



HEART OF ENGLAND
Creating Futures

Year 9: Assessment Across the Curriculum



Assessment: Year 9

The aim of this booklet is to give you an insight into assessment in Year 9 across the curriculum. Curriculum leaders have identified the key assessments for each term, as well as identifying both the topics and key skills that your child will be assessed on.

FAQs

Is my child set in each subject?

No. We have asked each subject to identify whether they set by ability so that these arrangements are clear for you.

Can the set my child is in change?

Yes. In-year set movement is possible within all subjects that set and such movement is at the discretion of the Curriculum Leader using a range of evidence.

I've heard about Levels being abolished, how is my child assessed?

Levels no longer exist and it is now incumbent upon each school to devise an assessment approach that they believe best suits their curriculum. Our curriculum at Key Stage 3 has been designed to focus upon the key skills and knowledge that a student needs in order to fully grasp the key concepts and ideas that will enable deep appreciation and understanding to develop. To this end there will be a greater emphasis upon formative assessment (that is the type of assessment where teachers direct students on how they can improve a particular skill or aspect of understanding) with formal assessments taking place on a regular basis to assess progress.

Progress Review Dates:

| AUTUMN | SPRING | SUMMER1 |
|---------------|---------------|----------------|
| November 2016 | February 2017 | June 2017 |

English

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <p>Yes. On the basis of performance in Year 8 end of year exam</p> | <p>The modern novel Closed book essay on an aspect of narrative</p> | <p>Analysis of aspects of narrative – characterisation, theme, structure, narrative perspective etc. Learning of quotations and ability to retain information about the text for use in the assessment</p> | <p>Autumn</p> |
| | <p>The Rise of the Novel</p> | <p>Writing lucidly to explain and inform on an aspect of literary history. The focus is on clear, well sequenced and structured, well worded non-fiction writing.</p> | <p>Autumn</p> |
| | <p>Shakespearean Tragedy</p> | <p>Understanding of the genre characteristics and an analytical essay examining the language, form, structure and dramatic devices of a significant part of the play chosen</p> | <p>Spring</p> |
| | <p>Discursive essay writing</p> | <p>Examination of a range of journalism and discursive essays. Research and writing of a well crafted influential piece of discursive writing.</p> | <p>Spring</p> |
| | <p>Exam Reading and writing skills tested in an unseen exam which draws on all of the skills learned in KS3 Writing focuses on comprehension, language analysis, structure analysis and evaluation of the writer's craft</p> | | <p>Summer</p> |
| <p>Modern Poetry Comparison skills</p> | <p>Comparative skills. Ability to analyse, evaluate and compare two important poems of the 20th century</p> | <p>Summer</p> | |

Maths

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|--------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Yes | Graphs and Proportion Algebraic Expressions | Plotting Cartesian coordinates. Exploring linear graphs. Using direct and inverse proportion. Calculating with scales. Using standard form. Exploring sequences including arithmetic and geometric ones. Algebraic manipulation. Changing the subject of a formula. Expanding and factorising expressions. | Autumn |
| | 2D Geometry Equations and Inequalities | Construction and loci. Exploring triangles & quadrilaterals (angles on diagonals). Understanding congruence and similarity. Exploring angles in polygons. Constructing and solving equations and inequalities. Understanding graphical solutions to simultaneous linear equations. Exploring quadratic and other graphs. | Spring |
| | Geometry Statistics | Solving problems using Pythagoras' theorem. Exploring trigonometry with a 30-60-90 triangle. Transformations (translation, rotation, reflection). Using known angle and shape facts to obtain simple proofs. Calculating probabilities. Finding and estimating the mean of grouped data. Comparing two data sets. Constructing statistical diagrams. Using scatter graphs to compare data. | Summer |

Science

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|--------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Yes 4 sets on each year half | Patterns in Chemical Reactions | Structure of the atom, Periodic Table, energy changes in chemical reactions | Autumn |
| | Light Waves | Properties of light, reflection, refraction, dispersion, colour, the eye | Autumn |
| | Respiration | Energy from food, aerobic respiration, anaerobic respiration, respiration in micro-organisms | Spring |
| | Earth Science | Structure of the Earth, rock types and the rock cycle, the atmosphere | Spring |
| | Inheritance | Influence of genetics and environment on physical characteristics Structure and function of chromosomes and mechanisms of genetic inheritance | Summer |
| | Astrophysics | Earth, moon, seasons, solar system, threats to the Earth, stars, exploring space | Summer |

