



NORTHGATE

High School

Year 7 Descriptors

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Year 7 Art Descriptors

Band	Creativity	Competence	Cultural Understanding	Critical Understanding
Mastering	Students take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work.	When designing and making, students develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately.	Students consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose.	Students evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.
Securing	Students use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions.	When designing and making, students investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions.	Students compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made.	Students discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.
Developing	Students use some appropriate techniques to explore and experiment with ideas, information and resources in order to develop their intentions.	Students manipulate some materials and techniques with intention.	Students have an awareness of the work of relevant artists and craftspeople and are able to make some connection between their work and the work of others.	Students use subject-specific vocabulary in lessons to help them describe their work and say what is good about it and what needs improving.
Emerging	Students use some approaches to explore and experiment basic ideas.	Students show basic control of material and technique with some intention.	Students make basic connections to the work of others.	Students can tell their teacher what is good about their work.

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Year 7 Computing Descriptors

Band	Systems	Development	Programming	Analysis & Modelling
Mastering	<p>Students understand how data, such as numbers, sound and images, are physically stored on a computer system.</p> <p>Students understand how instructions are run inside a computer.</p>	<p>Students are able to plan, create, test and reflect on a solution to a problem that a computer could solve.</p> <p>Students are able to develop solutions for problems that are described to them by someone else.</p>	<p>Students correctly use variables, lists and simple procedures in their programs.</p> <p>Students correctly use procedures and functions with parameters in their programs.</p>	<p>Students are able to recognise similarities between simple problems and the ways in which they can be solved.</p> <p>Students are able to take a problem and divide it into its main sub-problems, showing this as a diagram.</p> <p>Students are able to take solutions to one problem and adapt them for similar problems.</p>
Securing	<p>Students are able to explain why we must be accurate when working with computers.</p>	<p>Students can write sequences of instructions and data in a way that a computer will understand.</p>	<p>Students can use selection and repetition correctly in their programs.</p>	<p>Students are able to trace instructions using variables, selection and repetition and predict what the result will be.</p> <p>Students understand what is meant by a computational problem.</p>
Developing	<p>Students understand that computer systems work step-by-step and can only do what we tell them.</p>	<p>Students are able to create a sequence of instructions and improve it if necessary.</p>	<p>Students are able to plan a sequence of instructions for something that they want to happen.</p>	<p>Students are able to read a sequence of instructions and predict what the result will be.</p>
Emerging	<p>Students understand what to do when they are concerned about content or being contacted online.</p>	<p>Students demonstrate care and precision to avoid errors.</p>	<p>Students understand that programs execute by following precise instructions.</p>	<p>Students are able to describe the goals of a given problem.</p>

Northgate High School

Year 7 Design and Technology Descriptors

Band	Problem Analysis & Research	Designing & Planning	Practical Skills & Knowledge	Evaluation
Mastering	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.
Securing	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.
Developing	Students write a simple design brief and specification that can identify the basic needs of a client.	Students design products using input from others and identify areas in the design for development.	Students make their final product to a good standard, bringing key features of the design into a real product which functions correctly.	Students identify the positive and negative points of their final products and suggest improvements that could be made.
Emerging	Students gather ideas and identify key points that are needed to solve a problem.	Students produce a viable design and/or plan the major stages of a product's manufacture.	Students complete their final product to an acceptable level, featuring elements from their original designs.	Students identify the positive and negative points of their final product

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Year 7 Drama Descriptors

Band	Techniques	Intention	Evaluation
Mastering	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.
Securing	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.
Developing	Students can select the right dramatic technique to use in their work without any help from the teacher.	Students can inform their audience about the subject matter of their group work using information from the lesson.	Students can use drama terms that are used in lessons to help them describe their work and say what is good about it.
Emerging	Students can use some drama techniques from the lesson to make the narrative clearer.	Students can sometimes inform the audience about the subject matter in their group work.	Students can sometimes tell their teacher what is good about their work.

