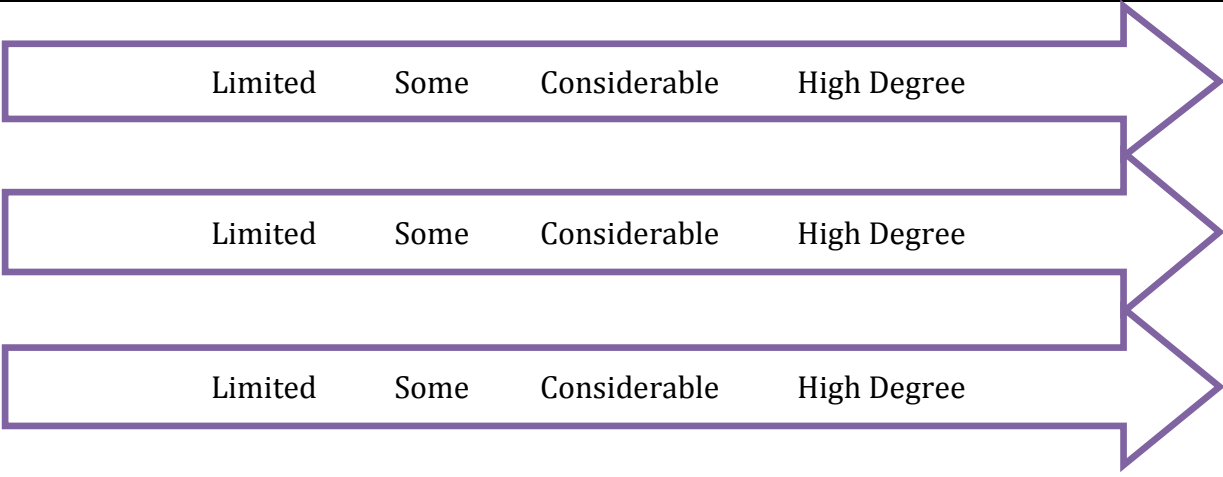
Categories	Bronze	Silver	Gold	Platinum
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Application – The use of knowledge and skills to make connections within and between various contexts.

Application of knowledge & skills.
(movement skills, concepts, tactics)

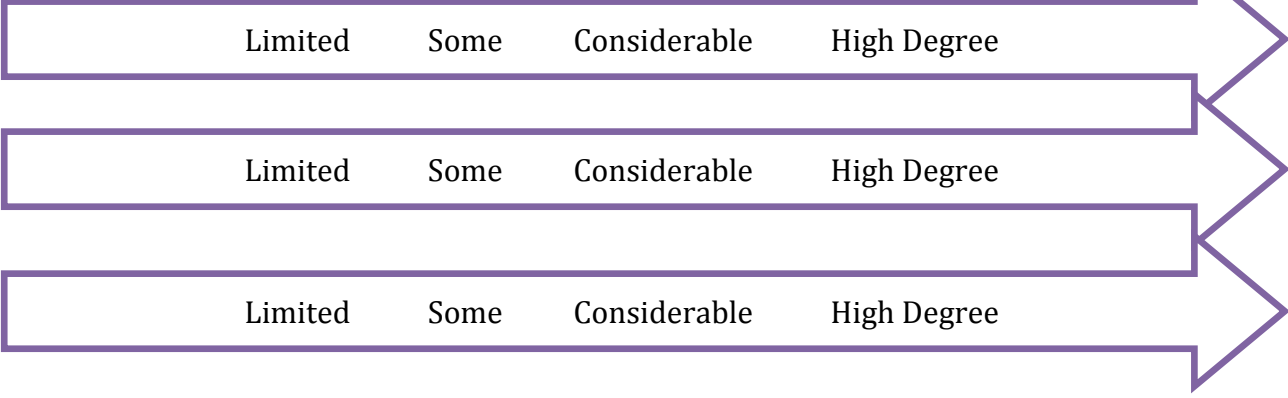
Transferring skills
(ie, transfer of movement skills and tactics into different sports/context)

Making connections between different activities.
(ie, between active participation, tactical aspects and theory)



Attributes – What attributes should a Borden Boy demonstrate in Physical Education

Resilience: (ie, being able to overcome problems and deal with constructive criticism)
Sportsmanship: (ie, playing by the rules and in the spirit of the game, gracious in victory and defeat)
Adaptability: (ie, transferring skills and being able to work well in different teams and environments)







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

Discuss weighting for each category with Department.