Art

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| No | <p><u>Cut and paste:</u> Investigate photo-collage both traditional and digital</p> <p><u>Perspective:</u> The rules of perspective, scale and proportion</p> | <p>Collage, Using composition, Communicating ideas, Observational skills Drawing skills</p> | Autumn |
| | <p><u>Art and Artists:</u> Learners develop research skills and prepare for the completion of final pieces based on artists work This unit will include an assessment which will be based on artists' work. Time will be given for a DIRT assessment</p> | <p>Learners explore visual, tactile and other sensory experiences to communicate ideas and meanings, working with traditional and new media</p> | Spring |
| | <p><u>Iconic portraits:</u> Explore the art of portraiture, celebrity, popular culture and identity Learners will reflect critically on their own and other people's work, judging quality, value and meaning Developing an appreciation of Art and Design, and its role in wider society</p> <p><u>Personal project:</u> Learners will create a mini project and final outcome based on a chosen title which will become the starting point for their own creative projects</p> | <p>Developing research skills, knowledge and understanding. Experimentation with materials, observational recording skills</p> | Summer |

Religious Studies

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Students are not set for GCSE Religious Studies. | <p>No one can or should forgive someone that has committed murder. All religions</p> <p>How do Christians apply Bible texts to the world today? Christianity</p> | <p>Knowledge, explanation and evaluation. 30 minute exam</p> | Autumn |
| | <p>What is the relationship between science and religion? All religions and other (non-religious viewpoints).</p> | <p>Knowledge, explanation and evaluation. 40 minute exam</p> | Spring |
| | <p>What is freedom of expression and should there be any limitations on it in relation to religion? All religions and other</p> | | |
| | <p>GCSE Christianity GCSE Islam</p> <p>GCSE Religious Studies commences after Easter. Students complete one section from a GCSE paper. Question will focus on the Christian faith (Holy Trinity, Christian practices).</p> | <p>Knowledge, explanation, evaluation, essay writing, communication 60 minute exam</p> | Summer |

The end of year assessment for this subject will take place during April due to Year 9 starting their Religious Studies GCSE after Easter. Year 9 are tested on a past GCSE exam question in June.

Drama

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|--------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| No | The Sins | Exploration of theme through the use of conventions. We are introduced to practitioner Artaud and his influences on modern theatre and use of semiotics, which we explored in year 8. | Autumn |
| | Blood Brothers | We explore this iconic Willy Russell text through use of conventions and look at the effect of the playwright's decisions. Here we develop our knowledge of script by bringing the page to stage combining all production elements. | |
| | Comedy | In introduction to comedy through the texts of John Godber. We look at the techniques employed in the genre as well as the performance skills required. | Spring |
| | Devised project | Here students are required to demonstrate all the skills and knowledge they have acquired in the past 3 years in a final devised unit of work. This not only is a summative assessment but also introduces those who have chosen Drama as a GCSE option to the requirements of the exam board. | Summer |
| | Macbeth | In the final weeks of year 9 we explore the Scottish play practically, in order to prepare students for their English GCSE coursework. This carries no assessment. | |

Geography

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|--------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| No | Natural Hazards – causes, effects and management | Effective research Communication Making connections Justification Evaluation | Autumn |
| | Why are we not all equal? Poverty and development around the world | Communication Making connections Perspectives Effective research Map skills Justification | Spring |
| | Geopolitics – Country study in a global context | Communication Making connections Perspectives Evaluation justification | Summer |
| | Around the world in 8 lessons | Effective research Making connections Perspectives Justification | |
| | Coasts Processes, impacts and management | GCSE knowledge and skills | |

History

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------|
| No | What is war and can we justify it? (An exploration of war during the last two centuries including the causes of these conflicts and what it was like to fight in them) | Source analysis Organisation and communication Interpretation | Autumn term |
| | Is war always negative? (People's experiences of war from child evacuees to heroism and PTSD) | Source analysis Organisation and communication Knowledge and understanding | Spring term |
| | Does war save lives? (A study of the impact of war on medicine, technology and peace) | Knowledge and understanding Source analysis Organisation and communication | Summer term |

