

MASTERY ASSESSMENT FRAMEWORK

AO5 Write imaginatively

AO6 Describe using powerful

ASPIRING	EXPECTED	EXCEPTIONAL
<ul style="list-style-type: none"> Ideas are developed and logically ordered. Some features of detective fiction are used. Clear writing style and form shows understanding of audience and purpose. Ideas are organised into paragraphs and connectives are used between paragraphs. Use of past, present or future tense is mostly accurate. Common words are spelt correctly. Evidence that work has been proofread. 	<ul style="list-style-type: none"> Ideas are developed across paragraphs and hook the reader. A variety of detective fiction features are used. Appropriate tone within writing. Writing style shows confident understanding of the audience and purpose. Spellings of complex vocabulary are mostly accurate. Varied paragraph length for effect Use of past, present or future tense is accurate. Evidence that work has been proofread. 	<ul style="list-style-type: none"> Ideas are developed and organised to manage a reader's reaction. A confident and wide variety of detective fiction feature. Creative sequencing of ideas. Developed and confident voice, which achieves purpose of the writing. Explores complex themes and ideas in writing. Use of past, present or future tense is crafted for effect. Ambitious words are spelt correctly. Evidence that work has been proofread.
<ul style="list-style-type: none"> Vocabulary is appropriate and sometimes varied for the purpose and style of writing. Uses language devices and some features of ACOASTMAP to support ideas and describe character, setting and action. Uses different sentence lengths for effect. Uses end sentence punctuation and the comma. Capital letters are correct. Some use of speech punctuation. 	<ul style="list-style-type: none"> Uses a variety of vocabulary, language devices and ACOASTMAP devices to engage the reader and describe character, setting and events. Varies the length and structure of sentences, using some simple, compound and complex sentences for effect. Uses a variety of end sentence punctuation and the comma, dash and ellipsis to emphasise ideas. Speech punctuation is accurate. 	<ul style="list-style-type: none"> Uses a wide range of ambitious vocabulary, including adjectives, adverbs and prepositional phrases. Uses a wide variety of language devices and ACOASTMAP devices creatively, to influence the reader. Carefully positions end sentence punctuation and ellipsis, semi colons and possessive apostrophes for deliberate effect. Uses a variety of simple, compound and complex sentence types for a specific purpose. Speech punctuation is creatively used.

MASTERY ASSESSMENT FRAMEWORK

ASPIRING	EXPECTED	EXCEPTIONAL
<ul style="list-style-type: none"> • Clear topic sentence uses keywords from the question and expresses ideas. • Quotations are in quotation marks and mostly embedded into sentences. • Explanation on how the evidence supports the ideas. • Explains what the audience learns. • Explains the writer's message. • Some evidence of paragraph PEEED structure. 	<ul style="list-style-type: none"> • Thoughtful ideas expressed in topic sentences, which uses keywords from the question. • A variety of quotations support ideas and are embedded into sentences. • Quotations are explored in detail. • Explores how and what the audience learns. • Explores the writer's message. • Uses the PEEED paragraph structure. 	<ul style="list-style-type: none"> • Ideas are confidently expressed in topic sentences. • A wide variety of quotations are identified from different points in the text, which strongly support ideas. • Quotations are securely analysed. • Analyses different audience reactions. • Emerging evaluation of the writer's message. • Confidently uses all stages of the PEEED paragraph structure.
<ul style="list-style-type: none"> • Clear topic sentence uses keywords from the question and expresses ideas. • 1-2 ideas explained. • Quotations are in quotation marks and mostly embedded into sentences • Identifies some language or structure devices. • Explains how the quotations makes the reader feel. • Explains how devices affect the reader. 	<ul style="list-style-type: none"> • Thoughtful ideas expressed in topic sentences, which use keywords from the question. • 2-3 ideas explored. • Several quotations support ideas and are embedded into sentences. • Identifies language, structure and form devices correctly. • Explains how the writer uses language and structure devices. • Explores the effects on the reader. • Explores different meanings of keywords choices • Explores what the writer wants the reader to learn. 	<ul style="list-style-type: none"> • Ideas are confidently explained in topic sentences. • 3-4 ideas explored. • A variety of quotations are used from different points in the text. • Explores several language and structure devices. • Explores importance of poetic form. • Analyses the importance of keyword choices in quotations and their different meanings. • Analyses why the writer uses language and structural devices for different effects. • Analyses why there are different reader reactions.
<ul style="list-style-type: none"> • Identifies relevant historical contexts. • Some links to how historical context connects to the poem. • Quotations are selected well and support ideas on the writer's intention. 	<ul style="list-style-type: none"> • Sound exploration of how contextual information can influence the writer and effect the reader. • Relevant contextual references to which are linked to the poem. • Some developed explorations, on how historical contextual factors are presented in the poem, which is supported with quotations. • Writer's intention is explained. 	<ul style="list-style-type: none"> • Contextual comments are explored. • A variety of relevant context comments and explored • Context comments are supported with textual evidence and are embedded within paragraphs. • Context comments are linked to writer intention.

