



**NORTHGATE**

*High School*

## **Year 8 Descriptors**

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Year 8 Art Descriptors

Band	Creativity	Competence	Cultural Understanding	Critical Understanding
<b>Mastering</b>	Pupils accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make work.	Pupils apply their technical knowledge and skills, to realise their intentions, using the qualities of materials, processes and the formal elements effectively.	Pupils interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts.	Pupils provide a reasoned evaluation of the purpose and meaning of their own work and that of others. They use their critical understanding to develop their own views and practice.
<b>Securing</b>	Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work.	When designing and making, pupils develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately.	Pupils consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose.	Pupils evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.
<b>Developing</b>	Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions.	When designing and making, pupils investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions.	Pupils compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made.	Pupils discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.
<b>Emerging</b>	Pupils use some appropriate techniques to explore and experiment with ideas, information and resources in order to develop their intentions.	Pupils manipulate some materials and techniques with intention.	Pupils have an awareness of the work of relevant artists and craftspeople and are able to make some connection between their work and the work of others.	Pupils use subject-specific vocabulary in lessons to help them describe their work and say what is good about it and what needs improving.

Year 8 Computing Descriptors

Band	Systems	Development	Programming	Analysis & Modelling
<b>Mastering</b>	<p>Pupils understand how instructions can be written efficiently and are able to describe the efficiency of their programs.</p> <p>Pupils are able to show how elements of real life can be represented in programs and the difficulties that sometimes exist when doing this.</p>	<p>Pupils are able to test the different modules of their programs as they develop them, reflect on the results and then improve them.</p> <p>Pupils make sure that the programs they develop have been written so they are unlikely to crash or cause errors.</p>	<p>Pupils are able to write programs in a text-based language like Python and are able to create their own data structures.</p>	<p>Pupils are able to create a simple model for a complex problem.</p> <p>Pupils are able to define an outline of a solution in terms of functions and global values.</p> <p>Pupils are able to create an accurate, detailed model for a complex problem.</p> <p>Pupils are able to analyse real world problems and develop low-level and high-level plans for a solution.</p>
<b>Securing</b>	<p>Pupils understand how data, such as numbers, sound and images, are physically stored on a computer system.</p> <p>Pupils understand how instructions are run inside a computer.</p>	<p>Pupils are able to plan, create, test and reflect on a solution to a problem that a computer could solve.</p> <p>Pupils are able to develop solutions for problems that are described to them by someone else.</p>	<p>Pupils correctly use variables, lists and simple procedures in their programs.</p> <p>Pupils correctly use procedures and functions with parameters in their programs.</p>	<p>Pupils are able to recognise similarities between simple problems and the ways in which they can be solved.</p> <p>Pupils are able to take a problem and divide it into its main sub-problems, showing this as a diagram.</p> <p>Pupils are able to take solutions to one problem and adapt them for similar problems.</p>
<b>Developing</b>	<p>Pupils are able to explain why we must be accurate when working with computers.</p>	<p>Pupils can write sequences of instructions and data in a way that a computer will understand.</p>	<p>Pupils can use selection and repetition correctly in their programs.</p>	<p>Pupils are able to trace instructions using variables, selection and repetition and predict what the result will be.</p> <p>Pupils understand what is meant by a computational problem.</p>
<b>Emerging</b>	<p>Pupils understand that computer systems work step-by-step and can only do what we tell them.</p>	<p>Pupils are able to create a sequence of instructions and improve it if necessary.</p>	<p>Pupils are able to plan a sequence of instructions for something that they want to happen.</p>	<p>Pupils are able to read a sequence of instructions and predict what the result will be.</p>