(MFL) French (full course)

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Yes 4 sets on each year half | <p>Grammar Assessment (& Reading & Translation) Healthy Living</p> <p>Grammar Assessment (including Sp to Eng & Eng to Sp translations) & Speaking & Reading All previous language (Healthy Living & Music) & Celebrity culture, Fashion & clothes</p> <p>Listening, Speaking (picture prompt) Reading & Grammar Assessment (including AQA Q4 Foundation Writing Style Q) All previous language & holidays</p> | <p>Construct si clauses using imperfect, conditional OR pres, future stems – regular and irregular</p> <p>Future tense Comparatives / superlatives, direct object pronouns, asking and answering questions, looking at French authentic texts</p> <p>Irregular verbs in 5 tenses – avoir, etre, faire, aller, perfect and imperfect tenses together</p> | <p>Autumn</p> <p>Spring</p> <p>Summer</p> |

(MFL) Spanish (full course)

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <p>YES 4 sets on each year half</p> | <p>Speaking (Role Play-3 choices) and Writing (writing from memory) Technology</p> <p>Listening, Reading and Writing, Self and Health, and revisit all previous language</p> <p>Listening, Speaking (picture prompt) Reading and Writing (translation) Environment and revisit all previous language</p> | <p>Imperfect contrast to present tense Direct object pronouns, Preterite and contrast to imperfect</p> <p>Present + si (What you should do eg si tuviera), conditional</p> <p>Present, future, imperfect, preterite, conditional tested</p> | <p>Autumn</p> <p>Spring</p> <p>Summer</p> |

(MFL) German (1 year course)

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <p>No - students from Set 1 and 2 in Year 8 chose to study this subject alongside their main language</p> | <p>Reading and Listening</p> <p>Family members Physical appearance opinions</p> | <p>Phonetics Haben Sein Adjectives Alphabet School subjects Mögen + INF Connectives Adjectives to describe a teacher Days of week School buildings</p> | <p>Autumn</p> |
| | <p>Speaking, Writing and Grammar</p> <p>Opinions on future life – is Friendship more important than marriage / work? Comparisons on future plans</p> | <p>Time Triggers for present and Perfect tenses Regular and irregular verbs in the perfect tense Using familiar language of family and school subjects to imbed the perfect tense Future tense Future plans after GCSE Frequency phrases Wenn in the future Jobs</p> | <p>Spring</p> |
| | <p>Reading, Listening and Grammar</p> <p>Re-cap and interleave vocab and grammar from previous terms Revision for EOY exams</p> | <p>Re-cap topics from past 3 half terms. Continue with jobs 3 tenses EOY exams Technology Comparisons How to form questions</p> | <p>Summer</p> |

(MFL) French

(1 year course)

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <p>No - students from Set 1 and 2 in Year 8 chose to study this subject alongside their main language</p> | <p>-Personal ID / -Family / likes and dislikes -School -Holidays</p> | <p>Jouer, faire, 'er' verbs Infinitives Using negatives Near future Perfect tense Imperfect tense Numbers</p> | <p>Autumn</p> |
| | <p>-Town -Connectives -Imperfect Tense</p> | <p>Imperfect tense Comparisons Connectives Modal verbs 2 paragraphs in 2 tenses</p> | <p>Spring</p> |
| | <p>-Food -Paris</p> | <p>Conditional tense Future tense Constructing 'si' clauses with imperfect tense Comparatives Superlatives</p> | <p>Summer</p> |

(MFL) Spanish (1 year course)

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| No - students from Set 1 and 2 in Year 8 chose to study this subject alongside their main language | <p>Physical and character descriptions of family members and friends The use of regular -ar verbs</p> <p>Opinions on school subjects What you and others do in lessons</p> <p>Future plans and life hopes</p> | <p>Spanish pronunciation Physical & personality description Ser, tener & estar Present Tense & translations</p> <p>School subjects & using comparisons</p> <p>Preterite Tense (ar, er, ir verbs) Using two tenses together to contrast time frames 'Tener, hacer & estar' in present & preterite</p> <p>Present tense and preterite formation Comparatives 'gustar' and 'encantar'</p> <p>using the imperfect and present tenses new technology 'tener', 'hacer' & 'ir' in past, present and future</p> | <p>Autumn</p> <p>Spring</p> <p>Summer</p> |

