

## Reporting to parents KS3 (Y7/Y8)

Following the previous publication of the KS3 report to parents, the college has received a handful of queries asking for 'data', 'grades' and 'scores' within the report.

Several subject reports refer to feedback sheets which are inside exercise books and I always visit the Year group assembly prior to publication and ask them to take their books home with the sheets inside.

In addition, staff are asked to remind students to take their books home where appropriate.

In a bid to assist parents with what they are looking for, I attach a few photos of some examples across Y7 & Y8.

If you do have queries relating to any subject please do not hesitate to contact the class teacher.

**English:**

	<div>Writing skills</div> <div>1 Your ideas are:</div> <div>imaginative thoughtful appropriate</div>	<div>(energizing ideas) (afternoon ingredients)</div> <div>2</div> <div>Paragraphs</div>	<div>(energizing ideas) (making together)</div> <div>3</div> <div>Sentences and punctuation</div>	<div>(energizing ideas) (a cake made from all the ingredients)</div> <div>4 Words</div>	<div>(energizing ideas) (a more sophisticated cake)</div> <div>5</div> <div>Vocab and Language features</div>	<div>(energizing ideas) (a show-offer)</div> <div>6</div> <div>Spelling</div>
1	<p>I can:</p> <p>Include some appropriate ideas and content</p> <p>I can:</p> <p>Use some of the main features of a selected text type (for example a story/argument piece/essay etc.)</p> <p>(For option pieces - I can adopt a viewpoint most of the time)</p>	<p>I can:</p> <p>Include relevant ideas and content. Develop some ideas in detail</p> <p>I can:</p> <p>I can usually use the main features of a selected text type (e.g. story, diary, article or poem) but there might be some inaccuracies</p> <p>(For option pieces - I can adopt a straightforward viewpoint and maintain it)</p>	<p>I can:</p> <p>Include relevant ideas and develop those ideas with some imaginative detail</p> <p>I can:</p> <p>Clearly establish the appropriate style for the task and text and maintain the reader's interest throughout. I can shape my ideas appropriately for the selected text type more consistently</p> <p>(For option pieces - I can establish a clear viewpoint and maintain it)</p>	<p>I can:</p> <p>Develop a range of imaginative ideas to greater detail</p> <p>I can:</p> <p>Use a range of features creatively, adapting them where necessary to suit purpose and audience</p> <p>(For option pieces - I can create a convincing and realistic view, sustaining a point of view throughout a piece of writing)</p>	<p>I can:</p> <p>Develop a range of imaginative, sophisticated and sophisticated ideas in detail</p> <p>I can:</p> <p>Clearly establish and creatively use varied stylistic features of different texts to create effects, adapting to suit audience and purpose (as noted in a professional writer)</p> <p>(For option pieces - I can create a well-judged or sophisticated view, sustaining a point of view throughout a piece of writing)</p>	<p>I can:</p> <p>Develop a range of imaginative, sophisticated and sophisticated ideas in detail</p> <p>I can:</p> <p>Successfully establish and creatively use varied stylistic features of different texts to create effects, adapting to suit audience and purpose (as noted in a professional writer)</p> <p>(For option pieces - I can create a well-judged or sophisticated view, sustaining a point of view throughout a piece of writing)</p>
2	<p>I can:</p> <p>Sometimes use sections for my writing (I can sometimes forget)</p> <p>Organize points with related ideas most to easily either most of the time</p> <p>I can:</p> <p>Use some connectors to link sentences together</p>	<p>I can:</p> <p>Use paragraphs to organize ideas</p> <p>Organize points in time order or by grouping similar ideas together</p> <p>I can:</p> <p>Attempt to use connectors to link sentences and paragraphs together</p>	<p>I can:</p> <p>Use paragraph clarity (there is a clear chronological order or logical links between paragraphs)</p> <p>Show a clear direction with my writing by using clear links between paragraphs</p> <p>I can:</p> <p>Maintain the use of connectors to link paragraphs/features across the text</p>	<p>I can:</p> <p>Support the meaning and purpose of a text by using paragraph creativity</p> <p>Clearly connect and sequence material by considering the reader's likely reaction</p> <p>I can:</p> <p>Create cohesion within paragraphs and across the whole text by different means (by using clear skill: sentence combinations, connectors, imagery or repetition for example)</p>	<p>I can:</p> <p>Shape and craft individual paragraphs imaginatively</p> <p>Use