



THE **MARSH** ACADEMY

KS3 Assessment Descriptors



Contents

Subject	Page
KS3 English Language - Writing	3 - 4
KS3 Mathematics	5 - 7
KS3 Science	8 - 10
KS3 Art & Technology	11 - 12
KS3 Drama	15 - 17
KS3 French	18 - 20
KS3 Geography	21 - 22
KS3 History	23 - 24
KS3 Music	25 - 26
KS3 PE	27 - 28

Aims

A KS3 curriculum and assessment model which:

1. Is focused on developing the key concepts, knowledge and skills needed for success in KS4
2. Is based on high expectations and challenge for all
3. Adopts a mastery approach to teaching and learning, and uses proven and effective teaching methods.
4. Uses regular assessment and feedback which gives all students the chance to develop a secure understanding of the key ideas.
5. Incorporates high quality end of topic assessments which help students develop the skills needed to tackle GCSE examination questions.
6. Data from assessments reliably identifies what students have/have not understood and informs future teaching and learning, including intervention needs.

Achievement Grades

You will have been advised at our Parent/Carer evenings that we have moved assessments at KS3 (Years 7, 8 and 9) towards assessing against a set of descriptors provided by every subject that cover varied topics, objectives and skills. The Assessment Descriptors can be viewed via our website www.marshacademy.org.uk under the Curriculum heading. These descriptors help to identify how the student can progress throughout their secondary education. Students will be graded as demonstrating either DEVELOPING, SECURE or EXCELLENT achievement.

As a guideline, Year 7 students should aspire to the top end of the Developing boundary (Developing 1), Year 8 should aspire toward to the top end of Secure (Secure 1) and Year 9 should aspire to the top end of Excellent (Excellent 1), with regard to their achievement.

The top end of the grade boundary is indicated by the number 1 (GREEN statements), mid-range is 2 (AMBER statements) and lower end is graded 3 (RED statements).

Achievement Grade		Expected Achievement
Excellent 1	Top of grade boundary	Expected Y9 Achievement
Excellent 2	Middle of grade boundary	
Excellent 3	Lower end of grade boundary	
Secure 1	Top of grade boundary	Expected Y8 Achievement
Secure 2	Middle of grade boundary	
Secure 3	Lower end of grade boundary	
Developing 1	Top of grade boundary	Expected Y7 Achievement
Developing 2	Middle of grade boundary	
Developing 3	Lower end of grade boundary	

Behaviour for Learning at The Marsh Academy

We regularly assess students on their Behaviour for Learning, and students are given a grade from 1-5 where 1 means that they have met all of the criteria and demonstrated outstanding progress against the 6 attributes below, and 5 will mean that they have not met the criteria and do not demonstrate appropriate behaviours for learning. This will enable students to reflect on how they approach their learning in order to make the maximum progress.

Behaviour for Learning Attribute	Example
Organised	Always turn up, on time and ready to get started. Prioritise so that everything is done on time. Plan ahead (including going to bed early).
Driven	Show enthusiasm, try hard and take risks when necessary. Ask the right questions to progress. Be able to stay focussed when working on my own and in groups.
Self-Aware	Know my strengths and weaknesses. Understand why I act in a certain way or make certain choices. Know how my choices will affect me and my life as well as others, including on-line.
Resilient	Control my emotions when I find something difficult. Actively seek out support and help when I need it. See setbacks as a chance to develop and learn.
Self-Assured	Be comfortable talking to new people. Happily, try new things even if they make me feel uncomfortable. Be proud of my achievements.
A Good Communicator	Clearly explain thoughts and ideas. Listen carefully to the opinions of others. Modify the way I speak, dress and behave to be appropriate for the situation.

KS3 English Language Skills - Writing

Description of skill	Developing	Secure	Excellent
AO5: Adapts Tone, Style and Register for Audience and Purpose	<p>Little to no sense of tone, style, register.</p> <p>Occasional sense of tone, style, register.</p> <p>Simple awareness of tone, style, register.</p>	<p>Attempts to match tone, style, register.</p> <p>Some sustained attempt to match tone, style, register.</p> <p>Tone, style, register generally matched to purpose and audience.</p>	<p>Clearly and consistently matched to purpose and audience.</p> <p>Convincingly matched to purpose and audience.</p> <p>Assuredly matched to purpose and audience.</p>
AO5: Ideas and Paragraphs	<p>One or two unlinked ideas, no paragraphs.</p> <p>One or two relevant ideas, simply linked, random paragraph structure.</p> <p>Several ideas, sporadic paragraphs structure, simple discourse markers used.</p>	<p>Some linked and relevant ideas, an attempt to write in paragraphs, some discourse markers, not always appropriate.</p> <p>Increasing variety of linked and relevant ideas, some use of paragraphs, some use of discourse markers.</p> <p>Writing is engaging, range of connected ideas.</p> <p>Usually coherent paragraphs with range of discourse markers.</p>	<p>Engaging writing, using a range of, clear connected ideas. Coherent paragraphs with integrated discourse markers.</p> <p>Highly engaging writing with a range of developed, complex ideas. Consistently coherent use of paragraphs with integrated discourse markers.</p> <p>Writing is compelling, a range of convincing and complex ideas. Fluently linked paragraphs with seamlessly integrated discourse markers.</p>
AO6: Vocabulary and Language Devices	<p>Simple vocabulary, no use of language devices.</p> <p>Simple vocabulary; simple linguistic devices.</p> <p>Begins to vary vocabulary, few linguistic devices used.</p>	<p>Sporadic use of vocabulary, some use of linguistic devices.</p> <p>Conscious use of vocabulary, some use of linguistic devices.</p> <p>Vocabulary clearly chosen for effect, appropriate use of linguistic devices.</p>	<p>Increasingly sophisticated vocabulary and phrasing, chosen for effect, range of successful linguistic devices.</p> <p>Extensive vocabulary with conscious crafting of linguistic devices.</p> <p>Extensive and ambitious vocabulary, sustained crafting of linguistic devices.</p>
AO6: Punctuation	<p>No punctuation used.</p> <p>Some evidence of conscious punctuation.</p> <p>Basic conscious punctuation used.</p>	<p>Some control of a range of punctuation.</p> <p>Range of punctuation is used, mostly with success.</p> <p>Range of punctuation clearly chosen for effect.</p>	<p>Wide range of punctuation is used with a high level of accuracy.</p> <p>Extensive range of punctuation used with a high level of accuracy.</p> <p>Sustained and ambitious use of punctuation with little to no mistake.</p>