Activities to be assessed in:	
Individual	Team
Baseline Testing	Football
Gymnastics	Handball
Dance	Hockey
OAA	Rugby
Athletics	Basketball
Tennis	NFL Flag
	Cricket

Religious Studies (RS) Department

Podium	Religious Understanding	Religious Skills	Religious Reflections
	<p>I can recognise the diversity of traditions in religions I can recall and identify key features in a religious tradition and in denominational/cultural variations I can state fluently core beliefs and teachings, in a religious tradition and also how any appropriate holy texts may be used</p>	<p>I can compare and contrast with confidence why there are denominational variations I can demonstrate the significance of symbolism and the value of holy texts, language, lifestyle in religion. I can articulate why individuals and community have both historically and in contemporary society made an impact.</p>	<p>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</p>
	<p>I can show how religion has influenced and inspired individuals and communities I can state key terms, core beliefs, central theological ideals in a religion with a high level of accuracy I can state the impact of a religion on a local and wider community.</p>	<p>I can explain why and how religious teachings can be interpreted in many ways I can explain why key terms, core beliefs, central theological ideals in a religion are so valued and crucial to that faith. I can show why there are a number of implications when religion impacts on a community.</p>	<p>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.</p>
	<p>I can use key terms securely I can confidently demonstrate the core beliefs of a religious tradition I can show how a religion influences an individual and a community</p>	<p>I can show why it is important for a religion to have its own I can show why these core beliefs are significant to that particular faith tradition. I can show why a religious group feel compelled to get involved in a community</p>	<p>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</p>
	<p>I am beginning to use key terms I can identify some core beliefs I can show how religion influences an individual</p>	<p>I can understand why the terms are important I can identify why these core beliefs are so important to religious believers I can demonstrate why this would motivate an individual</p>	<p>I can reflect upon my own beliefs and practices I can suggest some answers to ultimate questions I can generate my own beliefs/answers relating to identity, belonging, meaning, purpose and truth</p>

Independent Learning Programme (ILP)

	<p>Descriptors Working independently and as part of a group. Reading for Meaning. Writing for Different purposes. Researching and presenting.</p>
Platinum	<p>Students will be able to work independently, in a pair or as part of a group, acting as a role model to others and ensuring exceptional outcomes. Must be able to read texts and make sophisticated inferences, picking out a variety of impressive, alternative interpretations. In writing, must be able to produce summaries, articles and presentations, effectively matching writing to the task, purpose and audience. Research skills are excellent, and able to discerningly select information and evidence. In presentations, can speak naturally and with authority on a variety of topics, including those that may require some subtlety. When responding to questions from the audience, able to respond in a confident, considered and authoritative way, providing different perspectives as necessary.</p>
Gold	<p>Students will be able to work independently, in a pair or as part of a group, providing leadership to others and ensuring effective outcomes. Must be able to read texts and make inferences, picking out alternative interpretations. In writing, must be able to produce summaries, articles and presentations, suiting writing to the task, purpose and audience. Research skills are very good, to find information from a variety of sources. In presentations, able to speak confidently and effectively, using a range of methods. Questions from the audience are responded to in a confident, sensitive and considered way.</p>
Silver	<p>Students will be able to effectively and productively work independently, in a pair or as part of a group. Must be able to read texts and make inferences, which allow deeper understanding of these texts. In writing, must be able to produce summaries, articles and presentations, suiting writing to the task, purpose and audience. Research skills are very good, to find information from a variety of sources. In presentations, able to speak confidently about topics of increasing complexity and can respond efficiently to questions from their audience.</p>
Bronze	<p>Students will be able to demonstrate ability to work independently, in a pair or as part of a group. Must be able to read texts and identify meaning, including basic inference. In writing, able to produce summaries, articles and presentations. Research skills are good and students are able to discover information, which is relevant to tasks, by themselves. In presentations, able to speak confidently about a topic and answer questions from the audience.</p>