a range of shape information to create effects, using the length and complexity of paragraphs to match sentence purpose (development of argument)</p> <p>I can:</p> <p>Create cohesion across the whole text by different means (by using paragraph features: sentence combinations, connectors, imagery or repetition for example)</p>	<p>I can:</p> <p>Shape and craft individual paragraphs imaginatively</p> <p>Use a range of shape information to create effects, using the length and complexity of paragraphs to match sentence purpose (development of argument)</p> <p>I can:</p> <p>Create cohesion across the whole text by different means (by using paragraph features: sentence combinations, connectors, imagery or repetition for example)</p>
3	<p>I can:</p> <p>Use simple sentences</p> <p>Use some simple conjunctions (e.g. and, so)</p> <p>Use the same tense this has might not always be true</p> <p>Use some full stops, capital letters, question marks and exclamation marks in the right place</p> <p>Use some speech marks in the right place</p> <p>Use some commas to show clauses</p>	<p>I can:</p> <p>Use very length, structure and subject of some sentences</p> <p>Use a range of connectors in sentences</p> <p>I can:</p> <p>Use verb tenses (and endings) accurately most of the time</p> <p>I can:</p> <p>Use some basic punctuation accurately</p> <p>Use speech marks and other speech punctuation generally accurately</p> <p>Use commas more accurately (e.g. to show clauses)</p>	<p>I can:</p> <p>Use very length, structure and subject of sentences to make writing clear, build up detail and provide emphasis</p> <p>Use a wider range of connectors</p> <p>I can:</p> <p>Use verb tenses (and endings) accurately</p> <p>I can:</p> <p>Use a full range of punctuation accurately</p> <p>Grammatical accuracy of words and punctuation within a piece of sentence texts</p>	<p>I can:</p> <p>Create deliberate effects with the choice of sentences in a text</p> <p>Use complex connectors</p> <p>I can:</p> <p>Consistently and accurately use a full range of punctuation, including consistent and accurate use of, and</p> <p>Consistent and accurate word order in a variety of sentence structures</p>	<p>I can:</p> <p>Use sentences with skill across a text with rare use of comma</p> <p>I can:</p> <p>Use sophisticated, embedded and varied connectors</p> <p>I can:</p> <p>Use punctuation accurately for and deliberate stylistic effects</p> <p>Use sophisticated, precise and accurate sentence structures which are consistently crafted for</p>	<p>I can:</p> <p>Use sentences with skill across a text with rare use of comma</p> <p>I can:</p> <p>Use sophisticated, embedded and varied connectors</p> <p>I can:</p> <p>Use punctuation accurately for and deliberate stylistic effects</p> <p>Use sophisticated, precise and accurate sentence structures which are consistently crafted for</p>
4	<p>I can:</p> <p>Choose simple and generally appropriate words</p> <p>Occasionally use some language features (like alliteration or simile)</p> <p>I can:</p> <p>Spell some simple, common words correctly, however I might get letters wrong and try to spell words phonetically (up to and past the second sound)</p>	<p>I can:</p> <p>Deliberately choose some specific words to create effects</p> <p>I can:</p> <p>Use some basic punctuation accurately</p> <p>Use speech marks and other speech punctuation generally accurately</p> <p>Use commas more accurately (e.g. to show clauses)</p>	<p>I can:</p> <p>Choose vocabulary for effect and use a reasonably wide range of vocabulary</p> <p>Use appropriate language features and imagery to enhance language</p> <p>I can:</p> <p>Spell most words correctly because there may be the occasional error when spelling</p>	<p>I can:</p> <p>Generally choose imaginative vocabulary which is well matched to the purpose and audience for whom I am writing</p> <p>Use ambitious, varied verbal vocabulary</p> <p>Use increasingly original language features and imagery to enhance language</p> <p>I can:</p> <p>Generally spell correctly including words that are: Ambiguous Uncommon Complex</p>	<p>I can:</p> <p>Choose imaginative, sophisticated and ambitious vocabulary with precision which is well matched to the purpose and audience for whom I am writing</p> <p>Use language features and imagery creatively for deliberate effect</p> <p>I can:</p> <p>Spell all words correctly</p>	<p>I can:</p> <p>Choose imaginative, sophisticated and ambitious vocabulary with precision which is well matched to the purpose and audience for whom I am writing</p> <p>Use language features and imagery creatively for deliberate effect</p> <p>I can:</p> <p>Spell all words correctly</p>
Totals	28	28	28	28	28	28