MASTERY ASSESSMENT FRAMEWORK

ASPIRING	EXPECTED	EXCEPTIONAL
<ul style="list-style-type: none"> Some variety in vocabulary. Some variety in punctuation, which is mostly accurate. Some sentence type variation. A formal style and tone is apparent Capital letters, commas and full stops are mostly correct. Evidence of proofreading. 	<ul style="list-style-type: none"> A wide variety of well-selected vocabulary. Some variety in mid-sentence punctuation and end sentence punctuation. A wide variety of sentence types. A mostly formal style of writing. Spelling is mostly correct. Evidence of proofreading. 	<ul style="list-style-type: none"> An extensive range of well-chosen vocabulary. A variety of mid-sentence punctuation used appropriately and end sentence punctuation is accurate. A wide variety of sentence structures are used accurately. Formal tone and essay style is secure. Spelling is correct. Evidence of proofreading.
<ul style="list-style-type: none"> Expresses thoughtful ideas and developed explanation on feelings. Clear structure and organisation apparent within the structure of the presentation. Attempts engage with the audience and sometimes meets their needs of the audience through delivery and language choices. Listens to questions and ideas of others and provides and answers directly with emerging development. 	<ul style="list-style-type: none"> Expresses a range of mostly challenging ideas and information to support their argument about the text. Uses a wide range of vocabulary to present their feelings. Some evidence of deliberate structural and organisational features within the structure of their talk. Achieves the purpose of their presentation. Listens to questions and answers with a developed response. 	<ul style="list-style-type: none"> Expresses a wide a range of challenging ideas. Evidence of ambitious and vocabulary and language choices to emphasise points and hook the audience. Deliberate choices have been made with organisation and structures within their presentation. Successfully, achieves the purpose of their presentation. Listens to questions and answers with a developed response and emerging debate is evident.

MASTERY ASSESSMENT FRAMEWORK

	ASPIRING	EXPECTED	EXCEPTIONAL
Fluency	With a bit of help I can follow a method and get a correct answer to standard questions.	I work efficiently by myself to get correct answers. My presentation is clear and accurate (including units).	My working sets out clear step by step methods that arrive efficiently at correct solutions for non-standard questions.
Reasoning	<p>I can describe some of the steps I need to take to get a correct answer.</p> <p>I can identify mistakes in a wrong answer.</p>	<p>I can explain the whole method needed to reach a correct answer using the right terminology.</p> <p>I can explain misconceptions and make corrections to incorrect worked solutions.</p>	<p>I can compare different approaches to a problem and explain which is the more efficient approach.</p> <p>I can anticipate the common mistakes that are made when trying to solve a problem.</p>
Problem Solving	I can make the first step towards solving a problem (e.g. underlining key text or drawing an appropriate diagram)	I can identify all the steps needed to solve a multi-step problem.	I can identify all the steps to solve a multi-step problem including any connections to topics I have covered already.

