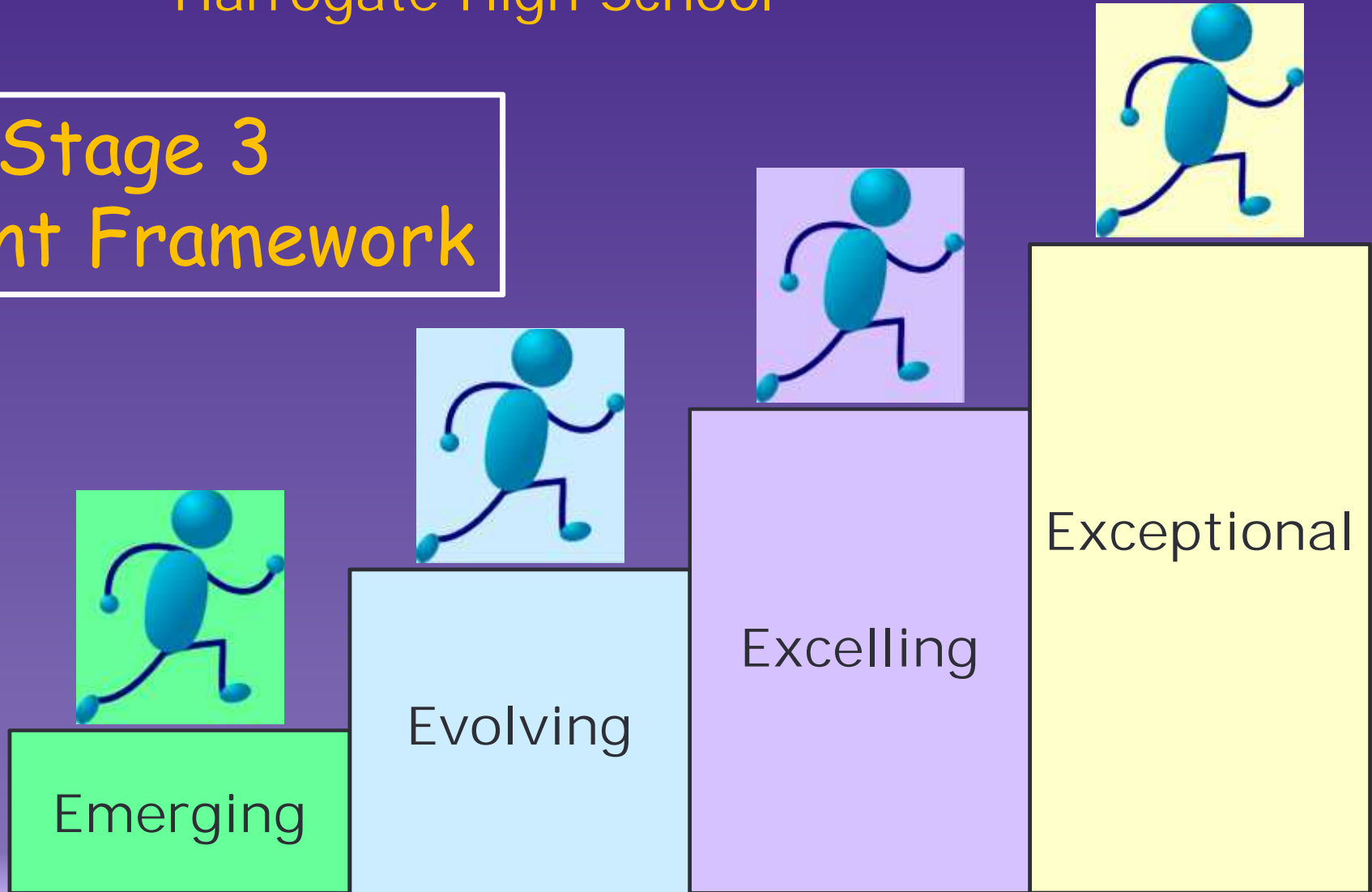




Harrogate High School

Key Stage 3 Assessment Framework





Harrogate High School

English



Harrogate High School English - Reading

Emerging	Evolving	Excelling	Exceptional
<p>Some attempt to respond to texts using evidence to support comments. Some clear understanding of narrative or characters</p> <p>Recognition of some underlying subtext however comments may lack detail or development particularly when referencing language or structure choices.</p> <p>Aware of some contextual events but understanding of impact is limited.</p> <p>May identify similarities and differences between texts but discussion is underdeveloped.</p> <p>Some structural choices identified with simple comment.</p> <p>Some basic features of writer's use of language identified – not always accurately expressed.</p>	<p>Main ideas and themes are clearly identified from across the whole text and comments are supported by relevant textual reference/ quotation/</p> <p>Ability to understand and discuss sub-text shown but explanation may be underdeveloped.</p> <p>Comments on structural/language choices show some general awareness of writer's craft</p> <p>Viewpoint and purpose of text is clearly identified with some explanation sometimes through a general overview.</p> <p>Considers wider implications or significance of information, events or ideas in the text.</p> <p>Set texts in context securely;</p> <p>Has a clear grasp of social/cultural and historical context;</p> <p>Begins to relate texts to own and other's experience.</p>	<p>Clearly understands and demonstrates how meaning and information are conveyed in texts by using textual references confidently. Evaluates and discusses effects of language choice on audience.</p> <p>Commentary incorporates apt textual reference and quotation to support main ideas or argument.</p> <p>Makes personal and critical responses to the whole text referring to specific aspects of language, grammar and structure to justify their views.</p> <p>Draws together comments on how writer's language choices contribute to the overall effect on the reader.</p> <p>Set texts in context securely;</p> <p>Has a clear grasp of social/cultural and historical context.</p> <p>Relates texts to own and other's experience and comments on how contextual aspects may affect writer and audience.</p>	<p>Makes cogent and critical responses. Chooses textual references carefully and are able to comment fully on the significance of particular words, phrases and stylistic features.</p> <p>Makes subtle, discriminating and insightful links and telling comparisons between whole texts.</p> <p>Shows originality of analysis and interpretation when evaluating patterns and details of words and images in texts.</p> <p>Are able to evaluate and comment in detail on characters/relationships and attitudes/motives.</p> <p>Consistently handles texts with confidence, has an overview and conveys ideas cogently and makes assured analysis of stylistic features.</p> <p>Shows a perceptive understanding of social/cultural and historical contexts and an ability to identify and comment on their importance.</p> <p>Are able to relate to own and other's experiences. Awareness of literary tradition shown. Are able to relate details of texts to literary background and evaluate how texts have been/are influential at different times.</p>