## Maths:

Summer 2022 Assessment		Summative Foundation		YEAR 8		PAPER 1 ~ Non-Calculator		If you did not gain full marks on a question enter the date those written are completed	
Question	Marks Available	Marks Gained	Focus Questions	Qp Number	Topic	Watched Maths video & notes	Taken the legacy Maths quiz	Watched the video on how to use the legacy Maths quiz	Watched the video on how to use the legacy Maths quiz
1	1	1	✓	705	Metric conversion				
2	1	1	✓	83	Write a percentage as a decimal				
3	1	1	✓	14	Order a list of numbers				
4	1	1	✓		Evaluate a numerical expression				
5	1	1	✓	177	Solve a one-step equation				
6a	2	2	✓	409	Find the median from a list				
6b	1	1	✓	410	Find the range from a list				
7	2	2	✓	554	Draw a rectangle on a grid				
8a	1	1	✓	199	Identify the coordinates of a point				
8b	1	1	✓	199	Label a point on a grid				
8c	1	1	✓	205	Draw the line of a given equation				
9	1	1	✓	33	Identify a multiple from a list				
9ii	1	1	✓	27	Identify a factor from a list				
9iii	1	1	✓	28	Identify a prime number from a list				
10	3	3	✓	24	Word problem involving basic operations				
11a	1	1	✓	59	Identify equivalent fractions				
11b	2	2	✓	66	Subtract fractions				
12a	3	3	✓	423	Populate a two-way table				
12b	2	2	✓	424	Find a probability from a two-way table				
13a	1	1	✓	713	Use a conversion graph				
13b	2	2	✓	713	Use a conversion graph				
14	3	3	✓	335	Word problem involving ratio				
15	3	3	✓	739	Word problem involving a recipe				
16a	2	2	✓	780	Substitute into an expression				
16b	2	2	✓	156	Simplify an expression by collecting like terms				
17	4	4	✓	88	Word problem involving percentage decrease and money				
18	2	2	✓	648	Rotate a shape				
19	4	4	✓	478	Find the size of an unknown angle				
20	3	3	✓	190	Solve a pair of simultaneous equations				
21	2	2	✓	332	Share money in a ratio				
22	4	4	✓		Word problem involving age				
23	4	4	✓	568, 584	Find the surface area of a cube given its volume				
24a	3	3	✓	716	Speed, distance, time problem				
24b	1	1	✓	717	Speed, distance, time problem				
25	4	4	✓	153	Word problem involving fractions, money and algebra				
26a	2	2	✓	361	Complete a probability tree diagram				
26b	2	2	✓	362	Use a probability tree diagram				
27	1	1	✓	898	Identify what is wrong with a given graph				
28a	2	2	✓	173	Simplify an expression that involves indices				
28b	2	2	✓	162	Expand and simplify double brackets				
Total	80								