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	ASPIRING	EXPECTED	EXCEPTIONAL
Recall	<ul style="list-style-type: none"> I can recall and recognise key facts and words and spell some of them correctly. I can label simple diagrams 	<ul style="list-style-type: none"> I can recall key facts and words and apply them correctly to scientific descriptions/explanations. I can spell key words correctly I can recall most equations and units I can clearly label diagrams without mistakes. 	<ul style="list-style-type: none"> I can apply key facts and words to new situations correctly I can recall all equations and units for calculations
Describe	<ul style="list-style-type: none"> If I look at data or graphs, I can clearly describe basic patterns using some data. I can describe scientific processes with some mistakes and/or missing stages. I can make several simple observations in experiments and record them in a basic way I can describe some similarities and differences between two sets of data, diagrams, objects, concepts or conclusions using given information I can describe most of the steps of an experimental method but it may not be clear enough to gain results 	<ul style="list-style-type: none"> If I look at data or graphs, I can clearly describe basic patterns and give simple descriptions of changing patterns using some data. I can identify anomalous results. I can describe scientific processes correctly with very few errors or missing stages. I can make several observations in experiments and record them in a clear way I can describe a range of the similarities and differences between two sets of data, diagrams, objects, concepts or conclusions using given information and my own knowledge I can describe most of the steps of an experimental method, which could be followed to gain results. This includes: the DV and how it will be measured 	<ul style="list-style-type: none"> If I look at data or graphs, I can clearly describe changing patterns using some data. I can describe scientific processes in detail, linking ideas clearly. I can apply my knowledge to new situations. I can make thorough observations in experiments and record them in a scientific way. I can describe most of the similarities and differences between two sets of data, diagrams, objects, concepts or conclusions using given information and my own knowledge I can describe the steps of an experimental method in a clear, logical order, which could be followed to gain valid results. This includes: the DV and how it will be measured, controls and repeats
Explain	<ul style="list-style-type: none"> I can explain basic scientific ideas with some errors I can relate facts to scientific observations, with some errors. I can attempt to explain a given observation with scientific ideas I can suggest reasons for differences in two sets of data, diagrams, concepts or conclusions. 	<ul style="list-style-type: none"> I can explain scientific ideas without significant errors I can offer explanations and conclusions for observations. I can suggest what might be observed if variables changed in an experiment and explain this using scientific ideas I can suggest and explain reasons for differences in two sets of data, diagrams, concepts or conclusions using scientific ideas 	<ul style="list-style-type: none"> I can explain scientific ideas in detail, linking ideas clearly. I can offer justified and detailed conclusions for observations with well linked ideas. When presented with a new situation, I can suggest what might be observed if variables changed in an experiment and explain this using linked scientific ideas When presented with a new situation, I can suggest and explain detailed reasons for differences in two sets of data, diagrams, concepts or conclusions using linked scientific ideas I can apply my knowledge to suggest explanations in an unfamiliar situation.
Determine	<ul style="list-style-type: none"> I can: round to d.p. and calculate means and ranges confidently I can use a given equation to calculate unknown quantities by substituting numbers. With support, I can plot graphs with very few errors. 	<ul style="list-style-type: none"> I can: round to d.p.; calculate means (excluding anomalies) confidently and calculate % with occasional errors I can rearrange simple equations consistently to determine unknown quantities I can plot graphs with very few errors. 	<ul style="list-style-type: none"> I can: round to d.p. and s.f.; calculate means (excluding anomalies) confidently and calculate % and % change; convert units; use standard form with occasional errors I can select the correct equation from memory and rearrange simple equations consistently to determine unknown quantities I can decide on the most appropriate graph to plot and plot it with very few errors. I can use a graph to make predictions
Evaluate	<ul style="list-style-type: none"> I can suggest benefits or problems with methods/information. I attempt to use simple evidence to come to support my ideas when prompted I can identify ways that an investigation can be improved 	<ul style="list-style-type: none"> I can suggest benefits and problems with methods/information. When prompted, I can use evidence to come to a supported conclusion I can suggest ways that an investigation can be improved I can select possible sources of errors in an investigation from a list 	<ul style="list-style-type: none"> I can suggest and explain a range of benefits and problems with methods/information I have not seen before. Scientific ideas are linked and I can use evidence to come to a supported conclusion. I can suggest ways to improve an investigation, specific to that method. I can suggest errors in an investigation