Harrogate High School English - Writing

Emerging	Evolving	Excelling	Exceptional
<p>Some appropriate content and awareness of audience. Main purpose of writing is clear but not always maintained.</p> <p>Sequencing of ideas provides varying coherence to the response. Some internal structure with attempts at paragraphing and some with topic sentences.</p> <p>Simple vocabulary used with connectives mainly being and/ or/ but. Some variety in length, structure or subject of sentences. Some variation, generally accurate, in tense and verb forms. Some sentences are punctuated accurately throughout the text, including the use of question marks/ exclamation marks. Basic vocabulary choices.</p>	<p>A sense of purpose is used with some imagination to maintain readers' interest and demonstrate an awareness of audience. Material is clearly structured, with sentences organised into appropriate paragraphs. Sequencing of ideas is clear and provides coherence across the text. Overall direction of the text supported by clear links between paragraphs. Paragraphs are used consciously to structure ideas using topic sentences. Appropriate, use of vocabulary demonstrating some ambition.</p>	<p>Clear awareness of purpose, audience and format with appropriate use of formality and tone maintained throughout.</p> <p>Imaginative treatment of appropriate subject matters with a convincing individual voice.</p> <p>Paragraphing and organisation are clearly controlled and sequenced to support meaning and purpose.</p> <p>A range of ambitious vocabulary is used to convey a precise meaning.</p> <p>Information, ideas and events are skilfully managed and shaped to achieve intended purpose and effect.</p>	<p>A well-judged understanding of purpose and audience with the consistent use of the appropriate use of formality and tone. Imaginative treatment of materials with a convincing individual voice.</p> <p>Successfully controlled use of structure and paragraphs with a range of features to signal direction and give a sophisticated effect.</p> <p>A range of vocabulary, chosen with imagination and precision, is used ambitiously to convey precise meaning and create effect.</p> <p>Creative selection and adaptation of a wide range of forms and conventions to meet varied writing challenges with distinctive personal voice and style matched to intended effect.</p> <p>Imaginative, well controlled structuring of subject matter and management of paragraphing provide textual coherence and cohesion to position the reader appropriately in relation to the writer's purpose.</p>



Harrogate High School

English - Technical Accuracy

Emerging	Evolving	Excelling	Exceptional
<p>Response written using simple sentences with accurate usage of capital letters and full stops.</p> <p>Spelling of simple words and homophones is generally accurate.</p> <p>Correct spelling of</p> <ul style="list-style-type: none"> - most common grammatical function words, including adverbs with -ly formation - regularly formed content/lexical words, including those with multiple morphemes - most past and present tense inflections, plurals. <p>Likely errors</p> <ul style="list-style-type: none"> - homophones of some common grammatical function words - occasional phonetically plausible spelling in content/lexical words. <p>Some control of tense (past or present) with some errors.</p>	<p>Sentences are linked by a wider variety of connectives. Introductory words or phrases are used to vary sentence starters.</p> <p>Some complex sentences are being used. Commas and other punctuation are beginning to be used accurately.</p> <p>Spelling is generally secure including more ambitious vocabulary.</p> <p>Correct spelling of</p> <ul style="list-style-type: none"> - grammatical function words - almost all inflected words - most derivational suffixes and prefixes - most content/lexical words. <p>Full range of punctuation used accurately, including speech punctuation.</p> <p>A variety of sentence lengths, structures and subjects provides clarity and emphasis.</p> <p>Wider range of connectives used to clarify relationship between ideas.</p> <p>Accurate usage of speech/quote marks, and question mark.</p> <p>Tense is generally secure.</p>	<p>Expression is fluent and language choice is deliberate to ensure clarity.</p> <p>A wide range of sentence structures are used including the use of subordinate clauses.</p> <p>Technical language is used confidently and aids coherence.</p> <p>Virtually all spelling is accurate.</p> <p>Virtually all punctuation is accurately used, including the semi colon.</p> <p>Control of tense is secure.</p>	<p>Expression is sophisticated, mature and accurate.</p> <p>Extensive, well-judged vocabulary is used.</p> <p>All spelling is accurate.</p> <p>Sentence structure is imaginative, precise and accurate, matched to writer's purpose and intended effect on the reader.</p> <p>Punctuation is used accurately and maturely, including forms such as semi-colons, colons, brackets etc.</p> <p>Technical language is used confidently.</p> <p>Control of tense is secure.</p>



Harrogate High School

Maths



Harrogate High School

Maths

Emerging	Evolving	Excelling	Exceptional
Add, subtract, multiply and divide integers. Work out multiples and factors.	Add positive and negative numbers. Learn/practice methods for long multiplication.	Find the n^{th} term of a linear sequence.	
Learn the properties of squares and rectangles. Learn the names and properties of all quadrilaterals	Calculate missing angles in a triangle	Classify triangles and quadrilaterals by knowing their properties.	Use straight edge and compasses to construct: the mid-point and perpendicular bisector of a line segment;
Calculate simple probability Describe probabilities using words.	Write probabilities as fractions.	List outcomes from two events. Write the probability of an event not happening.	Identify all the possible mutually exclusive outcomes of a single event.
Using letter symbols to represent unknown numbers	Collecting like terms	Solve linear equations	Solve linear equations with unknowns on both sides.
Use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent Compare fractions and find a simple fraction or percentage of a quantity.	Calculate simple percentages of an amount Add and subtract fractions.	Calculate with fractions using the four operations	
Read and interpret scales on a range of measuring instruments.	Convert one metric unit to another, e.g. grams to kilograms Calculate the perimeter and area of shapes made from rectangles	Deduce and use the formula for the area of a triangle Know and use the formula for the volume of a cuboid	
Plot coordinates in the first quadrant	Plot the graphs of simple linear functions	Plot the graphs of linear functions	Read and interpret linear graphs arising from real situations.
Understand place value Round positive numbers to any given power of 10	Multiply and divide a three digit number by a two digit number.	Multiply and divide decimals with one or two places by single-digit whole numbers	Round to a given number of decimal places or significant figures
Identify and use lines of symmetry	Reflect and rotate 2D shapes.	Consolidate understanding of the relationship between ratio and proportion	Enlarge 2-D shapes, given a centre of enlargement and a positive whole-number scale factor
Solve simple missing number problems e.g. $7 + ? = 11$ Begin to distinguish the different roles played by letter symbols in equations, formulae and functions;	Know the meanings of the words term, expression, equation, formula and function.	Substitute integers into simple linear expressions and formulae and, in simple cases, derive a formula.	Substitute integers into more complex expressions and formulae and derive a formula.
Construct bar charts and pictograms Find the mode, median and range for a set of data	Calculate the mean, including from a simple frequency table	Construct and interpret scatter graphs	



Harrogate High School

Science



Harrogate High School

Biology

	Emerging	Evolving	Excelling	Exceptional
	You can.....	You can.....	You can.....	You can.....
Organisms	State the function of the skeleton, joints, muscles, bone marrow & cartilage	Describe the how muscles work in pairs antagonistically	Predict the consequences of damage to a joint or muscle	Suggest factors that affect the force exerted by different muscles Evaluate the use of technology to improve human movement
	State the main components of a plant and animal cell	Describe how to use a microscope to identify different cells	Explain how multicellular and unicellular organisms are adapted to carry out functions	Suggest how medical treatments work and how damage to organ system would effect the overall functioning of the organism.
Ecosystem	Define the terms food web, food chain, ecosystem, producer, consumer and decomposer	Describe how factors such as competition, predators, prey and disease can affect the population of a species	Explain issues with human food supplies in terms of insect pollinators	Develop an argument about how toxic substances accumulate in human food
	State the main parts of a plants reproductive system	Describe how plants are adapted to reproduce sexually	Describe the main steps that take place when a plant reproduces successfully	Suggest how plant breeders use knowledge of pollination to carry out selective breeding
Genes	Define variation and give some examples of genetic and environmental variation	Identify and describe how characteristics of a species are an advantage to their survival	Explain why variation is important within and between species	Predict implications of a change in environment on a population
	State the main parts of the male and female reproductive system	Describe the stages of the menstrual cycle	Explain the role of the placenta and which substances can pass from mother to foetus	Suggest how contraception and fertility treatments work