## Maths:

Question Number	Regarity Clip Number	Regarity Clip Title	RAG	Watched Video (Date)	Quiz Score	Quiz Score	Quiz Score
SKILLS							
1	7	Commutative Law					
2	8	Associative Law					
3	12	Distributive Law of Multiplication					
4	13	Read and write positive integers					
5	18	Addition					
6	19	Subtraction					
7	20	Addition & subtraction (worded problems)					
8	25	Multiply by powers of 10					
9	16	Divide by powers of 10					
10	26	Order of operations 1 (positive integers)					
11	22	Short Division					
12	37	Compare negative numbers					
13	38	Symmetry of subtraction					
14	39	Adding negative numbers					
15	40	Subtracting negative numbers					
16	41	Adding & subtracting positive & negative numbers					
17	42	Multiplying positive & negative numbers					
18	43	Dividing positive & negative numbers					
19	45	Read & write decimal numbers					
20	46	Compare decimal numbers					
21	47	Addition & subtraction with decimals					
22	48	Multiplication with decimals					
23	49	Division with decimal answers					
24	50	Division of decimals					
25	140	Use of commutative & associative laws					
26	101	Square and cube numbers					
27	100	Cube numbers					
28	101	Square and cube numbers					
29	102	Index form 1					
30	103	Index form (power of 10 & 1)					
31	107	Index rules					
PROBLEM SOLVING							
32	20	Addition & subtraction (worded problems)					
33	23	Multiplication & division worded problems					
34	745	Money (3)					
35	70	Addition & subtraction (worded problems)					
36	748	Money (6)					
37	753	Money (problem solving 3)					
38	36	LCM (worded problems)					
39	792	Manufacturing powers (3)					

## Science:

### Teacher Feedback

Total mark: 56 / 60

Comment:

### Exam skills target(s):

Carefully read through every question

Check through your answers

Attempt all questions

Make sure your answer matches the command word

### Student analysis of key knowledge and skills

★ Maximum marks available



Tick the two intervention tasks you need to complete for homework

## Geography:

Y8 Hazards Assessment Feedback		
Mark Band	I have...	Done
Developing (1-3)	<ul style="list-style-type: none"> <li>You have made an attempt to answer the question</li> <li>You have made a few brief points on the causes of the hazard</li> <li>You have used some geographical words in your answer</li> <li>You have made a suggestion about how people impacted on the impacts of the hazard</li> </ul>	✓
Secure (4-6)	<ul style="list-style-type: none"> <li>You accurately describe the causes of the hazard</li> <li>You have used a specific example of how people impacted the hazard and explained it</li> <li>Your answer has some facts in it and you have used key terminology</li> </ul>	✓
Mastered (7-9)	<ul style="list-style-type: none"> <li>You have written a detailed explanation of the natural causes of the hazard</li> <li>You have explained in detail two ways humans affected the hazard</li> <li>Your answer is well justified with 3 well developed ideas.</li> <li>Complex geographical ideas are used throughout</li> </ul>	
SPaG	High performance – 3 marks Intermediate performance – 2 marks Threshold performance – 1 mark	

FEEDBACK	
Assessment mark: <u>6</u> /9: + SPaG <u>3</u> /3 = <u>9</u> /12	
Praise: <u>pl</u>	Mastery Level: <u>S+</u>
Student: What could I do to improve my work:	
<u>To add more evidence.</u>	
Teacher:	
What you have done well:	
<u>Great use of key words.</u>	
To improve your level you should:	
<u>Add more evidence.</u>	

KS3 Geography Progress Tracker		Prior Attainment: <b>HIGHER</b> /MIDDLE/LOWER	
Assessment	Level of Mastery	Progress	Targets
1. Hazards	M <sup>+</sup>	Above	No target
2. Renewable energy	M	on	No target
3. Environment HLP	M	on	Add labelled pictures
4. Rainforest issue evaluation	M	on	No target
5. China 1 child policy assessment	M <sup>+</sup>	<del>on</del> Above	Proogread
6.			