AO6: Spelling	<p>Few words spelt correctly.</p> <p>Accurate basic spelling.</p> <p>Some accurate spelling of more complex words.</p>	<p>Increasingly accurate spelling, including new and complex words.</p> <p>Generally accurate spelling, including complex and irregular words.</p> <p>Accurate spelling, including complex and irregular words.</p>	<p>High level of accuracy in spelling, including ambitious vocabulary.</p> <p>Sustained and ambitious vocabulary with little to no spelling mistakes.</p> <p>Extensive, sustained and ambitious vocabulary with no spelling mistakes.</p>
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KS3 Mathematics

AO1: Use and apply standard techniques	Developing	Secure	Excellent
Accurately recall facts, terminology and definitions	<p>Can recall some key facts, words and definitions with prompts and guidance.</p> <p>Can recall several key facts, words and definitions with prompts and guidance.</p> <p>Can recall many key facts, words and definitions with limited prompts and guidance.</p>	<p>Can recall key facts, words and definitions independently with some confidence.</p> <p>Can recall key facts, words and definitions independently with increasing confidence.</p> <p>Can confidently recall a significant number of key facts, words and definitions independently.</p>	<p>Can recall all key facts, words and definitions independently with some confidence.</p> <p>Can recall all key facts, words and definitions independently with increasing confidence.</p> <p>Can accurately recall all key facts, words and definitions independently with confidence.</p>
Complete calculations and solve problems which require more than one step	<p>Can complete calculations and solve problems with one step or at most two with support.</p> <p>Can complete calculations and solve problems with one step or at most two with limited support.</p> <p>Can complete calculations and solve problems with one step or at most two with increasing confidence.</p>	<p>Can complete calculations and solve problems with more than two steps in the process with some confidence.</p> <p>Can complete calculations and solve problems with more than two steps in the with increasing confidence.</p> <p>Can confidently complete calculations and solve problems with more than two steps in the process.</p>	<p>Can complete calculations and solve challenging problems with more than two steps in the process with some confidence.</p> <p>Can complete calculations and solve challenging problems with more than two steps in the process with increasing confidence.</p> <p>Can confidently complete calculations and solve challenging problems with more than two steps in the process.</p>
AO2: Reason, interpret and communicate mathematically			
Has a logical approach when problem solving	<p>Can solve simple problems with support and guidance.</p> <p>Can solve simple problems with some support and guidance.</p> <p>Can solve simple problems with limited support and guidance.</p>	<p>Can solve problems independently with some confidence.</p> <p>Can solve problems independently with increasing confidence.</p> <p>Can confidently solve problems independently</p>	<p>Can solve challenging problems independently with some confidence.</p> <p>Can solve challenging problems independently with increasing confidence.</p> <p>Can confidently solve challenging problems independently.</p>

<p>Interpret and communicate mathematical information accurately and provide clear and detailed, reasoned responses.</p>	<p>Can interpret and communicate mathematical information and provide a response with support. Can interpret and communicate mathematical information and provide a response with some support. Can interpret and communicate mathematical information and provide a response with limited support.</p>	<p>Can interpret and communicate mathematical information accurately and provide appropriate responses with some confidence. Can interpret and communicate mathematical information accurately and provide appropriate responses with increasing confidence. Can confidently interpret and communicate mathematical information accurately and provide appropriate responses.</p>	<p>Can Independently Interpret and communicate mathematical information accurately and provide detailed, reasoned responses with some confidence. Can confidently and independently Interpret and communicate mathematical information accurately and provide detailed, reasoned responses with increasing confidence. Can confidently and independently Interpret and communicate mathematical information accurately and provide detailed, reasoned responses.</p>
<p>AO3: Solve problems within mathematics and in other contexts</p>			
<p>Make and use connections between different parts of mathematics</p>	<p>Recall connections between different areas of mathematics with support and guidance. Recall connections between different areas of mathematics with some support and guidance. Recall connections between different areas of mathematics with limited support and guidance.</p>	<p>Can apply connections between different parts of mathematics with some confidence. Can apply connections between different parts of mathematics with increasing confidence. Can confidently apply connections between different parts of mathematics.</p>	<p>Can independently analyse connections between different parts of mathematics with some confidence. Can independently analyse connections between different parts of mathematics with increasing confidence. Can independently analyse connections between different parts of mathematics with confidence.</p>
<p>Can make sense of the solutions to real life problems.</p>	<p>Can typically make sense of the solutions to real life problems with support and guidance. Can typically make sense of the solutions to real life problems with some support and guidance.</p>	<p>Can make sense of the solutions to real life problems with some confidence. Can make sense of the solutions to real life problems with increasing confidence. Can confidently make sense of the solutions to real life problems.</p>	<p>Can independently make sense of the solutions to real life problems with some confidence. Can independently make sense of the solutions to real life problems with increasing confidence.</p>

	Can typically make sense of the solutions to real life problems with limited support and guidance.		Can independently make sense of the solutions to real life problems with confidence.
Resilience	Beginning to recognise the importance of approaching challenging learning activities with a positive attitude.	Increasingly approaches challenging learning activities with a positive attitude and will seek support to identify resources to help solve the task.	Approaches all challenging learning activities with a positive attitude and will always independently identify resources to help solve the task.