**Year 8 Design and Technology Descriptors**

<b>Band</b>	<b>Problem Analysis &amp; Research</b>	<b>Designing &amp; Planning</b>	<b>Practical Skills &amp; Knowledge</b>	<b>Evaluation</b>
<b>Mastering</b>	Pupils problem analysis and research are combined to produce a technical, detailed and client-centred design brief and specification.	Pupils are able to use problem analysis, research and their design specification to plan and produce high quality designs that meet the client's needs.	Pupils work independently to produce a high quality, fully functional outcome. High quality practical skills are shown in most areas and the overall product combines high quality function and finish.	Pupils identify issues with the design and are able to suggest quality and form/functional development. Teacher feedback is considered and acted/reflected upon. Consideration is given to sustainability and efficiency of the making process.
<b>Securing</b>	Pupils use research to identify a client's needs and develop a technical design brief and specification to personalise the final product.	Pupils are able to develop designs/planning to improve the product's final outcome. They can draw upon sustainability and client's needs.	Pupils select appropriate tools and equipment and use them with confidence, skill and independence to produce a very high quality, fully functional final product.	Pupils identify modifications to improve the product. Feedback is used to develop the product further. Sustainability and client-centred development is presented.
<b>Developing</b>	Pupils identify the needs of a client and write a technical design brief and specification.	Pupils design/plan products that show technical detail such as materials, sizes and construction methods.	Pupils use a range of tools, materials and processes to produce a very well made final product that functions fully and addresses the needs of the client.	Pupils identify the aspects of the product that need further development and are able to explain how this would be achieved to create a more successful product.
<b>Emerging</b>	Pupils write a simple design brief and specification that can identify the basic needs of a client.	Pupils design products using input from others and identify areas in the design for development.	Pupils make their final product to a good standard, bringing key features of the design into a real product which functions correctly.	Pupils identify the positive and negative points of their final products and suggest improvements that could be made.

**Year 8 Drama Descriptors**

<b>Band</b>	<b>Techniques</b>	<b>Intention</b>	<b>Evaluation</b>
<b>Mastering</b>	Pupils have the ability to use techniques and work within the style of drama set by the teacher to demonstrate understanding.	Pupils have the ability to create drama that suits the subject matter and creates impact for the audience.	Pupils can evaluate and provide reasoning to show that they understand the context of their work. Pupils are able to provide practical solutions to develop the work further.
<b>Securing</b>	Pupils can combine dramatic techniques in interesting ways to make their work engaging.	Pupils can create drama that makes the audience think about themes and issues.	Pupils can evaluate their work well and know how to develop their work further.
<b>Developing</b>	Pupils can use a variety of dramatic techniques in their work to make it interesting and give it structure.	Pupils can communicate the context of their drama clearly.	Pupils can describe their work and explain what was good and what needs improving.
<b>Emerging</b>	Pupils can select the right dramatic technique to use in their work without any help from the teacher.	Pupils can inform their audience about the subject matter of their group work using information from the lesson.	Pupils can use drama terms that are used in lessons to help them describe their work and say what is good about it.

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Year 8 English Descriptors

Band	Reading	Writing	Speaking and Listening
<b>Mastering</b>	Pupils are able to understand what the writer is trying to achieve and can fully explore how and why a writer has structured their work and consider why vocabulary and punctuation has been chosen. They can locate key passages and explore key themes within the text.	Writing is confident and appropriate and pupils are able to use vocabulary and stylistic techniques effectively. Ideas are well expressed and punctuation and paragraphing is accurate and sometimes used creatively.	Pupils are able to adapt their talk to the demands of different contexts, purposes and audiences in a confident manner. Their talk is sustained and engages the interest of the listener through judiciously chosen vocabulary and higher level expression such as irony and humour.
<b>Securing</b>	Pupils can appreciate layers of meaning and comment on the effect of a writer's use of punctuation, structure and vocabulary.	Pupils' writing is fluent and often engages the reader through vocabulary choice. Pupils use a range of sentence structures and punctuation is accurate and clarifies meaning.	Pupils are able to adapt their talk to the demands of different contexts, purposes and audiences in a confident manner. Their talk is sustained and engages the interest of the listener through the variety and liveliness of both vocabulary and expression.
<b>Developing</b>	Pupils show a clear understanding of why a writer has chosen particular vocabulary or structural features. They can successfully select the correct part of a text to illustrate their views.	Pupils' writing is appropriate and shows a clear awareness of purpose and audience. Complex sentences are used and a range of punctuation devices are accurately employed.	Pupils are able adapt their talk to the demands of different contexts, purposes and audiences. They engage the interest of the listener through the variety and liveliness of both vocabulary and expression.
<b>Emerging</b>	Pupils show a good understanding of the main points of a text and can comment on individual words and phrases. They are beginning to find and comment upon key passages.	Pupils' writing is thoughtful and generally is appropriate for purpose. Vocabulary choices are appropriate. Spelling is generally accurate and basic forms of punctuation are used accurately even if some more complex forms are not always used entirely appropriately.	Pupils are usually able adapt their talk to the demands of different contexts, purposes and audiences. They attempt to engage the interest of the listener through the variety and liveliness of both vocabulary and expression.