### Year 8 Renewable Energy Issue Evaluation Feedback

Mark Band	I have...	Done
<b>Emerging</b>	<ul style="list-style-type: none"> <li>Named one type of renewable energy</li> <li>Described some advantages of your type of energy</li> <li>Attempted to use some evidence in your answer</li> </ul>	✓ ✓ ✓
<b>Developing</b>	<ul style="list-style-type: none"> <li>Simply described how one type of renewable energy works</li> <li>Described the advantages and disadvantages of one type of renewable energy</li> <li>Explained why it is a better choice than other type(s) of renewable energy</li> <li>Given a conclusion that is supported by evidence</li> </ul>	✓ ✓ ✓ ✓
<b>Secure</b>	<ul style="list-style-type: none"> <li>Described and explained how at least one type of renewable energy works</li> <li>Compared a number of different types of renewable energy and explained their advantages and disadvantages</li> <li>Given a conclusion that uses evidence to show why your choice is the best renewable energy for the UK</li> </ul>	✓ ✓ ✓
<b>Mastered</b>	<ul style="list-style-type: none"> <li>Evaluated a wide range of renewable energies explaining their advantages and disadvantages in detail</li> <li>Explained what you think would be the best energy mix for the UK with reference to the geography of the UK.</li> <li>Given a conclusion that uses a wide range of evidence to support your choice</li> <li>Used a wide range of geographical terms</li> </ul>	✓  ✓

#### FEEDBACK

Praise: P2

Mastery Level: M

Student: What could I do to improve my work:

Teacher:

What you have done well: You explain how a range of energy sources work & their advantages & disadvantages. You give a conclusion that refers to data & evidence.

To improve your level you should: Refer to specific features of the UK landscape to fully justify your choice.



## History:

1) Titanic source question

Points awarded 100 ✓

What have I done well?

I have accurately identified two points from the source.

What is my target to work on?

more detail into 3rd class.

2) Suffragette question

Points awarded 1100 ✓

What have I done well?

top effort - reached a clear conclusion.

What is my target to work on?

link my point to wider context.

Pride Points awarded

WV1 only

1000 ✓

Pride Points awarded

1200 ✓

A clear term + link in timeline question

Home Learning Project 3

Points awarded

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Home Learning Project 1

Titanic Points awarded

100 (23)

✓

Pride Points awarded

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Year 8 history exam

Points awarded 1200 ✓

What have I done well?

I am fantastic!

What is my target to work on?

learn my time periods

Pride Points awarded

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Home Learning Project 2

WV1 Points awarded

1000 ✓

Year 8 – Suffragettes assessment		
Question 2		
Distinction 1000-1200	<ul style="list-style-type: none"> <li>• Very detailed understanding</li> <li>• Fully explains the two different viewpoints. Writes a detailed, two-sided answer.</li> <li>• Includes complex key terms.</li> <li>• Shows detailed understanding of the wider historical context.</li> <li>• Reaches a detailed conclusion.</li> <li>• <u>Might</u> begin to discuss how the interpretation has been made.</li> </ul>	✓
Gold 700-900 points	<ul style="list-style-type: none"> <li>• Detailed understanding</li> <li>• Explains the two different viewpoints. Writes a detailed, two-sided answer with some imbalance.</li> <li>• Includes several key terms.</li> <li>• Some understanding of the wider historical context.</li> <li>• Reaches a clear conclusion.</li> </ul>	
Silver 400-600 points	<ul style="list-style-type: none"> <li>• Some understanding</li> <li>• Starts to explain the two different viewpoints. Tries to write a two-sided answer, but might be one-sided.</li> <li>• Includes some key terms, but there might be some mistakes.</li> <li>• Limited context.</li> <li>• Reaches a limited conclusion.</li> </ul>	
Bronze 100-300 points	<ul style="list-style-type: none"> <li>• Basic understanding of the question</li> <li>• Limited comments about the view.</li> <li>• Uses limited key terms and likely to have mistakes.</li> <li>• Little or no conclusion reached.</li> </ul>	

Points awarded

1000

What have you done well?

An excellent answer which



What could you have improved?

You have really thought about the type

work on producing a more sophisticated conclusion.

## History:

Feedback – Year 8 – Use Source A and your own knowledge	
Award	Points awarded
Distinction (1000-1200)	1000
Gold (700-900)	950
Silver (400-600)	
Bronze (100-300)	



**Strengths**

- You have identified one point from the source.
- You have accurately identified two points from the source and have used it to describe conditions on the Titanic.
- You have accurately used key words such as First Class and Third Class.
- You have accurately used complex key words such as steerage or class system.
- You have written a detailed, accurate description of Titanic conditions, e.g. bedrooms and leisure opportunities.
- You have understood that the Titanic wasn't the same for everyone, e.g. the rich and poor.
- You have considered higher level concepts such as the Edwardian class system.