Harrogate High School Chemistry

	Emerging	Evolving	Excelling	Exceptional
	You can.....	You can.....	You can.....	You can.....
Matter	Identify the arrangement and movement of particles in solids, liquids and gases.	Explain the properties of solids, liquids and gases based on the arrangement and movement of their particles.	Draw before and after diagrams of particles to explain observations about changes of state, gas pressure and diffusion.	Argue for how to classify substances which behave unusually as solids, liquids or gases.
	Name common mixtures.	Choose the most suitable technique to separate out a mixture of substances.	Use the solubility curve of a solute to explain observations about solutions.	Suggest a combination of methods to separate a complex mixture and justify the choices.
Reactions	Metals can be arranged as a reactivity series in order of how readily they react with other substances.	Describe an oxidation, displacement, or metal-acid reaction with a word equation.	Place an unfamiliar metal into the reactivity series based on information about its reactions.	Justify the use of specific metals and non-metals for different applications, using data provided.
	Identify that the pH of a solution depends on the strength of the acid and that strong acids have lower pH values than weak acids.	Use data and observations to determine the pH of a solution and explain what this shows.	Describe a method for how to make a neutral solution from an acid and alkali.	Given the names of an acid and an alkali, work out the name of the salt produced when they react.
Earth	Describe how sedimentary, metamorphic and igneous rocks are formed.	Identify the causes of weathering and erosion and describe how they occur.	Construct a labelled diagram to identify the processes of the rock cycle.	Predict planetary conditions from descriptions of rocks on other planets.
	Describe our solar system and its place in the Universe.	Describe the appearance of planets or moons from diagrams showing their position in relation to the Earth and Sun.	Explain why places on the Earth experience different daylight hours and amounts of sunlight during the year.	Predict patterns in day length, the Sun's intensity or an object's shadow at different latitudes.



Harrogate High School Physics

	Emerging	Evolving	Excelling	Exceptional
	You can.....	You can.....	You can.....	You can.....
Forces	Recall the higher the speed of an object, the shorter the time taken for a journey.	Use the formula: speed = distance (m)/time (s) or distance-time graphs, to calculate speed	Illustrate a journey with changing speed on a distance-time graph, and label changes in motion.	Suggest how the motion of two objects moving at different speeds in the same direction would appear to the other.
	Recall mass and weight are different but related.	Use the formula ... weight (N) = mass (kg) x gravitational field strength (N/kg).	Deduce how gravity varies for different masses and distances. Compare your weight on Earth with your weight on different planets	Draw conclusions from data about orbits, based on how gravity varies with mass and distance.
Electromagnets	Recall that voltage is an electrical push from the battery, or the amount of energy per unit of charge transferred through the electrical pathway.	Set up a circuit to show and measure voltage in series and parallel circuits	Use the idea of energy to explain how voltage and resistance affect the way components work.	Justify the sizes of voltages in a circuit, using arguments based on energy.
	Recall current is the flow of electric charge and is measured in amperes (A).	Set up a circuit to show and measure current in series and parallel circuits	explain why current changes in series and parallel circuits when components are changed.	Evaluate a model of current as electrons moving from the negative to the positive terminal of a battery, through the circuit.
Energy	Compare the amounts of energy transferred by different foods and activities.	calculate the cost of home energy usage, using the formula: cost = power (kW) x time (hours) x price (per kWh).	Explain the advantages and disadvantages of different energy resources.	Evaluate the social, economic and environmental consequences of using a resource to generate electricity, from data.
	Show how energy is transferred between energy stores in a range of real-life examples.	Describe how the energy of an object depends on its speed, temperature, height or whether it is stretched or compressed	Calculate the useful energy and the amount dissipated, given values of input and output energy.	Compare the percentages of energy wasted by renewable energy sources.
Waves	Recall sound consists of vibrations which travel as a longitudinal wave through substances. The denser the medium, the faster sound travels	Describe the amplitude and frequency of a wave from a diagram or oscilloscope picture	Explain observations where sound is reflected, transmitted or absorbed by different media.	Suggest the effects of particular ear problems on a person's hearing.
	Use ray diagrams to show how light passes through lenses and transparent materials.	Use ray diagrams to describe how light passes through lenses and transparent materials.	Explain observations where coloured lights are mixed or objects are viewed in different lights.	Use a ray diagram to predict how an image will change in different situations. Predict whether light will reflect, refract or scatter when it hits the surface of a given material.



Harrogate High School

History



Harrogate High School History

Emerging

Recall some facts, describe and make simple comparisons
people, events and places in the past
List feelings of particular groups or people
List and **describe** changes and continuities over a specific timeline
List and **describe** reasons for the significance of a past event, person or feature
List a few causes or consequences of an event and **describe** some of them.
Use sources to answer questions about the past
Use sources explicitly (quotes/descriptions) to answer questions about the past
Describe what a source suggest as well as says
Write in full sentences, starting to use paragraphs
You can follow instructions to complete simple tasks and use sentence starters and writing frames effectively



Evolving

Describe and **explain** the **links** between different features of the past and different times and places in the past
List and **explain** the causes of different feelings of groups or people and **describe how they link to their actions**
Explain the cause and effect of change and continuity over a specific timeline
Explain the reasons for the significance of an event, person or feature of the past
Explain the causes or consequences of an event
Select relevant details from sources in your answers
Describe different interpretations
Compare the evidence from different sources and compare different interpretations
Write in paragraphs and use connectives to develop ideas
Complete work using evidence and knowledge you have learnt yourself



Excelling

Explain the links between features of the past
Explain the most important cause of peoples actions or lifestyles in different times and places
Explain the cause and effects of change and continuity across a specific timeline
Explain what you need to look for to tell if something is significant
Explain the links between different causes or consequences of an event
Select and combine evidence from several sources to support answers
Compare sources content, reliability and usefulness.
Explain reasons for different interpretations.
Starting to use introduction and conclusion effectively
Ask relevant questions about the past and put forward theories about the past



Exceptional

Analyse different features of the past and justify my judgment
Reach and **explain conclusions** on why people or groups acted or lived in different times and places
Analyse, and reach a judgement on the cause and effect of change and continuity across specific timeline
Use criteria to argue the reason a past feature, event or person is significant
Explain what needs to be looked at to **explain the biggest cause or consequence** of an event
Analyse and reach a judgement on cause and/or consequences of events
Explain why a source is or isn't **useful or reliable** due to its motive.
Explain what the source suggests as well as says through its tone
Starting to link paragraphs together through argument and support a conclusion
You can investigate Historical problems and questions on your own. You can plan and carry out your own research into an historical problem or question



Harrogate High School History



Key = These are all the skills we are working on.