KS3 Science			
Description of skill	Developing	Secure	Excellent
Calculations	<p>Can occasionally record data in a simple table and recognise similarities and in differences in data</p> <p>Can usually record data in a simple table and recognise similarities and in differences in data</p> <p>Can competently record data in a simple table and recognise similarities and in differences in data</p>	<p>Can occasionally rearrange three term equations to change the subject Start to use given three term equations (substitute and evaluate)</p> <p>Can usually rearrange three term equations to change the subject Start to use given three term equations (substitute and evaluate)</p> <p>Can competently rearrange three term equations to change the subject Start to use given three term equations (substitute and evaluate)</p>	<p>Can occasionally use all relevant mathematical skills, to confidently conduct multistep calculations and rearrange 4/5 term equations.</p> <p>Can usually use all relevant mathematical skills, to conduct multistep calculations and rearrange 4/5 term equations.</p> <p>Can competently use all relevant mathematical skills, to conduct multistep calculations and rearrange 4/5 term equations.</p>
Skills / Graphing	<p>Can occasionally use graph paper to produce simple graphs, including bar charts, or completes a graph when some points are already plotted and extract data.</p> <p>Can usually use graph paper to produce simple graphs, including bar charts, or completes a graph when some points are already plotted and extract data.</p> <p>Can competently use graph paper to produce simple graphs, including bar charts, or completes a graph when some points are already plotted and extract data.</p>	<p>Can occasionally start to plot points on a simple line graph independently (axis given) or plot scatter graphs with simple axis and interpret scatter graphs, with an appropriate scale.</p> <p>Can usually start to plot points on a simple line graph independently (axis given) Or plot scatter graphs with simple axis and interpret scatter graphs, with an appropriate scale.</p> <p>Can competently start to plot points on a simple line graph independently (axis given) or plot scatter graphs with simple axis and interpret scatter graphs, with an appropriate scale.</p>	<p>Can occasionally plot and interpret scatter graphs and explain relationships between variables.</p> <p>Can usually plot and interpret scatter graphs and explain relationships between variables.</p> <p>Can competently plot and interpret scatter graphs and explain relationships between variables.</p>
Practical Ability	<p>Can occasionally begin to conduct simple experimental work, with minimal help / follow a simple method.</p>	<p>Can occasionally plan how to investigate a basic Science question</p> <p>Can usually plan how to investigate a basic Science question</p>	<p>Can occasionally plan and conduct experimental work with precision</p> <p>Can usually plan and conduct experimental work with precision</p>

	<p>Can usually begin to conduct simple experimental work, with minimal help / follow a simple method.</p> <p>Can competently begin to conduct simple experimental work, with minimal help / follow a simple method.</p>	<p>Can competently plan how to investigate a basic Science question</p>	<p>Can competently plan and conduct experimental work with precision</p>
Independence	<p>Can occasionally conduct simple experiments with significant help.</p> <p>Can usually conduct simple experiments with significant help.</p> <p>Can competently conduct simple experiments with significant help.</p>	<p>Can occasionally conduct multistage experiments with some help (e.g. leaf starch) and/or start to outline a method for simple investigation</p> <p>Can usually conduct multistage experiments with some help (e.g. leaf starch) and/or start to outline a method for simple investigation</p> <p>Can competently conduct multistage experiments with some help (e.g. leaf starch) and/or start to outline a method for simple investigation</p>	<p>Can occasionally conduct high level experimental work with precision and confidence and produce, precise, coherent and well-structured work independently.</p> <p>Can usually conduct high level experimental work with precision and confidence and produce, precise, coherent and well-structured work independently.</p> <p>Can competently conduct high level experimental work with precision and confidence and produce, precise, coherent and well-structured work independently.</p>
Knowledge	<p>Can occasionally define simple key terms and use them to describe some of the main ideas and/or use capitals letters for people, events and names of places.</p> <p>Spelling of mono-syllabic words is generally secure</p> <p>Can usually define simple key terms and use them to describe some of the main ideas and/or use capitals letters for people, events and names of places.</p> <p>Spelling of mono-syllabic words is generally secure</p> <p>Can competently define simple key terms and use them to describe some of the main ideas and/or use capitals letters for people, events and names of places.</p>	<p>Can occasionally conduct experiments with confidence and minimal support and/or demonstrate Science knowledge, supported by an understanding of key features and characteristics</p> <p>Can usually conduct experiments with confidence and minimal support and/or demonstrate Science knowledge, supported by an understanding of key features and characteristics</p> <p>Can competently conduct experiments with confidence and minimal support and/or demonstrate Science knowledge, supported by an understanding of key features and characteristics</p>	<p>Can occasionally demonstrate accurate high level scientific knowledge, combined with a clear use of scientific literacy.</p> <p>Can usually demonstrate accurate high level scientific knowledge, combined with a clear use of scientific literacy.</p> <p>Can competently demonstrate accurate high level scientific knowledge, combined with a clear use of scientific literacy.</p>

	Spelling of mono-syllabic words is generally secure		
Analysis / Evaluation	<p>Can occasionally begin to identify and use simple information to answer Science questions</p> <p>Can usually begin to identify and use simple information to answer Science questions</p> <p>Can competently begin to identify and use simple information to answer Science questions</p>	<p>Can occasionally explain relationships between variables and discuss results to form a conclusion</p> <p>Can usually explain relationships between variables and discuss results to form a conclusion</p> <p>Can competently explain relationships between variables and discuss results to form a conclusion</p>	<p>Can occasionally analyse data from experiment/ given and give reasons linked to scientific ideas, considering critically and improvements to, experimental methods and justify their analysis and evaluation with use of complex scientific ideas.</p> <p>Can usually analyse data from experiment/ given and give reasons linked to scientific ideas, considering critically and improvements to, experimental methods and justify their analysis and evaluation with use of complex scientific ideas.</p> <p>Can competently analyse data from experiment/ given and give reasons linked to scientific ideas, considering critically and improvements to, experimental methods and justify their analysis and evaluation with use of complex scientific ideas.</p>
SPAG: Spelling and Grammar	Attempts to use key words but frequently miss-spells them. Often forgets punctuation and key grammar rules.	Often uses key words but inconsistently spells them correctly. Punctuation and grammar satisfactory with minor mistakes.	Always uses key words where appropriate and consistently spells them correctly. Punctuation and grammar good with few mistakes.