**Targets**

- Learn historical key words and their meaning.
- Make sure key words are spelt correctly.
- Use the source twice to describe conditions on the Titanic for passengers.
- Add 1 or 2 more points from your own knowledge to describe conditions on the Titanic.
- Consider conditions for different passengers, for example First Class and Third Class.
- Link your knowledge back to the question. Try to use the words of the question in your answer.
- Include detail from your wider research, such as dining facilities, accommodation and leisure opportunities.



## Art:

**YEAR 7 Assessment Feedback**  
**Halda Art Print Project**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Mark	Home Learning	Mid-term	Final	Hearts inspired animals	Self-reflection	Peer-review	Teacher's feedback	Design/Print	Mark	Mark
1. Working at all times	1. I have completed all the work on my project and I have been happy to help my friends.	1. I have completed all the work on my project and I have been happy to help my friends.	1. I have completed all the work on my project and I have been happy to help my friends.	1. I have completed all the work on my project and I have been happy to help my friends.	1. I have completed all the work on my project and I have been happy to help my friends.	1. I have completed all the work on my project and I have been happy to help my friends.	1. I have completed all the work on my project and I have been happy to help my friends.	1. I have completed all the work on my project and I have been happy to help my friends.	1. I have completed all the work on my project and I have been happy to help my friends.	1. I have completed all the work on my project and I have been happy to help my friends.
2. Working at all times	2. I have completed all the work on my project and I have been happy to help my friends.	2. I have completed all the work on my project and I have been happy to help my friends.	2. I have completed all the work on my project and I have been happy to help my friends.	2. I have completed all the work on my project and I have been happy to help my friends.	2. I have completed all the work on my project and I have been happy to help my friends.	2. I have completed all the work on my project and I have been happy to help my friends.	2. I have completed all the work on my project and I have been happy to help my friends.	2. I have completed all the work on my project and I have been happy to help my friends.	2. I have completed all the work on my project and I have been happy to help my friends.	2. I have completed all the work on my project and I have been happy to help my friends.
3. Working at all times	3. I have completed all the work on my project and I have been happy to help my friends.	3. I have completed all the work on my project and I have been happy to help my friends.	3. I have completed all the work on my project and I have been happy to help my friends.	3. I have completed all the work on my project and I have been happy to help my friends.	3. I have completed all the work on my project and I have been happy to help my friends.	3. I have completed all the work on my project and I have been happy to help my friends.	3. I have completed all the work on my project and I have been happy to help my friends.	3. I have completed all the work on my project and I have been happy to help my friends.	3. I have completed all the work on my project and I have been happy to help my friends.	3. I have completed all the work on my project and I have been happy to help my friends.

Are you happy with your progress? ☐ Yes ☐ No

Develop your passion for creativity, have the confidence to express your ideas and learn the skills to make them come alive.

## MFL – German / French:

**Year 8 French Assessment Record & Target Sheet.**

**Listening Assessment** My score was 35 / 40 88%

In order to improve I now need to:

- Use the pictures and vocab. on the paper to try and predict what key language I might hear.
- Listen for key words and phrases - don't panic if I don't understand every word.
- Read the questions (including the example) carefully.
- Have a go at ALL of the questions.
- Use the revision materials to ensure that I know key vocab. in preparation for the test.
- Continue to revisit the language from previous topics, to ensure that it stays in my long-term memory.
- Look at the marks available for each question and make sure that I include enough information to get those marks.
- Listen to French radio on 'Radio Garden' to further develop my listening skills.
- Watch a TV show or a film in French to further develop my listening skills.

**Reading Assessment** My score was 40 / 45 80%

In order to improve I now need to:

- Use the revision materials to ensure that I know key vocab. in preparation for the test.
- Revise vocabulary regularly - not just once!
- Use the rest of the text (context) to help me work out what new words might mean.
- Read the questions (including the example) carefully.
- Have a go at ALL of the questions.
- Go back through my answers and check that I've not made any careless errors.
- Look at the marks available for each question and make sure that I include enough information to get those marks.
- Make sure that I know connectives, intensifiers and time phrases in order to translate details accurately.
- Make sure that all ideas in the translation exercise are conveyed.
- Reread my translation to make sure that it makes sense.

