



NORTHGATE

High School

Year 9 Descriptors

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Year 9 Design and Technology Descriptors

Band	Problem Analysis & Research	Designing & Planning	Practical Skills & Knowledge	Evaluation
Mastering	Students can use selected problem analysis and research skills to develop the direction of the project. Students can construct a client-focused and highly technical design brief and specification.	Students can use the iterative design process to develop a series of design ideas that show improvement to the style and function of the product. Students can construct a detailed plan that considers each step of the making process, realistic timing and health & safety standards.	Students can work independently, apply creative thinking, and personally enhance the quality, function or style of their final product. Excellent quality standards are maintained throughout the making process. The student can apply previous knowledge to develop new making processes to produce an excellent outcome.	Students are highly reflective and critical about how the product design or manufacture could be improved. They consider the needs of the user and can explain using their technical knowledge how future enhancements to their design could be made. Sustainability of the design is considered and reflected upon.
Securing	Students can combine problem analysis and research to produce a technical, detailed and client-centred design brief and specification.	Students are able to use problem analysis, research and their design specification to plan and produce high quality designs that meet the client's needs.	Students work independently to produce a high quality, fully functional outcome. High quality practical skills are shown in most areas and the overall product combines high quality function and finish.	Students identify issues with the design and are able to suggest quality and form/functional development. Teacher feedback is considered and acted/reflected upon. Consideration is given to sustainability and efficiency of the making process.
Developing	Students use research to identify a client's needs and develop a technical design brief and specification to personalise the final product.	Students are able to develop designs/planning to improve the product's final outcome. They can draw upon sustainability and client's needs.	Students select appropriate tools and equipment and use them with confidence, skill and independence to produce a very high quality, fully functional final product.	Students identify modifications to improve the product. Feedback is used to develop the product further. Sustainability and client-centred development is presented.
Emerging	Students identify the needs of a client and write a technical design brief and specification.	Students design/plan products that show technical detail such as materials, sizes and construction methods.	Students use a range of tools, materials and processes to produce a very well made final product that functions fully and addresses the needs of the client.	Students identify the aspects of the product that need further development and are able to explain how this would be achieved to create a more successful product.

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Year 9 Drama Descriptors

Band	Techniques	Intention	Evaluation
Mastering	Students can demonstrate a thorough appreciation of techniques and dramatic style in their work to show a clear understanding.	Students demonstrate clearly their ability to create drama that considers context and impacts the audience.	Students can reflect confidently using terminology accurately and providing justification. Their solutions develop the work further.
Securing	Students have the ability to use techniques and work within the style of drama set by the teacher to demonstrate understanding.	Students have the ability to create drama that suits the subject matter and creates impact for the audience.	Students can evaluate and provide reasoning to show that they understand the context of their work. Students are able to provide practical solutions to develop the work further.
Developing	Students can combine dramatic techniques in interesting ways to make their work engaging.	Students can create drama that makes the audience think about themes and issues.	Students can evaluate their work well and know how to develop their work further.
Emerging	Students can use a variety of dramatic techniques in their work to make it interesting and give it structure.	Students can communicate the context of their drama clearly.	Students can describe their work and explain what was good and what needs improving.

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Year 9 English Descriptors

Band	Reading	Writing
Mastering	Students show understanding of the ways in which meaning and information are conveyed. They articulate personal and critical responses to reading material, showing awareness of their thematic, structural and linguistic features. They understand why some texts are particularly valued and influential. They select, synthesise and analyse impacts. They can explore some of the ways in which texts from different times and cultures have influence.	Students show creativity in the way they select specific stylistic techniques or expressions to convey effects and to interest and engage the reader. Their narrative writing shows control of characters, events and settings, and shows variety in structure. In non-fiction, they express complex ideas clearly and present them coherently, anticipating and addressing a range of different viewpoints. Their use of vocabulary, punctuation and structure enables finer distinctions to be made and/ or emphasis achieved.
Securing	Students are able to understand what the writer is trying to achieve and can fully explore how and why a writer has used specific vocabulary, punctuation and/or structure. They can locate key passages within a text and use quotations from these to support and explore key themes.	Writing is confident and appropriate and students are regularly employing vocabulary and stylistic techniques effectively. Ideas are well expressed and punctuation and paragraphing is accurate and sometimes used creatively.
Developing	Using some evidence, students can appreciate layers of meaning and make some comments on the effects of a writer's choices of vocabulary, punctuation and structure.	Students' writing is fluent and engages the reader through vocabulary and technique. There is a range of sentence structures and punctuation is accurate and clarifies meaning.
Emerging	Students are showing a clear understanding of why a writer has chosen a particular vocabulary or structural feature. They can successfully locate details from the text to support/illustrate their view.	Students' writing is appropriate and shows awareness of purpose and audience. There is some evidence of students using vocabulary for impact and there is a greater range of punctuation employed.