KS3 Art and Technology			
Description of Skill	Developing	Secure	Excellent
Explain, understand and apply the formal elements to visual outcomes.	<p>Beginning to comprehend the use of basic line and tonal drawing.</p> <p>Beginning to comprehend the use of line, tone and form in drawing.</p> <p>Emerging skills in applying line, tone and form to their work.</p>	<p>Emerging skills in the use of line, tone, form, pattern and texture in work.</p> <p>Developing skills in applying the formal elements to visual outcomes.</p> <p>Developing skills and independence in the application of formal elements to visual outcomes.</p>	<p>Secure skills in the application of the formal elements to visual outcomes.</p> <p>Secure skills and independence in the application of the formal elements to visual outcomes.</p> <p>Mastered skills and applying the formal elements independently and confidently.</p>
Practical handling of materials, techniques and processes.	<p>Beginning to handle with limited skill a variety of materials, techniques and processes.</p> <p>Beginning to handle with basic skill a variety of materials, techniques and processes.</p> <p>Emerging skills in handling a variety of materials, techniques and processes.</p>	<p>Emerging competence with the handling of a variety of materials, techniques and processes.</p> <p>Developing competence with the handling of a variety of materials, techniques and processes.</p> <p>Developing skills and independence with the handling of a variety of materials, techniques and processes.</p>	<p>Secure skills and independence with the handling of a variety of materials, techniques and processes.</p> <p>Secure skills and independence in the handling and application of a variety of materials, techniques and processes.</p> <p>Mastered skills and handling a variety of materials, techniques and processes independently and with confidence.</p>
Explain, understand and apply critical language and cultural awareness.	<p>Beginning to demonstrate limited use of critical language verbally.</p> <p>Beginning to use some critical language verbally and recall cultural differences.</p> <p>Emerging understanding of critical language and able to compare different cultures through discussion.</p>	<p>Emerging understanding of critical language and able to compare and contrast different cultures through written annotation.</p> <p>Developing understanding of critical language and able to compare and contrast different cultures through written annotation.</p> <p>Developing understanding of critical language and able to compare and contrast different cultures through written annotation independently.</p>	<p>Secure understanding of critical language and able to independently compare and contrast different cultures through written annotation.</p> <p>Secure understanding of critical language and able to confidently and independently compare and contrast different cultures through written annotation.</p> <p>Excellent understanding of critical language and able to confidently and independently compare and contrast different cultures both verbally and through written annotation.</p>
Imaginative, creative and	<p>Beginning to evidence limited use of imagination and creativity in developing visual outcomes.</p>	<p>An emerging understanding of how to apply imagination and creativity to develop visual outcomes.</p>	<p>Secure skills in the application of imagination, creativity and elements of innovation in own visual outcomes.</p>

<p>innovative visual outcomes.</p>	<p>Beginning to evidence basic use of imagination and creativity in developing visual outcomes. Some emerging understanding of how to apply imagination and creativity to develop visual outcomes.</p>	<p>Developing own visual outcomes with evidence of imagination and creativity. Developing own visual outcomes with evidence of imagination, creativity and elements of innovation.</p>	<p>Secure skills and independence in the application of imagination, creativity and some innovation in own visual outcomes. Confidence and independence in the application of imagination, creativity and innovation in own visual outcomes.</p>
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KS3 Drama			
Description of skill	Developing	Secure	Excellent
AO1 – Create and develop ideas to communicate meaning for theatrical performance.	<p>I can create a performance that communicate some meaning. I can concentrate on drama work during rehearsals</p> <p>I can work with others to produce a performance that communicates limited meaning. I can concentrate and co-operate with others during rehearsals</p> <p>I can work well with others to produce a performance that communicates meaning. I can concentrate and co-operate on drama work whilst accepting the opinions of others</p>	<p>I can lead a group to develop some ideas that express meaning. Can perform a role with limited creativity and I have basic ability to reflect on others work.</p> <p>I can confidently lead a group to develop ideas for performance that express straightforward meaning(s). I can create and maintain an interesting role and I can reflect on my own work.</p> <p>I can imaginatively lead a group to assist in the creation of a performance that communicates more complex meaning. I can create and maintain an effective role and I can constructively reflect on my own work and that of others.</p>	<p>I can direct a group to develop clear and coherent ideas that communicate meaning effectively. Can perform a variety of roles with confidence and I can demonstrate the ability to analyse the effectiveness of a performance.</p> <p>I can direct a group, taking on ideas of others, to develop coherent ideas that communicate clear meaning effectively. I can perform a variety of high-quality roles, with an awareness of social, political and historical context within the style and genre of the piece.</p> <p>I can direct and inspire a group, taking on ideas of others, to develop coherent ideas that communicate clear meaning effectively. I can perform a variety of innovative roles, with an awareness of social, political and historical context within the style and genre of the piece.</p>
AO2 – Apply theatrical skills to realise artistic intentions in live performance.	<p>I can take part in a performance and I can stay in role for some of the performance.</p> <p>I can perform with confidence</p> <p>I can use some drama skills in a performance and I can stay in role for most of the performance. Using movement and voice to create a</p>	<p>I can perform a role with some creativity and awareness of the audience.</p> <p>I can use a range of acting skills to create and maintain a role.</p> <p>I can use a range of acting skills to create and maintain a role linking with the style and genre of the performance.</p>	<p>I can create, perform and maintain a role with reasonable creativity and show limited understanding of the audience reaction.</p> <p>I can use a range of acting skills to create, perform and maintain a role with clear audience awareness.</p>

	<p>character</p> <p>I can use drama skills in a performance and stay in role for the whole of a performance. Using gesture, moving and voice to create a character</p>		<p>I can use a range of acting skills to create, perform and maintain a role, linking to the character's social, cultural and historical context of the piece.</p>
<p>AO3 – Demonstrate Knowledge and understanding of how drama and theatre is developed and performed.</p>	<p>I have a limited awareness of links between texts and dramatic styles. I can recognise some drama techniques.</p> <p>I am aware of links between texts and dramatic styles. I can recognise a range of drama techniques and sometimes use them to shape my work.</p> <p>I can demonstrate an awareness of the relationship between texts and dramatic styles. I can recognise and use a wide range of drama techniques to develop and shape my work.</p>	<p>I have an awareness of links between texts and dramatic styles. I can recognise and use drama techniques with confidence and creativity.</p> <p>I have an awareness of links between texts, dramatic styles and genres, and can use these to inform my devising. I can embed drama techniques with confidence and creativity to further develop my work.</p> <p>I have a strong awareness of links between texts, dramatic styles and genres and can use these to inform my devising. I can embed a range of drama techniques with confidence and creativity to further develop my work.</p>	<p>I can recognise and use a wide range of drama techniques to shape my work with absolute confidence. I can use drama terminology to explain my work.</p> <p>I can recognise and use a wide range of drama techniques with absolute confidence to link to the style and genre of the piece. I can use drama terminology to accurately evaluate my work.</p> <p>I can recognise and use an extensive range of drama techniques with absolute confidence, linking to the appropriate style, genre and practitioner. I can use a range of drama terminology accurately and effectively to evaluate my work.</p>
<p>AO4 – Analyse and evaluate their own work and the work of others.</p>	<p>I can give my opinion on a piece of work. I can use drama vocabulary to explain my opinions.</p> <p>I can use some drama terminology to give my opinion. I can show some limited understanding of drama terminology and use it with some accuracy to express my opinions.</p> <p>I can use some drama terminology accurately when giving my opinion,</p>	<p>I can use a range of drama vocabulary to explain my opinions. I can suggest some ideas for how work can be developed and improved.</p> <p>I can use a wide range of drama vocabulary to explain my opinions. I can suggest ideas for how my own work and that of others can be improved.</p> <p>I can show awareness of my own contribution and that of others to make</p>	<p>I can use drama vocabulary accurately to explain and justify my opinions. I can suggest some alternatives for how work can be developed and improved.</p> <p>I can use a wide range of drama vocabulary to analyse my own contribution and that of others. I can suggest alternatives for how my own work and that of others can be improved.</p>

	using a WWW/EBI structure. I can show some limited awareness of my own contribution and that of others to make some critical analysis using drama terminology.	some critical analysis using drama terminology.	I can show awareness of my own contribution and that of others to make some critical analysis using drama terminology. I can suggest alternative techniques for developing performances linking to the appropriate style, genre and practitioner.
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KS3 French