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Year 7 English Descriptors

Band	Reading	Writing	Speaking and Listening
Mastering	Students can appreciate layers of meaning and comment on the effect of a writer's use of punctuation, structure and vocabulary.	Students' writing is fluent and often engages the reader through vocabulary choice. Students use a range of sentence structures. Punctuation is accurate and clarifies meaning.	Students are able to adapt their talk to the demands of different contexts, purposes and audiences in a confident manner. Their talk is sustained and engages the interest of the listener through the variety and liveliness of both vocabulary and expression.
Securing	Students show a clear understanding of why a writer has chosen particular vocabulary or structural features. They can successfully select the correct part of a text to illustrate their views.	Students' writing is appropriate and shows a clear awareness of purpose and audience. Complex sentences are used and a range of punctuation devices are accurately employed.	Students are able adapt their talk to the demands of different contexts, purposes and audiences. They engage the interest of the listener through the variety and liveliness of both vocabulary and expression.
Developing	Students show a good understanding of the main points of a text and can comment on individual words and phrases. They are beginning to find and comment upon key passages.	Students' writing is thoughtful and is generally appropriate for purpose. Vocabulary choices are appropriate. Spelling is generally accurate and basic forms of punctuation are used accurately, even if some more complex forms are not always entirely used appropriately.	Students are usually able adapt their talk to the demands of different contexts, purposes and audiences. They attempt to engage the interest of the listener through the variety and liveliness of both vocabulary and expression.
Emerging	Students can read independently and show an understanding of the main points of a text. They may paraphrase the writer's words when writing an essay.	Students' writing is well organised. The main features of the text type are used appropriately and are generally appropriate for the intended audience. Spelling is usually accurate and full-stops and capital letters are used accurately.	Students are beginning to show an awareness of the need to adapt talk to the demands of different contexts, purposes and audiences. They try to interest the listener through their choice of language and expression, although this is not always successful.

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Year 7 Food Technology Descriptors

Band	Research	Designing & Planning
Mastering	Students research using a wide range of sources and identify sophisticated information about food miles. They explain the meanings of key terms. Given an appropriate structure, they debate advantages and disadvantages and argue and conclude confidently.	Students are able to develop designs/planning to improve the product's final outcome. They can draw upon sustainability and client's needs.
Securing	Students research using a range of sources and identify information about food miles. They can explain what food miles are and recommend how they can be reduced. Given an appropriate structure, they form conclusions.	Students design/plan products that show technical detail such as materials, sizes and construction methods.
Developing	Students research using different sources and identify relevant facts and figures about food miles. They describe what food miles are in some detail.	Students design products using input from others and identify areas in the design for development.
Emerging	Students research and select basic information about food miles. They briefly describe what food miles are.	Students produce a viable design and/or plan the major stages of a product's manufacture.

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Year 7 Geography Descriptors

Band	Knowledge	Understanding	Application	Skills
Mastering	<p>Students use knowledge and understanding to describe characteristics of contrasting areas studied.</p> <p>Students describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales.</p>	<p>Students begin to explain the ways in which physical/human processes lead to diversity and change in places.</p>	<p>Students describe and begin to analyse human/physical characteristics of places and explain how human processes can produce distinctive characteristics of places.</p>	<p>Students use spot heights, contour lines and colour shading to interpret topography on a map and describe locations on a range of maps.</p>
Securing	<p>Students use increasing depth of knowledge and understanding to describe characteristics of an area studied.</p> <p>Students describe physical/human characteristics of places within a wider locational and contextual framework.</p>	<p>Students describe how physical/human processes can change the features of places and how these changes affect the lives of people living there.</p> <p>Students describe how physical /human processes lead to similarities /differences in the environments of different places and in the lives of the people who live there.</p>	<p>Students describe human/physical characteristics of places and how processes can lead to similarities and differences of places.</p>	<p>Students describe the location of features on a map using six figure grid references and use geographical vocab appropriately.</p> <p>Students use globes and maps in the classroom and in the field.</p>
Developing	<p>Students use knowledge and understanding to describe characteristics of an area studied.</p> <p>Students describe the physical/human features of different places and offer simple explanations as to why they are there.</p>	<p>Students identify that different places may have both similar and different characteristics that affect the lives of people living there.</p>	<p>Students identify human/physical features and describe how human processes can change places.</p>	<p>Students describe the location of features on a map using four figure grid references.</p>
Emerging	<p>Students use knowledge to identify an area studied and begin to describe the human/physical characteristics of that place.</p>	<p>Students identify and begin to describe both physical/human features of places and recognise and make observations about those features.</p>	<p>Students identify and begin to describe a human feature in an area studied.</p>	<p>Students identify OS symbols on a map.</p>

