

Aspects of Learning Assessed at TWGGS in KS3

At Key Stage Three, all pupils are assessed on the GCSE grading scale of 9-1. Each subject has a number of criteria under which they assess a pupil. These have been created by looking at aspects required for GCSE specifications to promote high level achievement; in addition they include criteria that promote rounded learning within each subject. A subject by subject overview is in the table below.

Subject	Criteria and Explanation
Art	<p>Generating Ideas – a measure of how creative and imaginative a pupil is with new ideas and designs</p> <p>Making – a measure of how well a pupil explores the use of different materials, processes and techniques.</p> <p>Evaluating – a measure of how well a pupil evaluates research and resources when exploring new ideas and types of artwork.</p> <p>Knowledge – a measure of a pupil’s understanding of different genres of art, different processes and techniques, and whether she can make links between them.</p>
Drama	<p>Voice and Movement – a measure of how sophisticated a pupil’s vocal and physical movement are in relation to the nature of the performance.</p> <p>Communication – a measure of how well a pupil communicates with other performers, the audience and the assessor.</p> <p>Style – a measure of how well a pupil appreciates the style of the dramatic piece and how she can adapt her performance to suit this style.</p> <p>Characterisation – a measure of how well a pupil can create a character or perform a role, including aspects of imagination and commitment to the performance.</p> <p>Teamwork / Rehearsal - a measure of a pupil’s contribution to team development, her leadership, and her suggestions of ideas to be included within the performance.</p>
English – combining Literature and Language aspects	<p>Reading Comprehension – a measure of how well a pupil can critically evaluate and understand a written text.</p> <p>Analytical Writing – a measure of how well a pupil can convey her analytical understanding of a text in a written format.</p> <p>Descriptive Writing – a measure of a pupil’s creative writing skill, linked to both short stories and poetry creation.</p> <p>Persuasive Writing – a measure of how well a pupil can create a persuasive and justified argument in a written context.</p> <p>Speaking and Listening – a measure of the quality of a pupil’s verbal expression and how well she can articulate her understanding of literature in a verbal format.</p> <p>Spelling, Punctuation and Grammar – a measure of a pupil’s accuracy in the application of the rules of spelling, punctuation, and grammar.</p>
Geography	<p>Places and People – a measure of a pupil’s understanding of people and places, and the interdependency between the human and physical environment.</p> <p>Geographical Writing – a measure of a pupil’s sophistication in writing on geographical processes and issues ranging from description and explanation to complex and justified arguments and evaluations.</p> <p>Enquiry and Fieldwork – a measure of how well a pupil can plan and administer a sequence of investigation into a geographical issue. Includes fieldwork skills and techniques.</p> <p>Map work and graphical skill – a measure of how well a pupil can apply map skills, and can interpret maps and a variety of graphical information.</p> <p>Numerical and statistical skill – a measure of how well a pupil can interpret data, and apply statistical tools to show relationships between data.</p>