## Music:

**Year 8 Progress Tracker 2022-23**

**Learning Objectives**

- Learning Objective 1: To understand the musical elements and be able to identify their use in music when listening.
- Learning Objective 2: To understand simple music notation and be able to read and write treble and bass clef notes on the staff.
- Learning Objective 3: To develop performance skills, keyboard technique, and playing with a sense of style.
- Learning Objective 4: To begin composing my own music using different devices and structures.

Extra Curricular Music

Unit	Grade	WWW	EBI
1 African Drumming	E3	I maintained a steady beat and stayed in time most of the time. I performed with a good technique and took a lead role.	Attempt a more challenging part.
2 Blues - Green Onions	E3	I knew what came next in the performance.	Attempt a more challenging part.
3 Soundtracks	I1		
4 Big Band Medley	L1	I included stylistic jazz features.	Improve my accuracy
5			

**Final Assessment (linked to pathways criteria)**

Launch

L1 L2 L3

WT WA WB

Breakthrough

B1 B2 B3

WT WA WB

Elementary

E1 E2 E3

WT WA WB

Intermediate

I1 I2 I3

WT WA WB

Advanced

A1 A2 A3

WT WA WB

## Design & Technology:

A very neat, clean product made  
→ next time sketch yourself and  
show more creativity.

6/10

**KS3 Assessment criteria for Design and Technology**

MARKS AWARDED	SAFETY AND HYGIENE	ACCURACY OF MANUFACTURE — JOINING MATERIALS	ACCURACY OF MANUFACTURE — USE OF TOOLS	APPLYING FINISHES	INDEPENDENCE
9-10	Uses ALL the equipment safely at all times	Joins materials with a high level of accuracy throughout the WHOLE product	When marking out, uses the ruler and pencil with a high degree of accuracy	Can use finishing techniques such as dyeing, pressing, sanding or painting with a high level of accuracy throughout	Can work independently in all lessons using all equipment correctly and follows all instructions given—all work completed in each lesson
7-8	Uses MOST of the equipment safely	Joins materials with a high level of accuracy throughout MOST of the product	When marking out, uses the ruler and pencil with a very good degree of accuracy	Can use finishing techniques such as dyeing, pressing, sanding or painting with a high level of accuracy throughout	Can work independently in most lessons using all equipment correctly and follows all instructions given—most work completed in each lesson
5-6	Uses SOME of the equipment safely	Joins materials with a high level of accuracy throughout SOME of the product	When marking out, uses the ruler and pencil with a good degree of accuracy	Can use finishing techniques such as dyeing, pressing, sanding or painting with a high level of accuracy throughout	Can work independently in some lessons using all equipment correctly and follows most instructions given—some pieces of work completed in
3-4	Uses the ELECTRIC POWERED tools safely	Materials are joined together	When marking out, uses the ruler but with limited accuracy	Can use ONE finishing technique with some degree of accuracy	Can work with some support in lessons using some equipment correctly and follows some instructions given—one piece of
1-2	Uses the HAND tools safely	The product is largely incomplete	When marking out, forgets how to use cm	Has made some attempt to apply one or more finishes to the product	Can work with support - work started but rarely completed in the lesson

**RPS:**

Mark: 13 /23



Good simotive for Q5.

**To improve to the next level I need to:**

Write in full sentences, with capital letters at the beginning and full stops at the end. Check and amend SPaG.

Connect the answer back to the question by using the wording of the question.

Use more key concepts in my work.

Revise ideas studied in class.

Explain the meaning of key concepts.

Use specific examples in my work, to support each point I am making.

Include more religious beliefs and teachings in my work.

Explain the meaning of religious beliefs and teachings.

Show I have considered two different points of view when answering an evaluation question (Q5).

Make connections between concepts e.g. explain in detail how submission can be linked to hajj.

Explain how a person's religious beliefs can influence their actions.

Explain how the topic studied could impact my life and the wider community.