Year 8 Geography Descriptors

Band	Knowledge	Understanding	Application	Skills
<b>Mastering</b>	<p>Pupils use their knowledge and understanding to analyse and compare characteristics between contrasting areas.</p> <p>Pupils explain changes in characteristics of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales.</p>	<p>Pupils analyse the interactions within and between physical/human processes and show how these interactions create diversity and interdependence and help change places and environments.</p>	<p>Pupils analyse human/physical characteristics of places, explain how they change over time and analyse how processes can create change.</p>	<p>Pupils use a range of geographical information, including grid references and scale on a range of map types.</p> <p>Pupils critically evaluate a wide range of geographical information in a variety of ways.</p>
<b>Securing</b>	<p>Pupils make links in my knowledge and understanding to describe characteristics of contrasting areas studied.</p> <p>Pupils analyse the physical/human characteristics of places drawing on their knowledge of a wide range of locations, contexts and scales.</p>	<p>Pupils explain interactions within and between physical/human processes and show how these interactions create diversity and interdependence, and help change places and environments.</p>	<p>Pupils analyse human/physical characteristics of places and explain a range of human processes at a variety of scales.</p>	<p>Pupils interpret map scales to determine distances and use different maps to describe distribution.</p> <p>Pupils evaluate a range of geographical information in a variety of ways, including through maps, numerical and quantitative skills.</p>
<b>Developing</b>	<p>Pupils use their knowledge and understanding to describe characteristics of contrasting areas studied.</p> <p>Pupils describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales.</p>	<p>Pupils begin to explain the ways in which physical/ human processes lead to diversity and change in places.</p>	<p>Pupils describe and begin to analyse human/physical characteristics of places and explain how human processes can produce distinctive characteristics of places.</p>	<p>Pupils use spot heights, contour lines and colour shading to interpret topography on a map and describe locations on a range of maps.</p>
<b>Emerging</b>	<p>Pupils show increasing depth of knowledge and understanding and apply it to describe characteristics of an area studied.</p> <p>Pupils describe physical/human characteristics of places within a wider locational and contextual framework.</p>	<p>Pupils describe how physical/human processes can change the features of places and how these changes affect the lives of people living there.</p> <p>Pupils describe how physical/human processes lead to similarities/differences in the environments of different places and in the lives of the people who live there.</p>	<p>Pupils describe human/physical characteristics of places and how processes can lead to similarities and differences of places.</p>	<p>Pupils describe the location of features on a map using six figure grid references and use geographical vocabulary appropriately.</p> <p>Pupils use globes and maps in the classroom and in the field.</p>