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Year 9 Geography Descriptors

Band	Knowledge	Understanding	Application	Skills
Mastering	<p>Students use their knowledge and understanding to analyse and compare in depth characteristics (environmental, social, cultural, political, economic) between contrasting areas.</p> <p>Students explain in detail changes in characteristics of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales.</p>	<p>Students analyse in depth the interactions within and between physical/human processes and show how these interactions create diversity and interdependence and help change places and environments spatially and temporarily.</p> <p>Students use a range of subject specific terminology to explain patterns and trends.</p>	<p>Students confidently analyse the social, cultural, political, economic and environmental characteristics of places; explain how they change over time and analyse how processes can create change spatially and temporarily.</p>	<p>Students confidently use a range of geographical information, including grid references, latitude and longitude coordinates, and scale on a range of map types (including GIS).</p> <p>Students critically evaluate a wide range of geographical information in a variety of ways, including the use of appropriate mathematical skills. Students demonstrate a range of graphical skills and interpret different types of photographs from a range of different landscapes.</p> <p>Students suggest reasons for anomalies in patterns and trends.</p>
Securing	<p>Students use their knowledge and understanding to analyse and compare in depth characteristics between contrasting areas.</p> <p>Students explain in detail changes in characteristics of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales.</p>	<p>Students analyse the interactions within and between physical/human processes and show how these interactions create diversity and interdependence and help change places and environments spatially and temporarily.</p> <p>Students use subject specific terminology to explain patterns and trends.</p>	<p>Students confidently analyse human/physical characteristics of places; explain how they change over time and analyse how processes can create change spatially and temporarily.</p>	<p>Students confidently use a range of geographical information, including grid references, latitude and longitude coordinates, and scale on a range of map types.</p> <p>Students critically evaluate a wide range of geographical information in a variety of ways. Students begin to suggest reasons for anomalies in patterns and trends.</p>
Developing	<p>Students use their knowledge and understanding to analyse and compare characteristics between contrasting areas.</p> <p>Students explain changes in characteristics of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales.</p>	<p>Students analyse the interactions within and between physical/human processes and show how these interactions create diversity and interdependence and help change places and environments.</p> <p>Students begin to use subject specific terminology to explain patterns and trends.</p>	<p>Students analyse human/physical characteristics of places; explain how they change over time and analyse how processes can create change.</p>	<p>Students use a range of geographical information, including grid references and scale on a range of map types.</p> <p>Students evaluate a wide range of geographical information in a variety of ways.</p>

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Emerging	<p>Students make links in knowledge and understanding to describe characteristics of contrasting areas studied.</p> <p>Students analyse the physical/human characteristics of places drawing on their knowledge of a wide range of locations, contexts and scales.</p>	<p>Students explain interactions within and between physical/human processes and show how these interactions create diversity and interdependence and help change places and environments.</p>	<p>Students analyse human/physical characteristics of places and explain a range of human processes at a variety of scales.</p>	<p>Students interpret map scales to determine distances and use different maps to describe distribution.</p> <p>Students evaluate a range of geographical information in a variety of ways, including through maps, numerical and quantitative skills.</p>
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Year 9 Music Descriptors

Band	Performing	Composing	Listening and appraising
Mastering	<p><i>Performing a more difficult part</i></p> <p><i>Accuracy and intonation:</i> There are only minor errors which have no impact on the success of the performance. Performance is coherent and fluent. Intonation is secure.</p> <p><i>Ensemble skills:</i> Students perform with an excellent awareness of other parts in an ensemble, addressing issues of balance and reacting/adjusting where necessary. They use dynamics and texture effectively.</p>	<p><i>Melody and rhythm:</i> Students can compose extended melodic and/or rhythmic ideas, showing a clear sense of tonality throughout.</p> <p><i>Harmony/accompaniment:</i> Students use an extended range of chords and effective accompaniment.</p> <p><i>Use of software:</i> Students use technology with skill to enhance a composition. They experiment with the musical elements to create considerable variety.</p> <p><i>Structure/coherence:</i> The overall structure is interesting and shows imaginative use of structural devices.</p>	<p><i>Understanding:</i> Students demonstrate an excellent understanding of the elements of music and vocabulary.</p> <p><i>Use of examples/relevance:</i> Points are fully supported with examples. Relevant information regarding the question is conveyed and there are no/negligible omissions.</p> <p><i>Quality of written communication:</i> All of the skills needed to produce convincing writing are in place. Very few punctuation, spelling and/or grammar errors are found. Their work has excellent clarity and organisation. Ideas are well expressed and punctuation and paragraphing is accurate.</p> <p><i>Notation/transcription:</i> Students can transcribe and notate a melody accurately without guidance on shape.</p>
Securing	<p><i>Accuracy and intonation:</i> Students make a few errors which do not impact on the overall success of the performance. There are occasional hesitations. Intonation is mostly secure.</p> <p><i>Ensemble skills:</i> Students perform with a good awareness of balance and of other parts in an ensemble. Opportunities are taken to shape the performance with dynamics OR texture.</p>	<p><i>Melody and rhythm:</i> Students can compose/improvise longer melodic and/or rhythmic ideas with a good sense of shape, and use of interesting rhythms. They show clear awareness of tonal centre when creating a melody.</p> <p><i>Harmony/accompaniment:</i> Students make good use of chords/accompaniment.</p>	<p><i>Understanding:</i> Students demonstrate a good understanding of the elements of music and vocabulary.</p> <p><i>Use of examples/relevance:</i> There are some examples given to support points. Relevant information regarding the question is conveyed with only minor omissions.</p> <p><i>Quality of written communication:</i></p>