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Year 7 History Descriptors

Band	Knowledge, understanding, analysis and explanation	Source Skills	Interpretation skills
Mastering	Students can identify and explain events that are similar, with reference to both events, including at least two of the following: similarities between why the events happened; similarities in how the key features developed/happened; similarities in the short and/or long-term impact, outcomes or results. Students can explain the significance of an event looking at least two of the following: why it was important, the short-term impact, the medium term impact, long-term consequences and the influence this has today.	Students are starting to evaluate the usefulness of sources, looking particularly at context and provenance. Students can explain how a source supports a statement using the context and provenance.	Students are starting to include relevant context about why interpretations differ. This may be 'bolted on' at end of the response.
Securing	Students can explain a range reasons/factors in order to reach an overall conclusion. They can use extended reasoning and knowledge to demonstrate an understanding of second order concepts. Students include a range of examples, which are mostly relevant and accurate. They can identify and explain why events are similar, with reference to one of the following: similarities between why the events happened; similarities in how the key features developed/happened; similarities in the short and/or long-term impact, outcomes or results.	Students can explain how a source supports a statement using context or provenance. They can use the content of source to make inferences about its usefulness.	Students can explain why interpretations differ. They demonstrate partial analysis based on the differences in at least one of the following: place, previous experience, knowledge, beliefs or circumstances. Alternatively, their responses are based on differences in purpose or audience.
Developing	Students can describe a few facts/reasons. Their work is mostly narrative. They may start to show an understanding of sequencing and connections. They can describe reasons why an event/person is significant when it is not explicit. They can describe ways in which events are similar. They include relevant and appropriately selected evidence, which may lack depth.	Students can explain how a source supports a statement using context or provenance. They can suggest reasons why a source is useful – this may be based on reliability.	Students can describe what the different interpretations are and are beginning to explain the reasons for the different interpretations, looking mainly at the content of the interpretations given. Their answers may include general comments relating to the authors.
Emerging	Students can state key causes, consequences and similarities. They can suggest why an event is significant. They can pick out ways in which events are similar; points may be undeveloped. Their contextual knowledge is limited and mainly relates to one area.	Students can identify surface level detail from the source. They can match source information.	Students can pick out a few key differences of the interpretations.

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Year 7 Mathematics Descriptors

Band	Problem solving	Working mathematically	Communication	Reaching conclusions
Mastering	Students carry out substantial tasks and solve quite complex problems by independently and systematically breaking them down into smaller, more manageable tasks.	Students interpret, discuss and synthesise information presented in a variety of mathematical forms, relating findings to the original context.	Students' written and spoken language explains and informs their use of maths.	Students begin to give mathematical justifications, making connections between the current situation and situations they have encountered before.
Securing	In order to explore mathematical situations, carry out tasks or tackle problems, students identify the mathematical aspects and obtain necessary information.	Students calculate accurately. They check their working and results, considering whether these are sensible.	Students show understanding of situations by describing them mathematically using symbols, words and diagrams.	Students draw simple conclusions of their own and explain their reasoning.
Developing	Students try different strategies for solving problems and find ways of overcoming difficulties. They search for a solution by trying out ideas of their own.	Students organise their work and check results.	Students discuss their mathematical work and explain their thinking. They use and interpret mathematical symbols and diagrams.	Students show that they understand a general statement by finding particular examples that match it.
Emerging	Students select the mathematics they use in some classroom activities.	Students are starting to organise their work.	Students discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams.	Students explain why an answer is correct.

Northgate High School

Year 7 & Year 8 Beginners Modern Foreign Language Descriptors

Band	Listening	Speaking	Reading	Writing
Mastering	<p>Students understand the main points and some details from a range of longer passages with both familiar and unfamiliar structures and language.</p> <p>Students demonstrate an understanding of short and long passages which include opinions with justifications, a range of basic grammatical structures and references to more than one tense.</p> <p>Students can transcribe longer passages with a good level of accuracy.</p>	<p>Students can take part in longer conversations in a range of contexts. They can express and justify their opinions, give detail, and refer to events in more than one tense. They can demonstrate spontaneity in speaking by expanding their answers.</p> <p>They show a good level of accuracy with their pronunciation and intonation.</p>	<p>Students can understand a range of short and long passages which include opinions and justifications, a range of basic grammatical structures and reference to more than one tense.</p> <p>They are able to read for gist and understanding and are able to decipher the meaning of unfamiliar vocabulary.</p>	<p>Students can write longer passages on familiar topics, adapting phrases they have learned in lessons. They can follow and adapt examples by changing words and phrases.</p> <p>Students can express and justify opinions, give detail, and refer to events in more than one tense.</p> <p>They are also able to write at length, showing a good level of accuracy.</p>
Securing	<p>Students understand the main points from a range of short passages with familiar words and phrases.</p> <p>They are starting to demonstrate an understanding of longer passages which include opinions, a range of basic grammatical structures, and references to more than one tense.</p> <p>Students can transcribe short passages with a good degree of accuracy.</p>	<p>Students are able to ask and answer questions and talk about their likes and dislikes.</p> <p>Students demonstrate an ability to take part in short conversations on a range of topics and both give and justify their opinions. They can show spontaneity when speaking. Students are also starting to be able to describe events in more than one tense.</p> <p>Students use increasingly accurate pronunciation and intonation.</p>	<p>Students understand the main points and personal responses from a range of short texts with familiar language and they are starting to be able to work out the meaning of new words by looking at other words in the text. They can also use a dictionary to find out the meaning of new words.</p> <p>Students are also beginning to identify texts written using different time frames.</p>	<p>Students are able to write longer paragraphs with some connectives and they are starting to be able to write more spontaneously and expand their ideas.</p> <p>They can express basic opinions and make reference to events in more than one tense.</p> <p>Their written work shows increasingly accurate spelling and correct application of grammatical structures.</p>