## Year 8 History Descriptors

Band	Knowledge, understanding, analysis and explanation	Source Skills	Interpretation skills
<b>Mastering</b>	Pupils can categorise, link and explain reasons/factors. They can reach a balanced, relevant and justified judgement. They can fully understand the significance of key events by including reference to why it was important, the short-term impact, the medium term impact, long-term consequences and the influence this has today. They can identify and explain are events are similar, with reference to both events. This should include similarities between why the events happened, similarities in how the key features developed/happened and similarities in the short and/or long-term impact, outcomes or results. They utilise original and independently researched evidence, which is wide-ranging and carefully chosen.	Pupils evaluate all sources, considering purpose, audience, contextual knowledge and access. They use the sources in their historical context. They can draw on their contextual knowledge to evaluate the usefulness of both sources. They use content and provenance to identify, explain and evaluate how useful the sources are.	Pupils begin to evaluate the validity of different interpretations, forming their own interpretation, taking into account the strengths and weaknesses of the different interpretations. Answers provide full analysis based on the differences in the context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information and purpose and audience. They use relevant context which is linked to historical events/development depicted in the source or interpretation.
<b>Securing</b>	Pupils can identify and explain events that are similar, with reference to both events, including at least two of the following: similarities between why the events happened; similarities in how the key features developed/happened; similarities in the short and/or long-term impact, outcomes or results. Pupils can explain the significance of an event looking at least two of the following: why it was important, the short-term impact, the medium term impact, long-term consequences and the influence this has today.	Pupils are starting to evaluate the usefulness of sources, looking particularly at context and provenance. Pupils can explain how a source supports a statement using the context and provenance.	Pupils are starting to include relevant context about why interpretations differ. This may be 'bolted on' at end of the response.
<b>Developing</b>	Pupils can explain a range reasons/factors in order to reach an overall conclusion. They can use extended reasoning and knowledge to demonstrate an understanding of second order concepts. Pupils include a range of examples, which are mostly relevant and accurate. They can identify and explain why events are similar, with reference to one of the following: similarities between why the events happened; similarities in how the key features developed/happened; similarities in the short and/or long-term impact, outcomes or results.	Pupils can explain how a source supports a statement using context or provenance. They can use the content of source to make inferences about its usefulness.	Pupils can explain why interpretations differ. They demonstrate partial analysis based on the differences in at least one of the following: place, previous experience, knowledge, beliefs or circumstances. Alternatively, their responses are based on differences in purpose or audience.
<b>Emerging</b>	Pupils can describe a few facts/reasons. Their work is mostly narrative. They may start to show an understanding of sequencing and connections. They can describe reasons why an event/person is significant when it is not explicit. They can describe ways in which events are similar. They include relevant and appropriately selected evidence, which may lack depth.	Pupils can explain how a source supports a statement using context or provenance. They can suggest reasons why a source is useful – this may be based on reliability.	Pupils can describe what the different interpretations are and are beginning to explain the reasons for the different interpretations, looking mainly at the content of the interpretations given. Their answers may include general comments relating to the authors.

## Year 8 Mathematics Descriptors

Band	Problem solving	Working mathematically	Communication	Reaching conclusions
<b>Mastering</b>	Starting from problems or contexts that have been presented to them, pupils explore the effects of varying values and look for invariance in models and representations.	Pupils progressively refine or extend the mathematics that they use.	Pupils can give reasons for their choice of mathematical presentation and explain features that they have selected.	Pupils justify their generalisations, arguments or solutions, looking for equivalence to different problems with similar structures. They appreciate the difference between mathematical explanation and experimental evidence.
<b>Securing</b>	Pupils carry out substantial tasks and solve quite complex problems by independently and systematically breaking them down into smaller, more manageable tasks.	Pupils interpret, discuss and synthesise information presented in a variety of mathematical forms, relating findings to the original context.	Pupils' written and spoken language explains and informs their use of maths.	Pupils begin to give mathematical justifications, making connections between the current situation and situations they have encountered before.
<b>Developing</b>	In order to explore mathematical situations, carry out tasks or tackle problems, pupils identify the mathematical aspects and obtain necessary information.	Pupils calculate accurately. They check their working and results, considering whether these are sensible.	Pupils show understanding of situations by describing them mathematically using symbols, words and diagrams.	Pupils draw simple conclusions of their own and explain their reasoning.
<b>Emerging</b>	Pupils try different strategies for solving problems and find ways of overcoming difficulties. They search for a solution by trying out ideas of their own.	Pupils organise their work and check results.	Pupils discuss their mathematical work and explain their thinking. They use and interpret mathematical symbols and diagrams.	Pupils show that they understand a general statement by finding particular examples that match it.