MASTERY ASSESSMENT FRAMEWORK

ASPIRING	EXPECTED	EXCEPTIONAL
Identify key concepts and provide some explanation to show understanding. Demonstrate limited use of subject specific vocabulary.	State and explain key concepts and give examples to show understanding. Demonstrate good use of subject specific vocabulary.	State key concepts and beliefs which are critically explain, give examples to show understanding. Demonstrate consistent, contextually accurate and appropriate use of specialist vocabulary
State or paraphrase a relevant piece of biblical text or source of authority	State and explain the meaning of a relevant piece of biblical text or source of authority	State and explain the meaning of a relevant piece of biblical text or source of authority and link it to your point
State and explain your opinion with reasoning	State and explain both your opinion and a counter argument with reasoning	Create one chain of reasoning, using evidence, drawing a valid conclusion
State how religious teachings, figures and historical events and experiences can lead to change your day to day behaviour towards others	Develop a reasoned response to the meaning and purpose of religious teachings that shows how they impact your day to day life.	Provide independent, well-informed, highly reasoned and examined insights into your own religious beliefs, in light of religious teaching. Provide reasoned examples to show the impact religious teachings have on your life.

MASTERY ASSESSMENT FRAMEWORK

Describe

Explain

ASPIRING	EXPECTED	EXCEPTIONAL
<p>You have...</p> <p>Given a basic or list like description.</p> <p>You have used very little geographical terminology.</p>	<p>You have...</p> <p>Described at least 2 features/characteristics.</p> <p>Described simple trends or relationships.</p> <p>Used some geographical terminology.</p> <p>Included evidence from the source in your description.</p>	<p>You have...</p> <p>Described a wider range of accurate feature/ characteristics.</p> <p>Described more complex trends and relationships.</p> <p>Used geographical terminology consistently.</p> <p>Manipulated evidence from the source in your description.</p>
<p>You have...</p> <p>Given a description for a geographical pattern or process.</p> <p>Given a basic explanation for a geographical pattern or process.</p> <p>You have used very little geographical terminology.</p>	<p>You have...</p> <p>Given 1 accurate reason (how and why) for a geographical pattern or process.</p> <p>Developed your point to make at least 1 connection.</p>	<p>You have...</p> <p>Given 2 or more reasons (how and why) for a geographical pattern or process.</p> <p>Fully developed your point to make detailed and logical connections.</p> <p>Support your answer with an example or evidence.</p> <p>Used geographical terminology consistently.</p> <p>Made synoptic links.</p>

MASTERY ASSESSMENT FRAMEWORK

ASPIRING	EXPECTED	EXCEPTIONAL
<p>You can describe how things have changed in history & give basic reasons for these changes</p> <p>You can describe reasons why things in society have changed or stayed the same</p>	<p>Your answers will be much longer & have a clear structure – introduction – main body – conclusion</p> <p>Your answer is well written</p> <p>You might start to categories changes – long term / short term/important</p> <p>You don't just describe the changes you LINK the changes to the question &</p> <p>You will provide bits of evidence /information to support your point of view</p> <p>You have an opinion (not just describing) & set out to prove it</p> <p>You may include at least some dates & key words</p> <p>Your introductions & conclusions may be a little brief</p>	<p>Your answers will be well written and in more depth than 'Expected'</p> <p>Your answers will be much longer & have a clear structure – introduction – main body – conclusion</p> <p>Your introduction & conclusion will clearly state your opinion & refer to some of the evidence used in your answer</p> <p>You will comment on different types of Change & Continuity – Political /social / economic</p> <p>You may explain why some types of change were more significant</p> <p>You will write in full well structured answers using good English and grammar</p> <p>You might make links and comparisons between time periods, including similarities and differences.</p> <p>You will include at some dates & key words</p> <p>Your answers are consistently accurate, well reasoned and your argument is sustained throughout</p> <p>You don't just describe historical events – you link them to the question & provide bits of evidence to support your point</p> <p>You have an opinion (not just describing) & set out to prove it</p>

MASTERY ASSESSMENT FRAMEWORK

Design

ASPIRING

You have adequate research.