Description of skill	Developing	Secure	Excellent
AO1: Listening	<p>Students can recognise cognates and understand simple phrases and questions with the support of repetition and pictures.</p> <p>Students can understand most phrases, sentences and instructions with some repetition and respond using words or actions.</p> <p>Students can understand a series of phrases and longer passages with little repetition and can note the main points and details with accuracy.</p>	<p>Students can consistently pick out the main points from longer passages of familiar topics with some repetition needed.</p> <p>Students can understand language from several topics, picking out key details, and understand when two different tenses are used with little support.</p> <p>Students can understand when more complex language is used in a variety of topics and identify present, past and future tenses in a passage.</p>	<p>Students demonstrate an understanding of language from several topics, containing complex and unfamiliar vocabulary.</p> <p>Students consistently demonstrate an understanding of longer texts with different sentence patterns and structures. Students can recognise three time frames with little support.</p> <p>Students consistently demonstrate an understanding of more unfamiliar spoken texts and are building confidence with working out the meaning of vocabulary in authentic texts.</p>
AO2: Speaking	<p>Students can use single words and short phrases consistently. Students require some repetition for correct pronunciation.</p> <p>Students can use short, set phrases or sentences. Students consistently pronounce words clearly with some support.</p> <p>Students can take part in a short conversation of 2-3 exchanges with prompts and often use their knowledge of grammar to adapt what they say.</p>	<p>Students can ask and answer simple questions using familiar language with some support. Good pronunciation of most words.</p> <p>Students can take part in a short conversation of 3-4 exchanges, and are beginning to adapt grammar and vocabulary to create their own sentences.</p> <p>Students can ask and answer questions in two time frames. Students can take part in longer conversations, adapting what they want to say.</p>	<p>Students can take part in a short, structured conversation with prompts, mostly working independently to adapt what they say.</p> <p>Students can use a range of language and two tenses to develop their conversation. Students demonstrate confidence with spontaneity in asking and answering questions.</p> <p>Students can adapt language to produce extended responses with good accuracy and pronunciation, referencing three time frames and giving opinions.</p>
AO3: Reading	<p>Students can recognise most cognates and written single words independently.</p> <p>Students can understand familiar, short phrases and can pick out the main points in a short text. Students can read aloud familiar words and short phrases.</p> <p>Students can understand short texts containing familiar language and note</p>	<p>Students can understand most simple texts and record the main points. Students can use a dictionary with little support.</p> <p>Students can understand longer texts and use context to work out unfamiliar words.</p> <p>Students can recognise two tenses with little support.</p>	<p>Students can understand more complex texts from a range of topics and pick out key details.</p> <p>Students consistently demonstrate an understanding of a variety of texts containing three time frames. Students often recognise more complex and unfamiliar vocabulary.</p> <p>Students consistently demonstrate an understanding of a range of long, complex and</p>

	the main points and details with confidence.	Students can understand more complex texts. They can identify present, past and future tenses from various topics with little support.	unfamiliar texts and have confidence with working out the meaning independently.
AO4: Writing	Students can copy single words correctly. Students can label pictures and choose the right word to fill in gaps consistently. Students can copy short phrases correctly and spell simple words correctly from memory. They are beginning to adapt texts. Students can copy short phrases correctly and write words and sentences accurately from memory. They can confidently adapt texts.	Students can write a small paragraph with some support using simple vocabulary and grammar. They can express opinions. Students can write a short text by adapting a model, referring to two time frames and using their own phrases with little support. Students can write longer texts using a variety of language and vocabulary, referencing three tenses with some support.	Students inconsistently write more detailed texts with reference to two time frames and use a variety of language with good accuracy. Students are developing detailed texts with justified opinions, three tenses and accurate grammar. Students re-draft their work. Students consistently produce detailed texts with justified opinions, three tenses and accurate grammar. Students redraft their work independently and use complex structures.
Vocabulary & Grammar	Basic knowledge of vocabulary and grammar. Often relies on notes and needs support. Struggles to memorise words. Developing knowledge of vocabulary and grammar. Often relies on notes and needs some support. Can memorise some words. Secure knowledge of basic vocabulary and grammar. Sometimes relies on notes but needs little support. Can memorise words.	A good knowledge of vocabulary and grammar. Students generally achieve good marks in vocabulary tests. A very good knowledge of vocabulary and grammar. Students generally achieve very good marks in vocabulary tests. A strong knowledge of vocabulary and grammar. Students generally achieve consistently high marks in vocabulary tests.	An excellent knowledge of vocabulary and grammar. Students sometimes work well independently to adapt words and phrases. An excellent knowledge of vocabulary and grammar. Students mostly work well independently to retain and adapt words and phrases. An excellent knowledge of vocabulary and grammar. Students consistently work well independently to retain and adapt words and phrases.
Independent Learning and Communication	I need to work on attempting tasks independently because I often need support. I need to work on occasionally asking and answering questions in lessons. I inconsistently attempt tasks independently but I often need support. I occasionally ask and answer questions in lessons.	I need to work seeking out the answer using other sources before asking the teacher. I frequently ask and answer questions in lessons. I inconsistently seek out the answer using other sources before asking the teacher. I frequently ask and answer questions in lessons.	I need to work on being unafraid of making mistakes. I often ask and answer questions in lessons. I inconsistently demonstrate I am unafraid of making mistakes. I often ask and answer questions in lessons. I consistently demonstrate I am unafraid of making mistakes. I often ask and answer questions in lessons.