**Year 7 & Year 8 Beginners Modern Foreign Language Descriptors**

Band	Listening	Speaking	Reading	Writing
<b>Mastering</b>	<p>Pupils understand the main points and some details from a range of longer passages with both familiar and unfamiliar structures and language.</p> <p>Pupils demonstrate an understanding of short and long passages which include opinions with justifications, a range of basic grammatical structures and references to more than one tense.</p> <p>Pupils can transcribe longer passages with a good level of accuracy.</p>	<p>Pupils can take part in longer conversations in a range of contexts. They can express and justify their opinions, give detail, and refer to events in more than one tense. They can demonstrate spontaneity in speaking by expanding their answers.</p> <p>They show a good level of accuracy with their pronunciation and intonation.</p>	<p>Pupils can understand a range of short and long passages which include opinions and justifications, a range of basic grammatical structures and reference to more than one tense.</p> <p>They are able to read for gist and understanding and are able to decipher the meaning of unfamiliar vocabulary.</p>	<p>Pupils can write longer passages on familiar topics, adapting phrases they have learned in lessons. They can follow and adapt examples by changing words and phrases.</p> <p>Pupils can express and justify opinions, give detail, and refer to events in more than one tense.</p> <p>They are also able to write at length, showing a good level of accuracy.</p>
<b>Securing</b>	<p>Pupils understand the main points from a range of short passages with familiar words and phrases.</p> <p>They are starting to demonstrate an understanding of longer passages which include opinions, a range of basic grammatical structures, and references to more than one tense.</p> <p>Pupils can transcribe short passages with a good degree of accuracy.</p>	<p>Pupils are able to ask and answer questions and talk about their likes and dislikes.</p> <p>Pupils demonstrate an ability to take part in short conversations on a range of topics and both give and justify their opinions. They can show spontaneity when speaking. Pupils are also starting to be able to describe events in more than one tense.</p> <p>Pupils use increasingly accurate pronunciation and intonation.</p>	<p>Pupils understand the main points and personal responses from a range of short texts with familiar language and they are starting to be able to work out the meaning of new words by looking at other words in the text. They can also use a dictionary to find out the meaning of new words.</p> <p>Pupils are also beginning to identify texts written using different time frames.</p>	<p>Pupils are able to write longer paragraphs with some connectives and they are starting to be able to write more spontaneously and expand their ideas.</p> <p>They can express basic opinions and make reference to events in more than one tense.</p> <p>Their written work shows increasingly accurate spelling and correct application of grammatical structures.</p>

Band	Listening	Speaking	Reading	Writing
<b>Developing</b>	<p>Pupils can understand a range of familiar spoken phrases. They can understand clear speech, such as from a CD, recording or video.</p> <p>Pupils mostly demonstrate an understanding of the main points, opinions and some details in short passages, including verb endings. They can also transcribe short sentences with some accuracy.</p>	<p>Pupils can ask and answer very simple questions and give basic information using short phrases to answer questions.</p> <p>Pupils are able to take part in simple conversations using the correct verb endings. They can exchange opinions and give simple reasons.</p> <p>Pupils are beginning to be able to speak spontaneously and not rely on pre-learnt phrases.</p>	<p>Pupils can understand familiar written phrases and they can use a glossary to find out the meaning of new words.</p> <p>Pupils demonstrate some understanding of the main points, opinions and extra details in short passages which use familiar vocabulary, short phrases and common verbs.</p>	<p>Pupils can write short sentences following an example, and they are beginning to be able to write familiar short phrases from memory.</p> <p>Pupils demonstrate an ability to give opinions and give basic information in writing.</p> <p>Their written work shows accuracy when using straightforward language.</p>
<b>Emerging</b>	<p>Pupils can understand familiar words and phrases. They can demonstrate an understanding of the main points and opinions where familiar vocabulary is used.</p> <p>Sometimes pupils need things repeated in order to help them understand the main points and opinions.</p>	<p>Pupils can say single words and short phrases, mostly from memory, and may occasionally need to listen to an example given by the teacher.</p> <p>Pupils are beginning to be able to ask and answer simple questions in speech, take part in very brief dialogues, using very short phrases. They can also answer simple questions and give basic information and opinions using pre-learnt vocabulary.</p>	<p>Pupils can understand a few familiar words and phrases and they might need visual clues to help them understand.</p> <p>Pupils demonstrate a basic understanding of the main points and opinions from very short written passages using very familiar vocabulary, short phrases and common verbs.</p>	<p>Pupils can copy simple words correctly and label items.</p> <p>They are beginning to be able to write short sentences, with support, to give information and express simple opinions. Their writing shows a degree of accuracy when using very straightforward, familiar language.</p>