You have completed a detailed product analysis. (5 valid points)

You identify simple stakeholder requirements.

You have sketched 2 design ideas and annotated them.

EXPECTED

You have researched using a range of different sources.

You have completed a detailed product analysis (8 Points).

You identify and justify detailed stakeholder requirements.

You have sketched 2 creative design ideas linked to research and annotated them.

EXCEPTIONAL

You have researched using a range of different sources.

You have completed a detailed product analysis. Including properties and functions.

Your detailed stakeholder requirements demonstrate creativity and development.

You have sketched 2 creative design ideas and a final design linked to research and annotated them.

Make

You have safely used equipment and techniques with teacher guidance.

You are able to name the equipment.

You have used a range of materials and components.

You can name some of their properties.

You have safely and confidently used equipment and techniques.

You are able to name the equipment

You have used a range of materials and components.

You can name some of their properties and explain why they are useful in your design.

You have safely, confidently and precisely used equipment and techniques.
You are able to name the equipment

You have used a range of materials and components.

You can name their properties and explain why you selected them why they are suitable for your design.

Evaluate

You have recognised the work of designers

You have identified some new and emerging technologies.

You can explain their benefits.

You have tested and evaluated your ideas.

You have recognised the work of designers and can review the design.

You have identified some new and emerging technologies.

You can explain their benefits and see where they can be used.

You have tested , evaluated and refined your ideas.

You have recognised the work of designers and other professionals and can review the design.

You have identified independently some new and emerging technologies.

You can explain their benefits and see where they can be used.

You have thoroughly tested and refined your ideas.

Technical Knowledge

You have used materials with suitable properties.

You realise that tools and other devices can change the force and speed of the motion that they start with.

You have successfully used a range of electronic components in your projects

You can write a series of subroutines which control outputs.

You have used more than one material, for each component, depending on its function.

You understand the principle of leverage.

You have successfully used a wide range of electronic components in your projects

You can write a series of subroutines which control outputs in a variety of ways.

You have selected and used more than one material, for each component, depending on its function.

You understand how moving mechanical systems like pulleys and gears can change the speed and force.

You can build an electronic control system with a motor

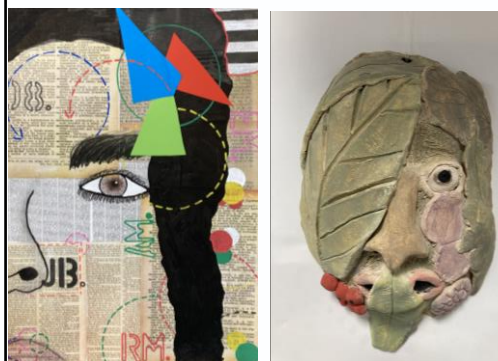
You can write and run a series of subroutines which control outputs in a variety of ways.

MASTERY ASSESSMENT FRAMEWORK

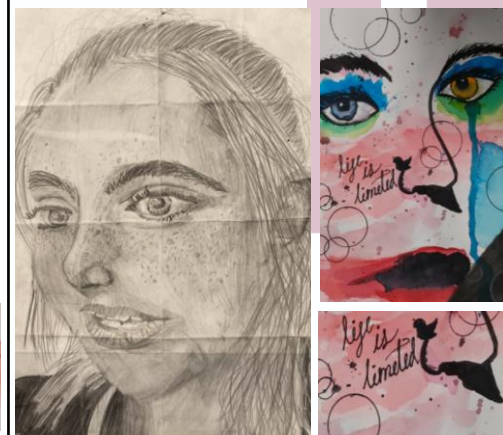
ASPIRING



EXPECTED



EXCEPTIONAL



The **FORMAL ELEMENTS** are embedded within all Schemes Of Work (shape, form, pattern, tone, colour, line, texture)

MASTERY ASSESSMENT FRAMEWORK

ASPIRING

You are using simple –er verbs in the first person present tense to describe what you do.