	I consistently attempt tasks independently but I often need support. I occasionally ask and answer questions in lessons.	I consistently seek out the answer using other sources before asking the teacher. I frequently ask and answer questions in lessons.	
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KS3 Geography			
Description of skill	Developing	Secure	Excellent
AO1: Demonstrates knowledge of locations and places.	<p>I am aware there are different continents.</p> <p>I am able to name the different continents and locate a few key places and locations.</p> <p>I am able to locate the different continents and locate some key locations.</p>	<p>I am able to locate different continents and oceans, and locate some key locations within them.</p> <p>I am able to locate different continents and oceans and locate countries we have studied.</p> <p>I am able to locate different continents and oceans and locate countries and cities we have studied.</p>	<p>I am able to locate most locations we have studied and attempt to use case studies when appropriate to demonstrate my knowledge.</p> <p>I am able to locate nearly all locations we have studied and often use case studies when appropriate to demonstrate my knowledge.</p> <p>I am able to locate all the locations we have studied and always use case studies when appropriate to demonstrate my knowledge.</p>
AO2: Demonstrate the ability to explain processes in geography.	<p>I am aware of the difference between causes and impacts.</p> <p>I try to explain the link between cause and impacts.</p> <p>I try to explain the relationship between cause and impacts but the development of them is inconsistent.</p>	<p>I try to explain the relationship between cause and impact but my development is limited.</p> <p>I can provide a basic explanation of cause and impact with some development.</p> <p>I can provide a basic explanation of cause and impact with good development.</p>	<p>I am providing a good explanation of cause and impact with good development but I am inconsistently demonstrating this skill.</p> <p>I am providing a good explanation of cause and impact with good development consistently.</p> <p>I can provide a detailed explanation of cause and impacts with detailed development.</p>
AO3: Apply knowledge to geographical information in order to make a judgement.	<p>I need to work on being able to make simple judgements when presented with geographical information with support.</p> <p>I inconsistently demonstrate I can make simple judgements when presented with geographical information with support.</p> <p>I consistently demonstrate I can make simple judgements when presented with geographical information with support.</p>	<p>I need to work on being able to make simple judgements when presented with geographical information without support.</p> <p>I am inconsistently demonstrating I can make simple judgements when presented with geographical information without support.</p> <p>I consistently demonstrate I can make simple judgements when presented with geographical information without support.</p>	<p>I need to work on being able to make judgements using geographical information and justifying my choice.</p> <p>I am inconsistently demonstrating I am able to make judgements using geographical information and justifying my choice.</p> <p>I am consistently demonstrating I am able to make judgements using geographical information and can justify my choice.</p>

<p>AO4: Select, adapt and use a variety of geographical skills.</p>	<p>I need to work on being able to identify geographical features with support. I inconsistently demonstrate I am able to identify geographical features with support. I consistently demonstrate I am able to identify geographical features with support.</p>	<p>I need to work on being able to identify geographical features and interpreting a map and using an atlas with support. I am inconsistently demonstrating I am able to identify geographical features and interpret a map and use an atlas with support. I am consistently demonstrating I am able to identify geographical features and interpret a map and use an atlas with support.</p>	<p>I need to work on being able to describe geographical features and use an atlas and map without support. I am inconsistently demonstrating I am able to describe geographical features and use an atlas and map without support. I consistently demonstrate I am able to describe geographical features and use an atlas and map without support.</p>
<p>Independent Learning and Communication</p>	<p>I need to work on attempting tasks independently because I often need support. I need to work on occasionally asking and answering questions in lessons. I inconsistently attempt tasks independently but I often need support. I occasionally ask and answer questions in lessons. I consistently attempt tasks independently but I often need support. I occasionally ask and answer questions in lessons.</p>	<p>I need to work seeking out the answer using other sources before asking the teacher. I frequently ask and answer questions in lessons. I inconsistently seek out the answer using other sources before asking the teacher. I frequently ask and answer questions in lessons. I consistently seek out the answer using other sources before asking the teacher. I frequently ask and answer questions in lessons.</p>	<p>I need to work on being unafraid of making mistakes. I often ask and answer questions in lessons. I inconsistently demonstrate I am unafraid of making mistakes. I often ask and answer questions in lessons. I consistently demonstrate I am unafraid of making mistakes. I often ask and answer questions in lessons.</p>
<p>SPAG: Spelling and Grammar</p>	<p>Attempts to use key words but frequently miss-spells them. Often forgets punctuation and key grammar rules.</p>	<p>Often uses key words but inconsistently spells them correctly. Punctuation and grammar satisfactory with minor mistakes.</p>	<p>Always uses key words where appropriate and consistently spells them correctly. Punctuation and grammar good with few mistakes.</p>

KS3 History			
Historical skill	Developing	Secure	Excellent
AO1 Knowledge and understanding	<p>I have little knowledge and understanding of a given period or event.</p> <p>I am able to recall small but key parts of knowledge and apply it towards a period or event.</p> <p>I am able to pick key information relevant to the question answered on a period or event.</p>	<p>I am able to apply my knowledge and explain my answer to show I understand what has happened and why but I am limited on the content I use.</p> <p>I am able to apply key knowledge and explain my points to show I understand what has been asked of me but I am inconsistent at this.</p> <p>I am able to apply detailed knowledge and understanding towards periods and events well constantly.</p>	<p>I am able to provide excellent knowledge and understanding towards a question but provide basic links towards the question asked.</p> <p>I am able apply excellent knowledge and understanding towards the question asked but am inconsistent in the links I make.</p> <p>I am able provide excellent knowledge and understanding towards a given period or event and apply links throughout and importance.</p>
AO2 Cause and consequence / Change and continuity	<p>I am aware of the difference between causes / consequence / change and continuity.</p> <p>I try to explain the how history links to the key features of this skill.</p> <p>I try to explain the basic impact of the period using the key themes in this skill.</p>	<p>I try to explain the relationship between cause and consequence or change and continuity but my understanding is limited.</p> <p>I can provide a basic explanation of cause / consequence or change / continuity.</p> <p>I can provide a basic explanation of cause / consequence or change / continuity's impact within the historical periods or events studied.</p>	<p>I am providing a good explanation of cause / consequence or change / continuity's impact with good development and links shown but I am inconsistently demonstrating this skill.</p> <p>I am providing a good explanation of cause / consequence or change / continuity's impact with good developments and links consistently shown throughout my work.</p> <p>I can provide a detailed explanation of cause / consequence or change / continuity's impact with key links shown throughout.</p>