Year 7 and Year 8 Beginners Music Descriptors

Band	Performing	Composing	Listening and appraising
<b>Mastering</b>	<p><i>Performing a more difficult part</i></p> <p><i>Accuracy and intonation:</i> There are only minor errors which have no impact on the success of the performance. Performance is coherent and fluent. Intonation is secure.</p> <p><i>Ensemble skills:</i> Pupils perform with an excellent awareness of other parts in an ensemble, addressing issues of balance and reacting/adjusting where necessary. They make use of dynamics and texture.</p>	<p><i>Melody and rhythm:</i> Pupils can compose extended melodic and/or rhythmic ideas, showing a clear sense of tonality throughout.</p> <p><i>Harmony/accompaniment:</i> Pupils use an extended range of chords and effective accompaniment.</p> <p><i>Use of software:</i> Pupils use technology with skill to enhance a composition.</p> <p><i>Structure/coherence:</i> The overall structure is interesting and shows imaginative use of structural devices.</p>	<p><i>Understanding:</i> Pupils demonstrate an excellent understanding of the elements of music and vocabulary.</p> <p><i>Quality of written communication:</i> All of the skills needed to produce convincing writing are in place. Very few punctuation, spelling and/or grammar errors are found. Their work has excellent clarity and organisation. Ideas are well expressed and punctuation and paragraphing is accurate.</p> <p><i>Identifying instruments:</i> Pupils can identify more unusual instruments e.g. bassoon and horn and instrumental techniques such as pizzicato and mute.</p> <p><i>Musical styles:</i> Pupils can identify musical styles with accuracy and can identify the conventions/characteristic of that style e.g. syncopated chords in Reggae.</p> <p><i>Notation/transcription:</i> Pupils can transcribe and notate a rhythm accurately.</p>
<b>Securing</b>	<p><i>Accuracy and intonation:</i> Pupils make a few errors which do not impact on the overall success of the performance. There are occasional hesitations. Intonation is mostly secure.</p> <p><i>Ensemble skills:</i> Pupils perform with a good awareness of balance and of other parts in an ensemble. Opportunities are taken to shape the performance with dynamics OR texture.</p>	<p><i>Melody and rhythm:</i> Pupils can compose/improvise longer melodic and/or rhythmic ideas with a good sense of shape, and use of interesting rhythms. They show clear awareness of tonal centre when creating a melody.</p> <p><i>Harmony/accompaniment:</i> Pupils make good use of chords/accompaniment.</p> <p><i>Use of software:</i> Pupils can use some more complex aspects of software, such as envelopes/dynamics, to add expression/mood to their piece.</p> <p><i>Structure/coherence:</i> The overall structure has a sense of proportion and development with good use of structural devices</p>	<p><i>Understanding:</i> Pupils demonstrate a good understanding of the elements of music and vocabulary.</p> <p><i>Quality of written communication:</i> Pupils' work has good clarity and organisation, although there may be some spelling errors, particularly when using Italian musical terms. Complex sentences are used and a range of punctuation is accurately employed.</p> <p><i>Identifying instruments:</i> Identify more familiar solo instruments and families with complete accuracy. On some occasions, can identify more unusual instruments/timbres.</p> <p><i>Musical styles:</i> Pupils can identify musical styles, without the aid of multiple choice/word frames, with accuracy.</p> <p><i>Notation/transcription:</i> Pupils can transcribe a rhythm and attempt to notate; there are only minor errors.</p>