You are using simple –er verbs in the perfect tense in the first person form to describe what you've done.

You are starting to give simple opinions about the activities that you do/have done.

You are starting to use connectives such as et and mais to link your ideas.

You are using cognates when writing and speaking in the target language to help improve your accuracy.

You are able to respond in short sentences to questions in the target language.

EXPECTED

You are using the present tense with a range of subject pronouns (mainly regular verbs)

You are forming the perfect tense accurately with regular and irregular verbs, mainly in the 1st person form.

You are expressing opinions confidently in the present and imperfect tense, using c'est/c'était + adjective.

You are linking ideas using a range of connectives and starting to look up new ways to join sentences using a dictionary.

You are using a mixture of cognates, near cognates and some more complex vocabulary when communicating in the target language.

You are able to respond to simple question in the target language, using language that we have studied.

EXCEPTIONAL

You are using the present tense with confidence for all verb types using a range of subject pronouns.

You are forming the perfect tense accurately with a variety of subject pronouns including être verbs and irreg.

You are exploring new ways of expressing an opinion using structures like je pense que, à mon avis etc.

You are exploring new ways to link your ideas, look at sequencing conjugations, as well as expressing alternative sides to an argument.

You are discovering and including new vocabulary in your work and are able to communicate in a lot of detail.

You are speaking with a consistently good accent and can develop

MASTERY ASSESSMENT FRAMEWORK

Head

Heart

Hands

ASPIRING	EXPECTED	EXCEPTIONAL
<ul style="list-style-type: none"> Be able to adopt small leadership roles with confidence (EG captain) Understand the importance of a healthy active lifestyle (physical, mental, social) Understand basic tactics across some sports Be able to identify strengths & weaknesses of own performance Recognise how situations change & make simple decisions Understand key rules & violations 	<ul style="list-style-type: none"> Be able to adopt a range of leadership roles with confidence (EG coach) Understand the importance of a healthy active lifestyle (physical, mental, social) Understand & create tactics across all sports Be able to identify strengths & weaknesses of own & others' performance Recognise how situations change & make reasoned decisions Understand key rules, violations & their consequences 	<ul style="list-style-type: none"> Be able to adopt a range of leadership roles to large groups with confidence Be able to explain the importance of a healthy lifestyle (physical, mental, social) Understand, create & evaluate tactics across all sports Be able to describe strengths & weaknesses of performance, explaining how to improve Recognise how situations change & make well reasoned decisions Understand all rules, violations & their consequences
<ul style="list-style-type: none"> To sometimes demonstrate a hardworking attitude & effort Sometimes showing commitment & respect to others in team situations Sometimes lack motivation Resilience in some challenging situations Elements of confidence when asked to offer ideas 	<ul style="list-style-type: none"> To consistently demonstrate a hardworking attitude & effort Show commitment & respect to others in most team situations Be able to motivate themselves to achieve Demonstrate resilience when challenged Be confident & competent when offering ideas 	<ul style="list-style-type: none"> To consistently demonstrate a hardworking attitude & effort Show commitment & respect to others in most team situations Be able to motivate themselves to achieve Demonstrate resilience when challenged Be confident & competent when offering ideas
<ul style="list-style-type: none"> Demonstrate a range of basic skills specific to the activity Be able to perform skills with adequate technique Apply basic skills into competitive situations Demonstrate basic problem solving ability by applying skills into appropriate competitive situation Be able to sustain pace for 10 mins continuous running in a range of activities 	<ul style="list-style-type: none"> Demonstrate a range of basic & some complex skills specific to the activity Be able to perform skills with mostly good technique Apply skills into challenging & competitive situations Demonstrate problem solving ability by applying skills into appropriate competitive situation Be able to sustain pace for 15 mins continuous running in a range of activities 	<ul style="list-style-type: none"> Demonstrate a range of basic & complex skills specific to the activity Be able to perform skills with consistent technique Apply skills into changing challenging & competitive situations with adaptability Demonstrate advanced problem solving ability by applying skills into competitive situation to excel performance Be able to sustain pace for 20 mins continuous running in a range of activities