<p><u>Chronological understanding</u> Understanding time and the way of life in the past</p> 	<p><u>Diversity/empathy</u> Understanding how people felt in the past and why they acted how they did</p> 	<p><u>Change and continuity</u> Understanding how and why things change / stay the same over time</p> 	<p><u>Significance</u> Understanding why some things in the past were important</p> 	<p><u>Cause and consequence</u> Understanding why things happen</p> 	<p><u>Sources and interpretation</u> Understanding how historians form opinions on what happened in the past</p> 	<p><u>Communication & Literacy</u> How you write and talk about the past.</p> 	<p><u>Historical enquiry</u> Independent working, asking and answering questions about the past</p> 
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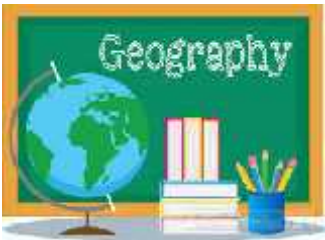



Harrogate High School

Geography







Harrogate High School Geography

Emerging	Evolving	Excelling	Exceptional
<p><u>Recognise and describe</u> the physical and human features of places.</p> <p><u>Understand</u> that physical and human processes can change the features of places and <u>explain</u> how these changes affect the lives and activities of people living there.</p> <p><u>Recognise and describe</u> simple geographical patterns.</p> <p><u>Understand</u> that people can both improve and damage the environment.</p> <p><u>Offer reasons</u> for my views about environmental change and <u>recognise</u> that other people may hold different views.</p> <p><u>Suggest</u> suitable geographical questions.</p> <p><u>Use a range of geographical skills</u> to help investigate places and environments.</p> <p>Use primary and secondary sources of evidence in investigations and <u>communicate findings</u> using appropriate vocabulary.</p> 	<p><u>Describe and explain</u> physical and human characteristics of places.</p> <p><u>Describe and explain</u> how physical and human processes lead to similarities and differences in the environments of different places and in the lives of people who live there.</p> <p><u>Describe and begin to explain</u> geographical patterns.</p> <p><u>Understand</u> some ways that human activities cause environments to change.</p> <p><u>Demonstrate an awareness of the idea of sustainable development and recognise</u> the range of views that people hold about environmental interaction and change.</p> <p><u>Begin to suggest</u> relevant geographical questions.</p> <p><u>Select and use appropriate skills and ways of presenting information</u> to help investigate places and environments.</p> <p><u>Present findings both graphically and in writing</u> using appropriate vocabulary and suggest plausible conclusions.</p> 	<p><u>Analyse</u> the physical and human characteristics of places.</p> <p><u>Describe and explain</u> interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments</p> <p><u>Identify and analyse</u> geographical patterns that result from these interactions at a range of scales.</p> <p><u>Understand</u> that many factors influence the decisions made about sustainable and other approaches to developing places and environments, and use this understanding to <u>explain</u> the resulting changes.</p> <p><u>Appreciate</u> that the environment in a place and the lives of the people who live there are affected by actions and events in other places.</p> <p><u>Recognise</u> that human actions, including my own, may have unintended environmental consequences and that change sometimes leads to conflict.</p> <p><u>Work independently</u> to identify geographical questions and issues and establish my own sequence of investigation. <u>Select a range of skills and sources of evidence</u> and use them effectively in investigations. <u>Identify</u> potential bias in sources.</p> <p><u>Present well-argued summaries of investigations</u>, use accurate geographical vocabulary and begin to reach substantiated conclusions</p>	<p><u>Analyse</u> the physical and human characteristics of places and explain changes in the characteristics of places over time.</p> <p><u>Analyse</u> the interactions within and between physical processes and show how these interactions create diversity and interdependence and help change places and environments.</p> <p><u>Describe and analyse</u> the geographical patterns these interactions create and the changes that result.</p> <p><u>Analyse</u> different approaches to developing places and environments and <u>explain</u> the causes and consequences of environmental change.</p> <p><u>Understand</u> how the interaction between people and environments can result in complex and unintended changes. <u>Understand and describe</u> a range of views about environmental interaction.</p> <p><u>Independently identify</u> appropriate geographical questions and issues and use an effective sequence of investigation.</p> <p><u>Select a wide range of skills</u> and use them effectively and accurately. <u>Evaluate</u> sources of evidence critically before using them in investigations.</p> <p><u>Present full and coherently argued summaries of investigations</u> and reach substantiated conclusions.</p>



Harrogate High School

Throughout KS3 you will develop knowledge about diverse places, people, resources, physical and human environments and processes. You should write legibly, in sentences, using appropriate geographical vocabulary.

Geographical Enquiry and Skills	People and places	Physical and human characteristics and processes	Environmental Change and Sustainable Development
<p>Collect, analyse and communicate with a range of data. Interpret a range of sources of geographical information.</p> 	<p>Develop knowledge of the location of globally significant natural and human places and the formation and use of landscapes and environments.</p> 	<p>Understand the processes that give rise to key physical and human geographical features of the world.</p> 	<p>Understand how the Earth's features are shaped and interconnected and how and why they change over time.</p> 





Harrogate High School Geography

Emerging	Evolving	Excelling	Exceptional
<p>I have: asked geographical questions and investigated the answers using a range of skills used primary and secondary evidence used geographical words</p> <p>I can: describe physical and human features of places describe a range of places in the UK and the world</p> <p>I can: show that human and physical processes can change places and explain how these changes can affect the people living there describe simple geographical patterns</p> <p>I can: understand how people can improve and damage the environment explain my own views about environmental change and understand that others may hold different views</p>	<p>I have: started to suggest relevant geographical questions selected information and sources of evidence, being aware of bias presented my conclusion in a sensible way, in writing and graphical form</p> <p>I know: about the geography of the UK and wider world how to describe physical and human characteristics of places within their wider locations and contexts</p> <p>I can: describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there describe and begin to explain geographical patterns</p> <p>I can: understand some ways that human activities cause environments to change show an awareness of sustainable development recognise the range of views people have about environmental interaction and change</p>	<p>I have: asked relevant geographical questions suggested an appropriate sequence of investigation selected information and sources of evidence and identified potential bias presented my findings clearly and based my conclusions on evidence</p> <p>I know about and understand: the geography of the UK and the wider world how to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales</p> <p>I can: describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places understand how physical and human processes lead to change in places identify geographical patterns at a range of scales</p> <p>I can: recognise how conflicting demands on the environment may arise describe and compare sustainable and other approaches to managing environments appreciate that different values and attitudes can result in different approaches to environmental interaction and change</p>	<p>I have: developed the enquiry on my own evaluated information and sources of evidence, detected and responded to bias presented my findings clearly with well-reasoned conclusions</p> <p>I can: make links between the geography of the UK and wider world use these links to analyse the physical and human characteristics of places, using a wide range of locations, contexts and scales</p> <p>I can: describe and explain interactions within and between physical and human processes show how these interactions create diversity and interdependence and help change places identify and analyse geographical patterns at a range of scales</p> <p>I understand and can explain: that many factors influence the decisions made about sustainable and other approaches to managing places how places are affected by actions and events in other places how human actions may have unintended consequences and that change sometimes leads to conflict</p>