<p><b>Developing</b></p>	<p><i>Performing a standard part</i></p> <p><i>Accuracy and intonation:</i> There are noticeable errors but the overall performance flows – it is reasonably fluent for the majority of the piece. Intonation is often secure.</p> <p><i>Ensemble skills:</i> Pupils can maintain an independent (undoubled) part in an ensemble. They perform with a greater awareness of other parts. There is occasional difficulty reacting and adjusting to parts and some awareness of balance.</p>	<p><i>Melody and rhythm:</i> Pupils can compose/improvise longer melodic or rhythmic ideas. Melodic lines have some sense of shape and there is an appropriate choice of rhythm/tempo.</p> <p><i>Harmony/accompaniment:</i> Pupils make simple use of chords/accompaniment.</p> <p><i>Use of software:</i> Pupils use music software with increasing confidence.</p> <p><i>Structure/coherence:</i> Structure is simple and clear, with pupils making use of appropriate structural devices.</p>	<p><i>Understanding:</i> Pupils demonstrate a fairly good understanding of the elements of music and musical vocabulary.</p> <p><i>Quality of written communication:</i> Most of the skills needed to produce effective writing are in place. Complex sentences are used and a range of punctuation is accurately employed.</p> <p><i>Identifying instruments:</i> Pupils can identify more familiar solo instruments and families of instruments with increasing accuracy.</p> <p><i>Musical styles:</i> Pupils can identify musical styles without the aid of multiple choice/word frames on most occasions.</p> <p><i>Notation/transcription:</i> Pupils can transcribe a rhythm and attempt to notate; there are some errors.</p>
<p><b>Emerging</b></p>	<p><i>Performing a less difficult part</i></p> <p><i>Accuracy and intonation:</i> Errors interrupt the flow of the performance. Accuracy may be achieved in the more straightforward passages. Intonation is insecure but may be achieved in more straightforward passages.</p> <p><i>Ensemble skills:</i> Pupils can perform a doubled part in an ensemble. There is difficulty reacting and adjusting to parts and little awareness of balance throughout.</p>	<p><i>Melody and rhythm:</i> Pupils can compose/improvise longer melodic or rhythmic ideas. Melodic lines are functional and lack real shape. Rhythmic ideas are used with little variety.</p> <p><i>Harmony/accompaniment:</i> Pupils can make basic use of chords with some misjudgements.</p> <p><i>Use of software:</i> Pupils can make use of software at a basic level; they struggle to use Sibelius accurately.</p> <p><i>Structure/coherence:</i> Pupils make some attempt at structure but a sense of development may be compromised by brevity.</p>	<p><i>Understanding:</i> Pupils demonstrate a basic understanding of the elements of music and musical vocabulary.</p> <p><i>Quality of written communication:</i> The skills needed to produce effective writing are mainly in place but there may be lapses in clarity. Spelling is generally accurate and basic forms of punctuation are used accurately.</p> <p><i>Identifying instruments:</i> Pupils can identify some more familiar solo instruments and families of instruments on most occasions.</p> <p><i>Musical styles:</i> Pupils can identify musical styles from a multiple choice question with increasing accuracy.</p> <p><i>Notation/transcription:</i> Pupils can play back a rhythm on most occasions but find it difficult to use musical notation.</p>

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Year 8 Physical Education Descriptors

<b>Band</b>	<b>Skill</b>	<b>Tactics</b>	<b>Analysis</b>
<b>Mastering</b>	Pupils can sometimes combine skills and they are starting to show accuracy and consistency.	Pupils can sometimes modify tactics and demonstrate adaptability.	Pupils can sometimes analyse in a detailed and developed way.
<b>Securing</b>	Pupils show consistently that they can link skills and demonstrate control.	Pupils show consistently that they can employ appropriate tactics and vary them according to need.	Pupils show consistently that they can compare and comment on performance.
<b>Developing</b>	Pupils can sometimes link skills and demonstrate control.	Pupils can sometimes employ appropriate tactics and vary them according to need.	Pupils can sometimes compare and comment on performance.
<b>Emerging</b>	Pupils show consistently that they can copy, repeat, select and apply skills.	Pupils show consistently that they understand and can deploy tactics.	Pupils show consistently that they can identify strengths and areas for development and make adjustments.