MASTERY ASSESSMENT FRAMEWORK

	ASPIRING	EXPECTED	EXCEPTIONAL
STRUCTURE	Variations & Planets; Control changes using tempo, dynamics or pitch Recognise repetition and contrast within musical structures	All topics; Work with the given structure eg Variations, strophic Recognise different sections within music Variations & Planets; Develop the motif using at least 2 techniques	Variations & Planets; Develop the motif using 3 or more techniques with control of the elements All topics; Use key words to describe the sections within a structure
Organisation of PITCH	<ul style="list-style-type: none"> Stepwise dictation Read sharps and flats In listening tasks recognise; <ul style="list-style-type: none"> rising and falling pitch major & minor keys 	<ul style="list-style-type: none"> Recognise rising, falling, Q & A and sequenced melodic phrases Dictation – leaps of 3rd and 8ves Read and understand the context of chromatic notes Recognise major and minor keys Select appropriate chords to achieve a mood/purpose 	<ul style="list-style-type: none"> Describe melodic movement using key words Use chromatic notes in context Aural awareness – recognise intervals within an 8ve Dictation – as above Notate melodies
RHYTHM	<ul style="list-style-type: none"> Working hard to play in time – all topics Regular dictation - Notate simple rhythms Identify simple time through listening 	<ul style="list-style-type: none"> Play in time – all topics Regular dictation - Notate dotted rhythms and/or semiquavers Identify simple and compound time through listening 	<ul style="list-style-type: none"> Lead, direct, count in group ensemble – all topics Notate more complex rhythms All topics; <ul style="list-style-type: none"> Support others to enable group rhythmic accuracy
INSTRUMENTATION	<ul style="list-style-type: none"> Perform a simple folk song control tempo (slow/fast) & dynamics (quiet/loud) perform with a degree of accuracy list instruments playing 	<ul style="list-style-type: none"> Control a chosen instrument to perform accurately controlling tempo (fast/slow) & dynamics (loud/quiet) Variations (and units that follow); <ul style="list-style-type: none"> Play simple parts together on the keyboard Indian music; <ul style="list-style-type: none"> Identify features of style created through selected instruments 	Classical music; <ul style="list-style-type: none"> Perform Haydn's Minuet (grade 2). All topics; <ul style="list-style-type: none"> lead group performances Indian music; <ul style="list-style-type: none"> Identify features of style created through selected instruments
TECHNOLOGY	<ul style="list-style-type: none"> Notate variation with help 	<ul style="list-style-type: none"> Notate variation composition Choose appropriate instrument for style of music 	<ul style="list-style-type: none"> Notate compositions, all relevant topics adding tempo & dynamic markings Choose stylistically correct instrumentation and use idiomatically Notate intervals/chords correctly