Music

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|--------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| No | Assessment 7 | <p>Performing: Ensemble skills and instrument technique (40%)</p> <p>Composing: Use of tonality and compositional conventions (40%)</p> <p>Appraising: Minimalism, popular music and film music (15%)</p> <p>Evaluating: Explain successes using appropriate vocabulary and describing how to make musical improvements (5%)</p> | Autumn |
| | Assessment 8 | <p>Performing: Solo performance and practice habits (40%)</p> <p>Composing: Use of ICT, intervals and how to develop a composition (40%)</p> <p>Appraising: Tonality, Devices, Melody writing, minimalism and film music (15%)</p> <p>Evaluating: Explain successes using appropriate vocabulary and describing how to make musical improvements (5%)</p> | Spring |
| | Assessment 9 | Summative assessment of all skills and knowledge from year 9 | Summer |

Computer Science

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| No | <p>Programming with Python</p> <p>Binary</p> <p>Hexadecimal</p> <p>Storage</p> <p>Assessment (includes Y7 & 8 foundation work)</p> <p>Database</p> <p>Low-stakes test</p> <p>CPU</p> <p>Low-stakes test</p> <p>Logic Gates</p> <p>Low-stakes test</p> <p>Revision time</p> <p>Everything studied in Y7, Y8, and Y9</p> <p>Computational thinking and programming</p> | <p>Using functions, pattern spotting and problem solving Using flowcharts. Debugging Converting to and from, adding. Why, converting to from binary Units of storage. Everything studied this term.</p> <p>Review from Y7 & Y8 Different kinds of data Validating data Create single table database and import to make relational database. Forms, queries and reports using MS Access. Queries using SQL. A small test on databases</p> <p>Fetch-Decode-Execute RAM Little Man Computer program A small test on CPU, FDE & LMC + prev work</p> <p>Review from Y7 & Y8 IF THEN ELSE, and NAMING cells for VLOOKUP AND NOT OR logic gates A small test on Sheets and Logic Gates + prev work</p> <p>Everything we've done this year – joined together thinking Everything studied this year, including some practical tasks</p> <p>Decomposition for problem solving with python coding</p> | <p>Autumn</p> <p>Autumn</p> <p>Spring</p> <p>Spring</p> <p>Spring</p> <p>Spring/Summer</p> <p>Summer</p> <p>Summer</p> <p>Summer</p> |

ICT

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|-----------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| No | Baseline testing | General assessment of ICT organisational and key software skills. Repeated at end of half term | Autumn |
| | Features of applications s/ware | Spreadsheets, graphs | Autumn |
| | Low stakes test | Mini check on spreadsheets | |
| | Features of applications s/ware | Databases, Data Types, importing and exporting data | Autumn |
| | Assessment | Spreadsheet and Database skills Knowledge and practical | Autumn |
| | Exchanging Information | Using the internet Remote control Communication Security and Privacy Hardware | Spring |
| | Networks topologies and connectivity | Components of networks and basic topologies Different devices, their uses and suitability | |
| | Storage devices BIOS | Booting up procedures | |
| | Assessment | All work done so far this year | Spring Summer |
| Develop a logo Write a report Revise | Prepare for the exam | | |
| Assessment Everything studied in Y9 | Summative test for all work completed this year | Summer | |
| Producing material for a website | Produce a web banner | | |

Technology

| Does the subject set according to ability? | Key Assessment Topics | Skills Covered | Progress Review that the Assessment will count towards |
|--------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| No | Product Design | Designing and making skills in timbers, plastics and model making materials, with an emphasis on developing accuracy and practical skills. Students will also learn about sustainability, iconic designers, design history and product evolution. | Autumn |
| | Food | Independently exploring a variety of influences that impact the food we consume, whilst developing their practical skills | Spring |
| | Textiles | Using a textiles pattern to create an item of clothing | Summer |

In year 9, students will choose two areas of technology to study, they will have one hour a week in each of these chosen areas.

The end of year assessment during Assessment Week will test knowledge of all areas of Technology.