**Year 8 Religious Education Descriptors**

<b>Band</b>	<b>Learning about religion and belief</b>	<b>Learning from religion and belief</b>
<b>Mastering</b>	Pupils use a wide religious and philosophical vocabulary to show an understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They explain why the consequences of belonging to a faith are not the same for all people, including those within the same religion or tradition. They use a variety of sources, evidence and forms of expression to express opinions.	Pupils articulate personal and critical responses to questions about religious beliefs and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, values and commitments, using appropriate evidence and examples. They demonstrate excellent empathy skills, which show a clear understanding of how religion might impact on a believer's life and decisions.
<b>Securing</b>	Pupils use religious vocabulary to give informed accounts of religions and beliefs, and can give some reasons for diversity within and between them. They begin to explain why the impact of religions and beliefs on individuals, communities and societies varies. They begin to interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.	Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments. They have good empathy skills which show insight into how religion might impact on a believer's life.
<b>Developing</b>	Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions, and why they do not. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues.	Pupils ask, and suggest answers to, questions of belonging to and being committed to a religious faith. They understand how this can affect their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion. They have some skills in using empathy to describe how someone might behave, including religious behaviour.
<b>Emerging</b>	Pupils use a developing religious vocabulary to describe and show understanding of religious beliefs. They begin to understand some of the differences and similarities between religions and traditions. They describe the impact of religion and on people's lives. They know that sacred texts influence people.	Pupils raise, and suggest answers to, questions raised by belonging to a religious faith. They apply their ideas to their own and other people's lives. They have a developing sense of empathy, including an understanding of how religion influences behaviour. They describe what inspires and influences themselves and others.

## Year 8 Science Descriptors

Band	Scientific Content	Working Scientifically
<b>Mastering</b>	Pupils demonstrate both breadth and depth of knowledge and understanding of a wide range of topics and can apply this effectively in descriptions and explanations. Pupils understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed.	Pupils show some scientific understanding in planning and carrying out scientific enquiries. Pupils can present observations and data accurately using appropriate methods and can interpret these to draw balanced conclusions. Pupils can evaluate methods and data, showing awareness of sources of error.
<b>Securing</b>	Pupils demonstrate extensive knowledge and understanding of a range of topics, and are able to use appropriate key words and equations in answers. Pupils use this knowledge to evaluate a wide range of processes and phenomena.	Pupils can plan and carry out the most appropriate types of scientific enquiries. Pupils are able to present observations and data accurately and can interpret these in some depth, including identifying patterns and drawing conclusions. Pupils can evaluate data, showing awareness of potential sources of error.
<b>Developing</b>	Pupils demonstrate a solid level of knowledge and understanding of a range of topics, and use appropriate key words and equations in answers. Pupils are able to use abstract ideas or models in explanations of processes and phenomena.	Pupils can plan and carry out most types of scientific enquiries. Pupils are able to present observations and data and can interpret these, including identifying patterns and drawing conclusions. Pupils are developing their evaluative skills, showing some awareness of potential errors in data and methods.
<b>Emerging</b>	Pupils show some good use of scientific knowledge and understanding in familiar contexts and can recall some of the key words and equations. Pupils can describe some processes and can provide basic explanations for these.	Pupils can carry out most types of scientific enquiries. Pupils are able to present observations and data in a simple way and can interpret these, including identifying basic patterns and drawing simple conclusions. Pupils are beginning to show awareness of potential errors with methods and data.