<p>AO3 Analyse and Evaluation of sources</p>	<p>I need to work on being able to state what a source is referring to.</p> <p>I inconsistently demonstrate I can make simple inferences on what a source is referring to in history.</p> <p>I consistently demonstrate I can make simple inferences about what a source is referring to in history</p>	<p>I need to work on being able to make simple analysis of a historical source.</p> <p>I am inconsistently demonstrating I can make simple analysis of a historical source.</p> <p>I consistently demonstrate I can make simple analysis of a historical source.</p>	<p>I need to work on being able to make evaluations on the NOP of a source.</p> <p>I am inconsistently demonstrating I am able to make evaluations of sources using NOP effectively.</p> <p>I am consistently demonstrating I can evaluate a source effectively using NOP.</p>
<p>AO4 Judgements about interpretations</p>	<p>I need to work on being able to identify what someone is saying in an interpretation.</p> <p>I inconsistently demonstrate the meaning of an interpretation.</p> <p>I consistently demonstrate I am able to identify what an interpretation is saying on a given event or period.</p>	<p>I need to work on being able apply historical knowledge towards parts of an interpretation.</p> <p>I am inconsistently demonstrating I am able to identify what someone is referring to historically in an interpretation.</p> <p>I am consistently demonstrating I am able to identify the meaning of what is said in an interpretation.</p>	<p>I need to work on being able Is able to judge how convincing an interpretation is overall.</p> <p>I am inconsistently demonstrating I am able to judge how convincing an interpretation is overall.</p> <p>I consistently demonstrate I am able to judge how convincing an interpretation is</p>
<p>Independent learning and communication</p>	<p>I need to work on attempting tasks independently because I often need support. I need to work on occasionally asking and answering questions in lessons.</p> <p>I inconsistently attempt tasks independently but I often need support. I occasionally ask and answer questions in lessons.</p> <p>I consistently attempt tasks independently but I often need support. I occasionally ask and answer questions in lessons.</p>	<p>I need to work seeking out the answer using other sources before asking the teacher. I frequently ask and answer questions in lessons.</p> <p>I inconsistently seek out the answer using other sources before asking the teacher. I frequently ask and answer questions in lessons.</p> <p>I consistently seek out the answer using other sources before asking the teacher. I frequently ask and answer questions in lessons.</p>	<p>I need to work on being unafraid of making mistakes. I often ask and answer questions in lessons.</p> <p>I inconsistently demonstrate I am unafraid of making mistakes. I often ask and answer questions in lessons.</p> <p>I consistently demonstrate I am unafraid of making mistakes. I often ask and answer questions</p>
<p>SPAG: Spelling and Grammar</p>	<p>Attempts to use key words but frequently miss-spells them. Often forgets punctuation and key grammar rules.</p>	<p>Often uses key words but inconsistently spells them correctly. Punctuation and grammar satisfactory with minor mistakes.</p>	<p>Always uses key words where appropriate and consistently spells them correctly. Punctuation and grammar good with few mistakes.</p>

KS3 Music

MUSIC	Developing	Secure	Exceeding
Performing	<p>I can perform as part of an ensemble with support. I can maintain a rhythm through most of a performance. I can read appropriate notation.</p> <p>I can perform as part of an ensemble in front of an audience, keeping in time for most of the performance. I can maintain a rhythm throughout a performance. I can read and use appropriate notation. I can perform as a soloist in an ensemble.</p> <p>I can follow simple notation to perform with confidence as part of an ensemble, keeping in time with others. I can maintain a rhythm throughout a performance with confidence. I can read and use appropriate notation to shape my work. I can perform as a confident soloist in an ensemble.</p>	<p>I can maintain a prolonged part within a performance with support from others. I can perform sequences using notation as a guide. I can perform with confidence.</p> <p>I can maintain a prolonged part within a performance independently. I can perform sequences from memory or notation. I can perform with confidence showing limited artistic interpretation.</p> <p>I can maintain a prolonged part within a performance and assist others. I can perform sequences from memory or notation with confidence. I can perform with confidence showing artistic interpretation.</p>	<p>I can lead a group with some success. I can perform a piece from memory or notation. I can perform with confidence demonstrating artistic interpretation.</p> <p>I can maintain a leading role within a group. I can perform a piece from memory or notation using limited expression. I can perform with confidence demonstrating artistic interpretation and individuality.</p> <p>I can maintain a leading role within a group with confidence. I can perform a piece from memory or notation using expression. I can perform a piece with absolute confidence demonstrating artistic interpretation and individuality.</p>
Composing	<p>I can create a simple rhythm pattern with others. I can use appropriate music notation, with some support to show my rhythm. I can construct simple chord patterns. I can replicate a rhythm heard. I can integrate some of the key musical elements in my compositions.</p> <p>I can create a simple rhythm pattern working well with others and utilising the elements of music. I can use appropriate music notation to show my rhythm. I can construct chord patterns with limited success. I can replicate a rhythm heard and extend it. I can integrate the key musical elements in my compositions with limited success.</p>	<p>I can construct and perform triad chords. I can compose a short riff, I can replicate and extend rhythms heard.</p> <p>I can construct and perform chords in sequences. I can compose and perform a short riff, I can replicate and embellish rhythms heard.</p> <p>I can construct and perform chords following a structure given. I can compose and perform a short, complex riff. I can replicate and embellish rhythms heard with confidence.</p>	<p>I can use various structures and forms within compositions with limited effect. I can use a range of methods and techniques to compose pieces. I can work collaboratively in a group, taking on direction from others.</p> <p>I can use various structure and forms within compositions with some effect. I can use a large range of methods and techniques to compose pieces. I can work collaboratively in a group, taking on a supportive role.</p> <p>I can use various structures and forms within compositions within compositions to create a high quality piece. I can use a large range of methods and techniques to compose pieces and</p>