Harrogate High School

Religious Education



Harrogate High School

RE - Learning about Religion

Beliefs and teachings, Religious practices and lifestyles,
Ways of expressing meaning

Emerging	Evolving	Excelling	Exceptional
<p>use religious words to clearly describe sources, beliefs, practices (what they do) and experiences</p> <p>describe similarities and differences between and with religions</p> <p>clearly describe how religion affects a person's life</p> <p>explain why people express (show) their religion in certain ways</p>	<p>use a variety of religious words to explain how religious beliefs affect a person and a community</p> <p>describe why people belong to religions</p> <p>evaluate reasons for differences and similarities within and between religions</p> <p>explain how religious sources are used to provide answers to ultimate questions and ethical issues</p> <p>recognise differences in forms of expression within and between religions</p>	<p>use good religious vocabulary to fully describe different religions and their beliefs</p> <p>explain the reasons for differences within and between religions</p> <p>explain why the impact of religion can vary</p> <p>interpret sources and explain why they are used differently by different people to provide answers to ultimate questions and ethical issues</p> <p>explain the importance of different forms of expression</p>	<p>use a large range of religious vocabulary to show a good understanding of a range of religions and beliefs</p> <p>analyse issues and questions of meaning and truth</p> <p>explain the influence of history and culture on religious life</p> <p>explain why the effect of belonging to a faith is not the same for all people</p> <p>use different sources, evidence and forms of expression to respond critically to religion, spirituality and ethics</p>



Harrogate High School

RE - Learning from Religion

Human identity, personality and experience, Values and commitments, Questions of meaning and purpose

Emerging	Evolving	Excelling	Exceptional
<p>Ask and suggest answers to questions about life and religion (ultimate questions, e.g. Why are we here? Where are we going? Is there life after death? Etc.)</p> <p>identify how these questions and answers affect my own life and the lives of others</p> <p>describe what inspires/influences myself and others</p>	<p>ask and suggest answers to questions about life and religion and explain how this affects my own life and the life of others</p> <p>explain what inspires and influences themselves and others and what may make it hard to belong to a religion</p>	<p>Use arguments and examples to explain the links between beliefs, teachings and world issues.</p> <p>show an understanding of different views on ultimate and religious questions</p> <p>consider the challenges of belonging to a religion in the modern world, how it may be hard to hold certain values and commitments</p>	<p>clearly explain personal and critical responses to ultimate and religious questions and ethical issues</p> <p>using evidence and example, evaluate the importance of religious and other views for understanding human relationships and ultimate questions</p>



Harrogate High School

Art



Harrogate High School

Art

	Emerging	Evolving	Excelling	Exceptional
Research	I have identified some ideas/ facts but may not have understood the style/ theme.	I have understood key facts relating to the theme/ style. Most of my ideas relate to it appropriately.	I have demonstrated a range of ideas and purposeful investigations mainly from the internet. I have understood the theme/ style.	I have demonstrated creative and purposeful investigations using a range of sources. I have made clear links to my project/ theme.
Experiment	My use of media is minimal. I like to use only certain media. I can be a bit unsure of taking risks with materials.	I show some ability to select and experiment with appropriate media, materials, techniques and processes. I may over rely on my favourite media.	I have demonstrated a consistent ability to select and experiment with appropriate media, materials, techniques and processes. I have analysed their suitability.	I have demonstrated a confident ability to select and experiment with a range of media, techniques and processes. I have analysed and refined my use of media throughout the project.
Record	I understand and can draw the main shapes/ details to show my ideas. I may need help to achieve this.	I can draw to show ideas, my ideas may not always fit the theme/ style we are studying. I can achieve a reasonable likeness and apply some details accurately.	I can use drawing and photography to communicate my ideas. I can achieve a good likeness and apply some accurate details to my artwork which relates to the theme.	I have demonstrated a confident ability to skillfully record, observations and ideas through drawing/ photography. My drawings are accurate, detailed and relate to the theme.
Respond	I have some planning for a final outcome but it may be incomplete or undeveloped.	I have planned a final outcome and have completed it with some ability. It links with the style of my artist/ culture.	I have planned and produced a final outcome that relates to my research and the style of my artist/culture.	I have confidently and skillfully created a final outcome which relates to my research and the style of my artist/ culture.
Evaluate	I can describe my use of media briefly.	I can explain my use of media and identify what has worked or not.	I can analyse my work and explain the successes / weaknesses and can explain possible reasons/solutions.	I can evaluate the successes and weaknesses in my artwork and can apply this to the next piece of work.





Harrogate High School

Music



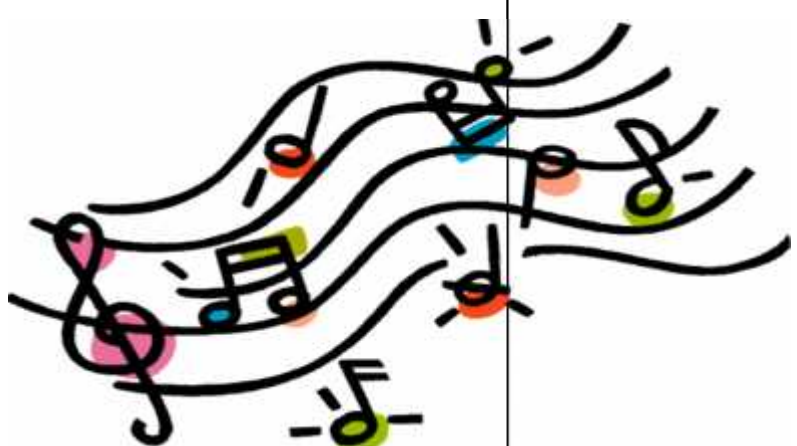
Harrogate High School Music - Performance Skills

Emerging	Evolving	Excelling	Exceptional
<p>Sing in tune and keep your own part in a group song</p> <p>Perform an instrument by ear and keep your own part in an ensemble</p> <p>Perform from simple notations</p> <p>Show basic technique and skill on an instrument</p> 	<p>Sing a solo</p> <p>Perform a solo on an instrument as part of an ensemble performance</p> <p>Perform using a variety of notations such as lead sheets, tab etc)</p> <p>Show competent technique and skill on an instrument</p> 	<p>Sing expressively using tempo, dynamics, phrasing and timbre</p> <p>Perform an instrument using tempo, dynamics, phrasing and timbre</p> <p>Perform using more complex musical symbols such as treble clef and bass clef</p> <p>Make subtle adjustments to fit your own parts with an ensemble performance</p> <p>Show good technique and skill on an instrument</p>	<p>Be able to sing harmony lines and more complex parts in an ensemble</p> <p>Perform in different styles on an instrument</p> <p>Perform with an understanding of articulation and dynamics</p> <p>Take on a leading role during ensemble work</p> <p>Show exceptional technique and skill on an instrument</p> <p>Perform a solo in front of an audience</p>