		<p><i>Use of software:</i> Students can use some more complex aspects of software, such as envelopes/dynamics, to add expression/mood to their piece.</p> <p><i>Structure/coherence:</i> The overall structure has a sense of proportion and development with good use of structural devices</p>	<p>Students' work has good clarity and organisation, although there may be some spelling errors, particularly when using Italian musical terms. Complex sentences are used and a range of punctuation is accurately employed.</p> <p><i>Notation/transcription:</i> Students can transcribe a melody with guidance on the melodic shape and identify pitches correctly with only one or two minor errors.</p>
Developing	<p><i>Performing a standard part</i></p> <p><i>Accuracy and intonation:</i> There are noticeable errors but the overall performance flows – it is reasonably fluent for the majority of the piece. Intonation is often secure.</p> <p><i>Ensemble skills:</i> Students can maintain an independent (undoubled) part in an ensemble. They perform with a greater awareness of other parts. There is occasional difficulty reacting and adjusting to parts and some awareness of balance.</p>	<p><i>Melody and rhythm:</i> Students can compose/improvise longer melodic or rhythmic ideas. Melodic lines have some sense of shape and there is an appropriate choice of rhythm/tempo.</p> <p><i>Harmony/accompaniment:</i> Students make simple use of chords/accompaniment.</p> <p><i>Use of software:</i> Students make competent use of music software with few misjudgements.</p> <p><i>Structure/coherence:</i> Structure is simple and clear, with students making use of appropriate structural devices.</p>	<p><i>Understanding:</i> Students demonstrate a fairly good understanding of the elements of music and musical vocabulary.</p> <p><i>Use of examples/relevance:</i> Students make little use of examples to support their written work. Relevant information regarding the question is conveyed with some omissions/missed opportunities.</p> <p><i>Quality of written communication:</i> Most of the skills needed to produce effective writing are in place. Complex sentences are used and a range of punctuation is accurately employed.</p> <p><i>Notation/transcription:</i> Students can transcribe a melody with guidance on the melodic shape. They can identify some pitches correctly.</p>
Emerging	<p><i>Performing a less difficult part</i></p> <p><i>Accuracy and intonation:</i> Errors interrupt the flow of the performance. Accuracy may be achieved in the more straightforward passages. Intonation is insecure but may be</p>	<p><i>Melody and rhythm:</i> Students can compose/improvise longer melodic or rhythmic ideas. Melodic lines are functional and lack real shape. Rhythmic ideas are used with little variety.</p>	<p><i>Understanding:</i> Students demonstrate a basic understanding of the elements of music and musical vocabulary.</p> <p><i>Use of examples/relevance:</i> Students make basic points that are not supported with examples. Some relevant</p>

	<p>achieved in more straightforward passages.</p> <p><i>Ensemble skills:</i> Students can perform a doubled part in an ensemble. There is difficulty reacting and adjusting to parts and little awareness of balance throughout.</p>	<p><i>Harmony/accompaniment:</i> Students can make basic use of chords with some misjudgements.</p> <p><i>Use of software:</i> Students use music software with increasing confidence. They can add envelopes and effects/techniques but there are some misjudgements.</p> <p><i>Structure/coherence:</i> Students make some attempt at structure but a sense of development may be compromised by brevity.</p>	<p>information regarding the question is conveyed but there are major omissions.</p> <p><i>Quality of written communication:</i> The skills needed to produce effective writing are mainly in place but there may be lapses in clarity. Spelling is generally accurate and basic forms of punctuation are used accurately.</p> <p><i>Notation/transcription:</i> Students find it difficult to recognise pitch, with very few pitches identified correctly.</p>
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Year 9 Physical Education Descriptors

Band	Skill	Tactics	Analysis
Mastering	Students can combine skills and show accuracy consistently	Students modify tactics and demonstrate adaptability consistently	Students analyse in a detailed and developed way consistently
Securing	Students can sometimes combine skills and they are starting to show accuracy and consistency	Students can sometimes modify tactics and demonstrate adaptability	Students can sometimes analyse in a detailed and developed way
Developing	Students show consistently that they can link skills and demonstrate control	Students show consistently that they can employ appropriate tactics and vary them according to need	Students show consistently that they can compare and comment on performance
Emerging	Students can sometimes link skills and demonstrate control	Students can sometimes employ appropriate tactics and vary them according to need	Students can sometimes compare and comment on performance