	I can create a simple rhythm pattern, taking on ideas from others in the group. I can use appropriate music notation to show my rhythm. I can construct chord patterns following a given structure. I can integrate the key musical elements in my compositions with success.		notate them. I can work collaboratively in a group taking on a leadership role.
Evaluating	<p>I can say what I like or dislike about a piece of music. I can identify a small range of instruments in a piece of music heard. I can identify the key elements of music by ear with limited success. I can use limited music terminology when talking about a piece of music.</p> <p>I can say what I like or dislike about a piece of music, linking to some of the key elements of music. I can identify a range of instruments heard in a piece of music. I can identify the key elements of music by ear. I can use music terminology when explaining what is liked or disliked about a piece.</p> <p>I can say what I like or dislike in a piece of music, linking to the key elements of music, with confidence. I can identify a large range of instruments heard in a piece of music. I can identify the key elements of music by ear with great success. I can use music terminology when verbally evaluating my own work or others.</p>	<p>I can identify a range of musical instruments by ear. I can use the elements of music to explain why a piece is liked or disliked. I can use music terminology with limited accuracy in written tasks. I can show limited awareness of my own contribution to a group performance.</p> <p>I can identify a large range of musical instruments by ear. I can use the elements of music to explain why a piece is liked or disliked with confidence. I can use music terminology with some accuracy in written tasks. I can show an awareness of my own contribution to a group performance.</p> <p>I can identify a large range of musical instruments by ear with confidence. I can use the elements of music to simply evaluate a piece. I can use music terminology with accuracy in written tasks. I can show an awareness of my own contribution and that of others to a group performance.</p>	<p>I can identify musical techniques within a piece of music and comment simply on their impact on the piece. I can identify structural components of a piece of music with limited critical analysis. Evaluation is limited and states what is liked and disliked.</p> <p>I can identify musical techniques and comment on their impact within the piece. I can identify structural components of a piece with some critical analysis. Evaluation is of good quality and states simply how the piece could have been improved.</p> <p>I can identify musical techniques and analyse their impact on the piece. I can identify musical techniques and structure and analyse their impact within the piece. Evaluation is of high quality and offers suggestions for improvements.</p>

KS3 PE			
Description	Developing	Secure	Excellent
AO1: To communicate effectively with others and staff through verbal and non-verbal communication.	<p>I can provide an answer to a question when asked.</p> <p>I can provide an answer when asked.</p> <p>I will actively attempt to provide an answer when asked</p>	<p>I can provide explanations on how to perform skills related to the sport being taught</p> <p>I can provide explanation on how to perform skills related to the sport being taught and explain how to use them in game situations.</p> <p>I can provide explanation on how to perform skills related to the sport being taught and explain how to use them in game situations to positively affect the game.</p>	<p>I can be involved in conversations with my peers on how to improve on performance.</p> <p>I can lead conversations with my peers on how to improve on performance.</p> <p>I can lead conversations with my peers on how to improve on performance using tactical and technical information.</p>
AO2: To experience achievement in and out of the classroom	<p>I show an attempt to achieve success in a lesson.</p> <p>I often attempt to achieve success in a lesson.</p> <p>I consistently attempt to achieve success in a lesson.</p>	<p>I sometimes achieve what is being asked within a lesson.</p> <p>I mostly achieve what is being asked within a lesson.</p> <p>I consistently achieve what is being asked within a lesson.</p>	<p>I display a positive attitude towards achieving tasks and rarely seek guidance on how to exceed what is expected within a lesson.</p> <p>I display a positive attitude towards achieving tasks and sometimes seek guidance on how to exceed what is expected within a lesson.</p> <p>I display a positive attitude towards achieving tasks and actively seek guidance on how to exceed what is expected within a lesson.</p>
AO3: To experience challenge and adapt in a positive way.	<p>I consistently stay in my “comfort zone” and do the very minimum.</p> <p>I mostly stay in my “comfort zone” and do the minimum that is expected.</p> <p>I rarely stay in my “comfort zone” and try to attempt what is expected of me.</p>	<p>I rarely challenge myself to attempt new skills/techniques in game situations.</p> <p>I mostly challenge myself to attempt new skills/techniques in game situations.</p> <p>I always challenge myself to attempt new skills/techniques in game situations.</p>	<p>I always challenge myself to master new skills, I have little success, and I need to use resources available to seek improvement.</p> <p>I always challenge myself to master new skills, I have some success, and I use resources available to attempt improvement.</p> <p>I always challenge myself to master new skills, I gain success, and I confidently and consistently use resources available to show improvement.</p>

<p>AO4: To make correct decisions to positively affect the students learning</p>	<p>I rarely make decisions that positively affect my learning. I will rely on others to tell me what to do.</p> <p>I sometimes make decisions that positively affect my learning. I sometimes rely on others to tell me what to do.</p> <p>I consistently make decisions that positively affect my learning. I rarely rely on others to tell me what to do.</p>	<p>I consistently make decisions that positively affect my learning. I attempt to use my own thought processes to establish the best way to achieve success.</p> <p>I consistently make decisions that positively affect my learning. I mostly use my own thought processes to establish the best way to achieve success.</p> <p>I consistently make decisions that positively affect my learning. I use my own thought processes to establish the best way to achieve success.</p>	<p>I consistently make decisions that positively affect my learning and others. I sometimes attempt to contribute to others learning through coaching and positive reinforcement.</p> <p>I consistently make decisions that positively affect my learning and others. I mostly contribute to others learning through coaching and positive reinforcement.</p> <p>I consistently make decisions that positively affect my learning and others. I always contribute to others learning through coaching and positive reinforcement.</p>
<p>AO5: To be able to use information correctly to co-ordinate themselves.</p>	<p>I am rarely prepared to participate in the lesson.</p> <p>I am sometimes prepared to participate in lessons.</p> <p>I am consistently prepared participate in the lesson.</p>	<p>I struggle to independently organise myself to achieve success in my lesson.</p> <p>I sometimes struggle to independently organise myself to achieve success in my lesson.</p> <p>I consistently organise myself so that I'm prepared to achieve success in lessons.</p>	<p>I am organised enough that I feel confident to lead a small group rarely to achieve success in the lessons.</p> <p>I am organised enough that I feel confident to lead a small group sometimes to achieve success in the lessons.</p> <p>I am organised enough that I feel confident to lead a group and consistently achieve success in the lessons.</p>
<p>AO6: To understand key content in preparation for KS4 examination.</p>	<p>I rarely engage in the KS4 topics displayed in practical lessons.</p> <p>I sometimes engage in the KS4 topics displayed in practical lessons.</p> <p>I consistently engage in the KS4 topics displayed in practical lessons.</p>	<p>I rarely attempt to contribute to answering KS4 questions.</p> <p>I sometimes attempt to contribute to answering KS4 questions.</p> <p>I consistently attempt to contribute to answering KS4 questions.</p>	<p>I can consistently contribute to answering KS4 questions and can sometimes give relevant sporting examples.</p> <p>I can consistently contribute to answering KS4 questions and can give relevant sporting examples.</p> <p>I can consistently contribute to answering KS4 questions and always give relevant sporting examples.</p>