Harrogate High School

Music - Composition Skills

Emerging	Evolving	Excelling	Exceptional
<p>Demonstration of a basic grasp of Sibelius and GarageBand</p> <p>Improvise in a group</p> <p>Use your ear to create compositions</p> <p>Develop composed ideas within a structure (Beginning, middle and end)</p> 	<p>Demonstration of a competent grasp of Sibelius and GarageBand</p> <p>Improvise within given structures</p> <p>Use a variety of notations</p> <p>Use appropriate musical elements in a composition</p> <p>Refine and improve your work</p>	<p>Demonstration of a good grasp of Sibelius and GarageBand</p> <p>Improvise and compose in different genres and styles</p> <p>Use harmonic and non-harmonic (instruments which do not produce a pitch) when composing</p> <p>Sustain and develop musical ideas to achieve different effects</p> <p>Compose for different occasions thinking about melody, rhythm, chords and structure</p>	<p>Demonstration of an excellent of Sibelius and GarageBand</p> <p>Create coherent compositions drawing on internalised sounds</p> <p>Adapt, improvise, develop, extend and discard ideas within different structures, genres, styles and traditions</p> <p>Create extended compositions with a clear sense of shape and shape</p> <p>Can realise internal sounds and ideas</p>



Harrogate High School

Music - Listening and Appraising Skills

Emerging	Evolving	Excelling	Exceptional
<p>Evaluate your work using basic musical words</p> <p>Identify musical devices in listening activities</p> <p>Has a basic musical theory</p> 	<p>Describe your work using unit specific musical words</p> <p>Describe musical devices in listening activities</p> <p>Suggest improvements to your own and other's work</p> <p>Understand how music reflects time, place and culture</p> <p>Has a competent grasp of musical theory</p>	<p>Evaluate your work using unit specific musical words</p> <p>Explain musical devices in listening activities</p> <p>Explain how improvements to your own and other's work using musical words</p> <p>Explain how music reflects time, place and culture</p> <p>Has a good grasp of musical theory</p>	<p>Make critical judgments of your work using unit specific musical words</p> <p>Analyse and compare musical features in listening activities</p> <p>Explain improvements to your own and other's work using musical words comparing to the original musical context</p> <p>Has an excellent grasp of musical theory</p>



Harrogate High School

Physical Education



Harrogate High School Physical Education

Emerging	Evolving	Excelling	Exceptional
<p>You can....</p> <p>Understand what the skill is appropriate to the activity</p> <p>Link skills, techniques and ideas demonstrating control</p> <p>Understand when the skill could be used in a game and how it could be used to outwit an opponent</p> <p>Compare and comment on skills, techniques and ideas used in your own work and use this to improve your performance</p> <p>Explain safety principles when preparing for exercise</p> <p>Explain how regular exercise is good for your health and well-being</p> <p>Work with others to plan and lead activities</p> <p>Understand and are able to describe the technique required for all the different athletic events. You attempt the skills but make mistakes or sometimes use the in correct technique</p>	<p>You can....</p> <p>Apply the skill to a pressurised/competitive situation or a game</p> <p>Demonstrate consistency when performing the skill</p> <p>Demonstrate a good level of control when performing the skill</p> <p>Perform a number of skills in a sequence or combination and start to demonstrate strategies and tactics</p> <p>Explain the strengths and areas for improvement within a performance</p> <p>Explain how the body will react to different types of activity</p> <p>Plan, organise and lead an activity to a small group</p> <p>Perform (athletic skills) running/throwing/jumping skills with some inconsistencies</p>	<p>You can....</p> <p>Select and apply the correct skill at the right time effectively in a pressurised/competitive situation or in a game</p> <p>Perform skills with ease and fluidity</p> <p>Draw on what you know about strategy and tactics and are able to use this to outwit opponents</p> <p>Explain the strengths and areas for improvement within a performance and comment on how to improve the skills, techniques and ideas</p> <p>Understand different components of fitness and how they affect performance</p> <p>Lead practices and you are able to apply basic rules to these activities</p> <p>Perform (athletics skills) running/throwing/jumping skills showing a reasonable amount of control and understanding of the technique</p>	<p>You can....</p> <p>Use appropriate skills, techniques and tactics to outwit an opponent with ease</p> <p>Perform demonstrating fluency, precision, control and autonomous movement</p> <p>Apply advanced strategies and tactics and modify them in response to changing circumstances</p> <p>Analyse your own and others' work and plan ways to improve performance and apply them effectively</p> <p>Explain the benefits of regular physical activity on mental, social and physical well-being</p> <p>Take on different roles within an activity, showing you are able to plan, organise, communicate and apply rules fairly and consistently</p> <p>Perform (athletics skills) running/throwing/jumping skills showing an excellent level of control and understanding of the technique</p>



Harrogate High School

Design and Technology



Harrogate High School

D&T - Textiles

	<u>Emerging</u>	<u>Evolving</u>	<u>Excellence</u>	<u>Excelling</u>
Designing	You have collected and identified relevant information to help you with your design ideas. You have created more than one solution to the design task demonstrating some creativity.	You have used more than one source of information to help you with your design ideas. You have compared your ideas and you have attempted to improve one of them.	You have asked other people for their opinions and have used this to develop one of your ideas.	You have carried out primary and secondary research to help you develop your designs. You have formulated a range of creative and interesting design ideas that are suitable for the end user. You have started to think about appropriate materials, techniques and processes.
Making	You can use some tools and equipment safely and independently. Your product is largely complete and you have attempted to make your part of your product more interesting.	You are able to use all the appropriate tools and equipment independently. Your product(s) shows a good level of making and finishing skills.	You are able to independently select the correct tools and equipment for a range of processes. Your product(s) shows a high level of accuracy.	You have attempted to use specialised equipment (e.g. CAD/CAM). You are able to demonstrate competent use of tools and equipment. Your product(s) shows an excellent level of accuracy and has the potential to be commercially viable.
Evaluating	You are able to identify particular aspects of your work that have been successful and areas that could be developed and suggest one improvement.	You are able to consider other people's opinions of your product.	You are able to critically evaluate your own work and can compare it to the original task/criteria. You are able to suggest feasible ways of improving your work.	You are able to plan ways of testing your product(s), you have sought the opinions of others at different stages of your products development. You are able to summarise the impact your improvements would make. You have considered how your product could be adapted for commercial production.
Knowledge	You are able to describe some of the processes you have been shown. You also understand the basic properties of the materials you have used and can explain why they have been chosen.	You have used the correct technical language in your writing.	You are able to experiment with the properties of materials to achieve more creative outcome(s).	You are able to suggest alternative materials and processes that could be suitable.