MASTERY ASSESSMENT FRAMEWORK

ASPIRING	EXPECTED	EXCEPTIONAL
<p>Use your knowledge of the topic in creating your performance.</p> <p>Use your initial ideas to create a performance.</p> <p>Use some basic costume/props.</p>	<p>Create a performance that shows your knowledge and understanding of the topic.</p> <p>Develop your initial ideas to create your performance.</p> <p>Show use of lighting, sound, costume, props in your performance.</p>	<p>Research the topic yourself to add to your understanding and give your performance more impact.</p> <p>Create a piece that shows you've developed and experimented with different ideas.</p> <p>Plan other important aspects of your piece such as set, costume, lighting, sound with the audience in mind.</p>
<p>Learn your lines and perform in a scripted play/scene.</p> <p>Play a character, staying focused in the role.</p>	<p>Perform, using acting skills to get the messages across to the audience.</p> <p>Play a character that is different to yourself by changing your voice and movement.</p>	<p>Interpret plays/scenes so that the playwright's intention can be communicated to the audience.</p> <p>Develop a character and demonstrate the way it interacts with other characters.</p>
<p>Be able to say how theatre was different at different times in history.</p> <p>Explain how the conventions of theatre were different and how society was different.</p>	<p>Have an opinion on how theatre was different at different times in history.</p> <p>Have an opinion on how the conventions of theatre were different and how society was different.</p>	<p>Analyse how theatre was different at different times in history.</p> <p>Analyse how the conventions of theatre were different and how society was different.</p>
<p>Review others' performances, saying what could be developed</p>	<p>Review others' performances, saying what could be developed and what went well.</p>	<p>Discuss advantages and disadvantages of decisions made by other performers in terms of voice, movement, facial expression and gesture.</p>

MASTERY ASSESSMENT FRAMEWORK

Problem Solving

ASPIRING	EXPECTED	EXCEPTIONAL
<ul style="list-style-type: none"> I can create a simple algorithm I can design simple algorithms using loops, and selection (IF) I can design algorithms that use repetition and two-way selection (if and else) 	<ul style="list-style-type: none"> I can use logical reasoning to predict outputs, depending on different inputs. I can create a sub-solution for each of part (decomposition) I can break down (decompose) a problem and suggest different ways of solving the problem. 	<ul style="list-style-type: none"> I recognise that problems can share the same characteristics and use the same algorithm to solve both (generalisation). I understand that some algorithms have different performance characteristics for the same task. I recognise where information can be filtered out in generalising problem solutions (abstraction)
<ul style="list-style-type: none"> I can run check and change programs if needed I can use arithmetic operators(+,-,*,/) if statements, and basic loops, within programs I can detect and correct simple errors by debugging a program. 	<ul style="list-style-type: none"> I can create programs that implement algorithms to achieve given goal I can declare, assign and use variables in a program. I can use selection statements in programs, including if, then, else statements and variables in more advanced loops. 	<ul style="list-style-type: none"> I can use a variable and relational operators (>,<=,etc.) within a loop to tell a program when to end. I can design, write and debug modular programs using procedures I can use a high-level textual language such as Small Basic/ Python independently to write, run, test and debug my own solutions
<ul style="list-style-type: none"> I can explain the different ways that data can communicate information I can recognise different types of data, text, number. I can recognise that data can be structured in tables to make it easier to understand. 	<ul style="list-style-type: none"> I know why sorting data in a flat file can improve searching for information. I can use filters or perform single criteria searches for information. I can perform more complex searches for information e.g. using Boolean and relational operators. 	<ul style="list-style-type: none"> I can distinguish between data used in a simple program (a variable) and the storage structure for that data. I understand how and why values are data typed in many different languages when manipulated within programs. I can select an appropriate application to store data (e.g. spreadsheet or database) for a complex scenario/problem
<ul style="list-style-type: none"> I can use technology to purposefully organise digital content. I can use a variety of software to manipulate and present digital content I can make improvements to solutions based on feedback received from others. 	<ul style="list-style-type: none"> I can collect, organise and present data and information in digital content I can create digital content to achieve a given goal through combining software packages I can make appropriate improvements to solutions based on feedback received, and can comment on their success . 	<ul style="list-style-type: none"> I can use criteria to evaluate the quality of solutions and make improvements and refinements to the solution, I can evaluate the trustworthiness of digital content and considers the usability of visual design features when designing and creating digital artifacts for a known audience I can undertake creative projects that collect, analyse, and evaluate data to meet the needs of a known user group.

Coding

Using data

Presenting Information