History	<p>Knowledge of Key Features – a measure of the depth of a pupil’s chronological understanding of local, British and World History.</p> <p>Analysis of Historical Concepts - a measure of how well a pupil can make connections, draw contrasts and analyse trends that link significant historical events.</p> <p>Sources - a measure of how well a pupil can interpret a wide range of historical sources and use them to support ideas and arguments.</p> <p>Interpretation - a measure of how well a pupil can evaluate different interpretations of past historical events.</p>
ICT / Computing	<p>Computer Science Theory – a measure of how well a pupil understands computer systems including hardware, software and binary arithmetic.</p> <p>Programming - a measure of how well a pupil can use programming language to create different types of programmes.</p> <p>ICT & Digital Literacy - a measure of how well a pupil can use software including databases and spread sheets, as well as her understanding of computer ethics.</p>
Mathematics (GCSE teaching begins in Year 9)	<p>Using and Applying Standard Techniques – a measure of how well a pupil can understand and apply procedures in mathematics ranging from routine to multi-step procedures.</p> <p>Reasoning, Interpreting and Communicating Mathematically – a measure of how well a pupil can demonstrate and communicate her reasoning when solving mathematical puzzles and problems which become increasingly difficult through Years 7-9.</p> <p>Solving Problems within Mathematics and in Other Contexts - a measure of how well a pupil can solve mathematical and non-mathematical problems, which increase in complexity from Years 7-9.</p>
Modern Foreign Languages: French German Spanish	<p>Listening – a measure of how well a pupil can interpret the spoken word of the foreign language delivered at increasing speed and complexity from Years 7-9.</p> <p>Dictation – a measure of how well a pupil can reproduce and transcribe sentences in the foreign language with an increasing understanding of phonetics (the sound of human speech).</p> <p>Reading – a measure of how well a pupil can interpret a foreign language in written form.</p> <p>Speaking – a measure of how well a pupil can communicate verbally in the foreign language, including vocabulary, tensing, and pronunciation, with increasing complexity from Years 7-9.</p> <p>Writing – a measure of how well a pupil can express herself in writing in a foreign language.</p> <p>Translation - a measure of how well a pupil can translate passages of writing into English, and from English into the foreign language.</p>
Music	<p>Composing – a measure of how well a pupil can compose a piece of music with an increasing understanding of rhythmic patterns, harmony, tempo, and timbre through Years 7-9.</p> <p>Evaluation – a measure of how well a pupil can make critical judgements of her work with increasing complexity from Years 7-9.</p> <p>Musical Understanding – a measure of well a pupil can use musical language, and her understanding of how music has changed over time.</p> <p>Performing - a measure of well a pupil performs music with increasing complexity in rhythmic and melodic patterns form Years 7-9.</p>
Physical Education	<p>Performance - a measure of how well a pupil applies techniques and skills in the physical performance of different sports.</p> <p>Knowledge - a measure of how well a pupil understands the rules, regulations, tactics, and principles of practice and training in different sports.</p> <p>Evaluation and Improvement - a measure of how well a pupil can critically evaluate her own performance in different sports, identify areas for improvement, and make those improvements to her performance.</p>

Religious Studies	<p>Knowledge and Understanding of Religion and Belief - a measure of how well a pupil recognises the similarities and differences between religions, can understand philosophical issues, and apply increasingly complex terminology and specialist terms.</p> <p>Analysing and Evaluating the Significance and Influence of Religion - a measure of how well a pupil can develop valid and justified arguments about religious matters, and the influence religion has in an individual, community and societal context.</p>
Sciences: Biology Chemistry Physics	<p>Scientific Knowledge and Understanding - a measure of a pupil's understanding of individual subject content, including mathematical and technical knowledge, and links between different aspects of each science.</p> <p>Development of Scientific Thinking - a measure of how well a pupil understands advances in science, ethical implications, and can develop scientific explanations.</p> <p>Experimental Skills and Strategies - a measure of how well a pupil can plan and carry out experimental procedures, including hypothesis testing and correct levels of safety.</p> <p>Analysis and Evaluation - a measure of how well a pupil can interpret scientific results, develop arguments using evidence, and reach reasoned conclusions.</p> <p>Scientific Vocabulary, Quantities, Units, Symbols, and Nomenclature - a measure of how well a pupil can apply specialist terms, quantities, units, symbols, and scientific naming, with increasing accuracy from Years 7-9.</p>
Technology: Food Technology Graphics Resistant Materials Textiles	<p>Analysis of brief / research / product design – a measure of how well a pupil analyses products and ideas, exploring issues such as design features and their match to target markets.</p> <p>Specification – a measure of how well a pupil can interpret new product specifications.</p> <p>Ideas / development / design proposal – a measure of how well a pupil can justify ideas for her product that match to the specification</p> <p>Planning and making – a measure of the quality of the plans for, and of the final product a pupil produces.</p> <p>Evaluation – a measure of how well a pupil can judge the suitability of products and test whether they are fit for purpose.</p>