Harrogate High School

D&T - Food

	<u>Emerging</u>	<u>Evolving</u>	<u>Excellence</u>	<u>Excelling</u>
Designing	You have produced a basic step by step plan and included the equipment and health and safety.	You have included all relevant stages in you step by step plan and have included the equipment, health and safety and cooking methods.	You have completed a detailed plan which includes; cooking method, timings, food safety and quality control.	You have completed a detailed and accurate plan which includes; cooking methods, timings, food safety and quality control. You have justified your choice of ingredients and can relate it back to your task.
Making	You have used equipment safely with assistance. You have attempted to make your part of your product more interesting.	You are able to use the appropriate equipment independently. Your product(s) shows a good level of making and finishing skills.	You are able to independently select the correct equipment for a range of processes. Your product(s) shows a high level of accuracy.	You have attempted to use specialised equipment. You are able to demonstrate competent use of equipment. Your product(s) shows an excellent level of accuracy. You have demonstrated to others how to safely and accurately use equipment.
Evaluating	You have listed the good and bad points of your product and suggested some improvements.	You have completed testing of your dishes and analysed the results. You have described improvements.	You have completed an in depth analysis and can justify improvements. You have suggested realistic improvements.	You have completed a detailed sensory analysis and can justify creative improvements in relation to the task. You have shown an understanding of nutrition. You have reflected on your practical performance and recognise areas for improvement and give realistic ideas of how to progress.
Knowledge	You are able to list the 5 sections of the eatwell guide with example foods. You're able to list the 3 types of contamination. You are able to list the 4 C's of food with examples. You can define the term food miles.	You are able to list and match up the 5 sections of the eatwell guide with example foods. You're able to describe the 3 types of contamination with examples. You are able to explain what the 4 C's of food link to. You can list positives and negatives to food miles.	You are able to explain the function of each section of the eatwell guide in your diet. You can make suggestions of how to avoid the 3 types of contamination. You can describe the 4 C's of food and the effects in depth. You can discuss both positive and negative impact food miles have of society.	You are able to use the eatwell guide to adapt recipes to increase the nutrition. You can discuss the impact contamination has on food and humans. You can describe the 4 C's of food and the affects in depth. You can suggest how to reduce the impact of the 4 C's. You can discuss both positive and negative impact food miles have of society and suggest ways of to reducing the negative impacts.



Harrogate High School

D&T - Product Design

	Emerging	Evolving	Excellence	Excelling
Designing	You are able to collect information to help your design. You have created more than one solution to the design task.	You have used more than one source of information to help you with your design ideas. You have compared your creative ideas and you have attempted to improve one of them.	You have carried out primary and secondary research to help you develop your designs. You have asked other people for their opinions and have used this to develop one of your ideas.	You have carried out primary and secondary research to help you develop your designs. You have formulated a range of creative and interesting design ideas that are suitable for the end user. You have started to think about appropriate materials, techniques & processes.
Making	You are able to use tools and equipment safely with assistance. You have attempted to make a simple product.	You are able to use all the appropriate tools and equipment independently. Your product(s) shows a good level of making and finishing skills and you have attempted to make your part of your product more interesting.	You are able to independently select the correct tools and equipment for a range of processes. Your product(s) shows a high level of accuracy and making.	You have attempted to use specialised equipment (e.g. CAD/CAM). You are able to demonstrate competent use of tools and equipment. Your product shows an excellent level of accuracy and making. You have demonstrated to others how to safely & accurately use equipment.
Evaluating	You are able to describe what has gone well and what could have been improved on your product.	You are able to identify particular aspects of your work that have been successful and areas that could be developed and suggest one improvement. You are able to consider other peoples opinions of your product.	You are able to critically evaluate your own work and can compare it to the original task/criteria. You are able to suggest feasible ways of improving your work. You're able to use other peoples opinions to determine possible improvements.	You're able to plan ways of testing your product(s), you have sought the opinions of others at different stages of your products development. You're able to summarise the impact of your improvements.
Knowledge	You understand the basic principles of D&T material. You are able to describe some of the processes you have been shown.	You understand the basic properties of the materials you have used and can explain why they have been chosen. You have used the correct technical language in your writing.	You are able to experiment with the properties of materials to achieve more creative outcome(s).	You are able to suggest alternative materials and processes that could be suitable. You are able to suggest which components are needed in products & justify why they are required.



Harrogate High School

ICT



Harrogate High School

ICT - Digital Literacy

Emerging	Evolving	Excelling	Exceptional
<p>Know where to go for help and support for concerns about people or things you see on the internet.</p> <p>Understand ways to stay in a digital society.</p> <p>Understand how to use the settings of social media sites to keep your personal details safe.</p> <p>Understand why we need to be respectful and responsible to other people when using social media.</p> <p>Know how to report concerns about content and people on social media and the web.</p> <p>Be able to use both the privacy settings and control friends/followers keep personal information private on social media.</p>	<p>Understand how to change the settings on a range of social media services to protect your online identity and privacy.</p> <p>Understand how to keep yourself safe on social media can change depending on the type of service.</p> <p>Recognise inappropriate content, contact and conduct, and know how to report concerns.</p>	<p>Understand how changes in technology will affect your safety, including new ways to protect your online privacy and identity, new threats and changing risks.</p> <p>Recognise immoral or unethical use of social media in other people and inappropriate contact and conduct towards you from other people online.</p>	<p>Identify changes in technology including default settings, new security settings and changes to the mechanisms to report a range of concerns.</p> <p>Understands the balance between freedom of speech and censorship online, and understands the moral, ethical and legal issues involved, and that these can vary depending on context and audience.</p>



Harrogate High School

ICT - Information Technology

Emerging	Evolving	Excelling	Exceptional
<p>Download, save, organise, find and open files stored on a network.</p> <p>Use spreadsheet and database software to create and hold data effectively.</p> <p>Collect useful information using search tools and simple formulas and consider ethical issues surrounding use of IT.</p> <p>Understand how data has been abstracted to make it useful (simplified, removing unnecessary detail).</p> <p>Understand the difference between different types of data (text, numbers, dates; qualitative, quantitative) and can analyse and present each in a suitable way.</p> <p>Can combine digital images from different places to create a new image using different tool to edit digital content.</p> <p>Can use different tools when creating a Kodu world.</p> <p>Use computational abstractions that model objects from the real-world.</p>	<p>Identify a set of data to remove what isn't needed and leave only what is important. Be able to edit computational abstractions that model real-world situations and systems.</p> <p>Can analyse data effectively depending on its type, present it clearly and suitably and draw accurate and detailed conclusions.</p> <p>Prepare digital images from different places and in different formats to create a new image.</p> <p>Can compare and choose the most effective tools when manipulating digital images.</p> <p>Consider alternative positions on ethical issues surrounding use of airbrushing.</p> <p>Can compare and choose the most effective tools when creating well-designed Kodu worlds.</p>	<p>Can design, create and evaluate computational abstractions that model real-world situations and systems.</p> <p>Use complex searches, filters, and other methods to find answers from a set of data or information bank.</p> <p>Can manipulate digital images accurately and present it for a given purpose and audience, paying attention to its design.</p> <p>Present an informed opinion on the ethical and moral issues surrounding the use of airbrushing.</p>	<p>Efficiently design, use and evaluate a computational abstraction that models a real-world situation, problems or physical systems.</p> <p>Use complex searches, filters, and other methods to investigate and scrutinise a set of data in any format.</p> <p>Explain the choices you have made when presenting digital content.</p> <p>Develop ways to solve problems using different tools and techniques, working efficiently.</p> <p>Justify your informed position on the ethical, moral and legal issues surrounding the use of airbrushing.</p> <p>Can manipulate digital images for a given purpose and audience, with attention to technical accuracy and its re-use for a range of other purposes.</p>



Harrogate High School

ICT - Computer Science

Emerging	Evolving	Excelling	Exceptional
<p>I understand what an algorithm is and how to write them</p> <p>I can use logical reasoning to match parts of an algorithm to descriptions of what they do</p> <p>I can use logical reasoning to predict the outcome of a simple algorithm, such as whether a sort algorithm will make two numbers "swap or stick"</p> <p>I can use decomposition to solve a problem by splitting it into smaller parts</p> <p>I can use pairs of tags such as <p>, and <h1> to control how text looks</p> <p>I can use to show an image</p> <p>I can structure a webpage using <head> and <body> sections</p> <p>I can spot mistakes in my programming</p> <p>I can program an algorithm to carry out a set of instructions in a logical order</p> <p>I can program an algorithm using conditions to sort numbers into order</p> <p>I can program a character using basic loops and conditions, such as move text forever but stop at walls</p> <p>I can program AI characters to do simple actions</p> <p>I can use variables to create a simple score system</p> <p>I understand how numbers can be represented in binary</p> <p>I can convert binary numbers into decimal numbers</p> <p>I understand how computers are linked together into networks</p> <p>I can describe what a network is and what the internet is</p> <p>I understand that protocols control how data is moved around the internet</p> <p>Can identify key computer peripheral devices and I can describe what they are for</p>	<p>I understand how to link more than one algorithm together in a sequence</p> <p>I can use logical reasoning to judge how well an algorithm works, and identify ways in which I could improve it</p> <p>I can use logical reasoning to describe parts of a simple algorithm and understand the role each part plays in making the whole algorithm work</p> <p>I can use decomposition to split a simple problem into sub-problems</p> <p>I can use style attributes such as style="color:blue;" to control how text looks</p> <p>I can use pairs of tags such as <section> and to split my page into sections</p> <p>I can refine my programming and use repetition to make it more efficient</p> <p>I can program using several variables at once</p> <p>I can program an algorithm which responds to conditions and variables, such as to sort 3 numbers into order using a bubble sort</p> <p>I can program a character using more complex loops and conditions, such as to look and move in a different mode when you pick up a power-up</p> <p>I can program different AI characters to work in different ways</p> <p>I can translate binary to text and encode text into binary</p> <p>I can describe what the world wide web is</p> <p>I can describe how a packet switching network works, including the basic roles of routers and servers</p> <p>I can show how data is input, processed, stored and output by a computer using a diagram.</p> <p>I can classify most key internal computer components into IPSO.</p> <p>I can explain my programming in non-technical language</p>	<p>I can draw an algorithm as a system flow diagram</p> <p>I can use logical reasoning to describe every part of an algorithm that I have created and its role in making the algorithm work</p> <p>I can use logical reasoning to compare alternative algorithms for the same problem</p> <p>I can use decomposition to fully decompose a problem into sub-problems</p> <p>I can use data to create a computational abstraction to model a real-world situation</p> <p>I can link several webpages, algorithms or game levels together, such as using <a href> or <link href></p> <p>I can program a message appear on the screen, such as using <button> tags</p> <p>I can use class attributes to name common elements like <section> tags and change their style attributes in a linked file</p> <p>I can debug more complex problems to spot errors and inefficiencies, working methodically</p> <p>I can program a character using more complex loops and conditions to switch between modes based on variables</p> <p>I can make a good attempt at creating an algorithm for a different method of sorting, such as insert sort, transposition sort or bucket sort</p> <p>I can program AI characters to respond to an in-game event by acting differently</p> <p>I can use programming to store data in tables</p> <p>I can explain the choices I have made in my programming</p> <p>I can describe how the servers, routers, software and protocols that make up computer networks work together</p> <p>I can describe the roles that specific internet protocols play</p> <p>I can show in a diagram how data is input, processed, stored and output by different components of a computer system</p>	<p>I can use logical reasoning to compare the efficiency and effectiveness of alternative algorithms for the same problem</p> <p>I can work out success criteria of an algorithm first and use this as I work on it;</p> <p>I can identify the advantages and limitations of a whole system or program</p> <p>I can add notes to my algorithms using comments such as <!-- ... --> to annotate it so that someone else could work on it easily.</p> <p>I can create complex procedures, functions and variables that work effectively and efficiently and are user-friendly.</p> <p>I can upload my webpage to the file server and add links to other webpages</p> <p>I can take a page or file that someone else has written and be able to make improvements and corrections.</p> <p>I can program ways to collect information using a user interface or an online form, such as using <form> tags</p> <p>I can program a modular function that returns a value based on what a user does (Modular just means small, self-contained programs)</p> <p>I can create an algorithm that sorts a list of any length into order every time</p> <p>I can create working algorithms for a range of different method of sorting, such as insert sort, transposition sort or bucket sort</p> <p>I can justify the choices I have made in my programming</p> <p>How to add, subtract and multiply binary numbers</p> <p>I can describe how protocols in different layers work together to transfer files over a network</p> <p>I can describe how emails are sent and received, including the roles of protocols, servers and software.</p>






Harrogate High School

Spanish






Harrogate High School Spanish

Emerging	Evolving	Excelling	Exceptional
<p><u>Listening and Reading skills</u></p> <p><u>I can understand:</u></p> <ul style="list-style-type: none"> • Key words, phrases. • I can give simple opinions. • I can understand the main points in a text. <p><u>Speaking and Writing skills</u></p> <p><u>I can produce:</u></p> <ul style="list-style-type: none"> • Simple responses in Spanish to questions using key words and phrases • I can write simple Spanish sentences 	<p><u>Listening and Reading skills</u></p> <p><u>I can understand:</u></p> <ul style="list-style-type: none"> • Simple Spanish sentences. <p><u>Speaking and Writing skills</u></p> <p><u>I can produce:</u></p> <ul style="list-style-type: none"> • Spanish sentences by adapting the language. • I can express simple opinions in Spanish.  	<p><u>Listening and Reading skills</u></p> <p><u>I can understand:</u></p> <ul style="list-style-type: none"> • Longer and more detailed Spanish sentences. • A short paragraph in Spanish. • Opinions and justifications • The main points and some details. • Extended sentences using connectives. <p><u>Speaking and Writing skills</u></p> <p><u>I can produce:</u></p> <ul style="list-style-type: none"> • Sentences. • A paragraph in Spanish. • My own opinions and justifications . • Linked sentences and ideas. • A clear message in Spanish. 	<p><u>Listening and Reading skills</u></p> <p><u>I can understand:</u></p> <ul style="list-style-type: none"> • The main points and some detail in longer paragraphs . • Some unfamiliar language . • Detail in longer paragraphs . • Unfamiliar language. <p><u>Speaking and Writing skills</u></p> <p><u>I can produce:</u></p> <ul style="list-style-type: none"> • Work which link ideas and justify opinions. • Structured work. • Language that I have manipulated . • Imaginative and creative work. • Work which is structured and coherent .



Harrogate High School Spanish

Emerging	Evolving	Excelling	Exceptional
Expand understanding of language and culture	Use accurate spelling and grammar	Give opinions / points of view and justify them	Speak coherently and confidently
Understand personal and factual information	Communicate personal and factual information	Initiate and develop conversations	Use and manipulate basic grammatical structures
Transcribe words and short sentences 		Develop a foundation of core grammar and vocabulary (time frames and basic grammar patterns)	Develop creative expression 
		Cope with unfamiliar language	