Band	Listening	Speaking	Reading	Writing
Developing	<p>Students can understand a range of familiar spoken phrases. They can understand clear speech, such as from a CD, recording or video.</p> <p>Students mostly demonstrate an understanding of the main points, opinions and some details in short passages, including verb endings. They can also transcribe short sentences with some accuracy.</p>	<p>Students can ask and answer very simple questions and give basic information using short phrases to answer questions.</p> <p>Students are able to take part in simple conversations using the correct verb endings. They can exchange opinions and give simple reasons.</p> <p>Students are beginning to be able to speak spontaneously and not rely on pre-learnt phrases.</p>	<p>Students can understand familiar written phrases and they can use a glossary to find out the meaning of new words.</p> <p>Students demonstrate some understanding of the main points, opinions and extra details in short passages which use familiar vocabulary, short phrases and common verbs.</p>	<p>Students can write short sentences following an example, and they are beginning to be able to write familiar short phrases from memory.</p> <p>Students demonstrate an ability to give opinions and give basic information in writing.</p> <p>Their written work shows accuracy when using straightforward language.</p>
Emerging	<p>Students can understand familiar words and phrases. They can demonstrate an understanding of the main points and opinions where familiar vocabulary is used.</p> <p>Sometimes students need things repeated in order to help them understand the main points and opinions.</p>	<p>Students can say single words and short phrases, mostly from memory, and may occasionally need to listen to an example given by the teacher.</p> <p>Students are beginning to be able to ask and answer simple questions in speech, take part in very brief dialogues, using very short phrases. They can also answer simple questions and give basic information and opinions using pre-learnt vocabulary.</p>	<p>Students can understand a few familiar words and phrases and they might need visual clues to help them understand.</p> <p>Students demonstrate a basic understanding of the main points and opinions from very short written passages using very familiar vocabulary, short phrases and common verbs.</p>	<p>Students can copy simple words correctly and label items.</p> <p>They are beginning to be able to write short sentences, with support, to give information and express simple opinions. Their writing shows a degree of accuracy when using very straightforward, familiar language.</p>

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Year 7 and Year 8 Beginners Music Descriptors

Band	Performing	Composing	Listening and appraising
Mastering	<p><i>Playing a more difficult part</i></p> <p><i>Accuracy and intonation:</i> There are a few errors which do not impact on the overall success of the performance and occasional hesitations.</p> <p><i>Ensemble skills:</i> Students perform in an ensemble with a good awareness of balance and of other parts.</p> <p><i>Improvisation:</i> Improvised performances have a convincing sense of style. The stimulus is exploited with fluency and imagination, showing contrast and development.</p>	<p><i>Melody and rhythm:</i> Students compose/improvise longer melodic and/or rhythmic ideas with a good sense of shape, and use of interesting rhythms. Students 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>Structure/coherence:</i> The overall structure has a sense of proportion and development with good use of structural devices</p>	<p><i>Understanding:</i> Students demonstrate a good understanding of the elements of music and vocabulary.</p> <p><i>Quality of written communication:</i> Written 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>Identifying instruments:</i> Students can identify more familiar solo instruments and families with complete accuracy. On some occasions, they can identify more unusual instruments/timbres.</p> <p><i>Musical styles:</i> Students can identify musical styles accurately without the aid of multiple choice/word frames.</p> <p><i>Notation/transcription:</i> Students can transcribe a rhythm and attempts to notate – there are only minor errors.</p>
Securing	<p><i>Playing 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.</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></p>	<p><i>Understanding:</i> Students demonstrate a fairly good understanding of the elements of music and vocabulary.</p> <p><i>Quality of written communication:</i> Most of the skills needed to produce effective writing will be in place.</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. There is some awareness of balance.</p> <p><i>Improvisation:</i> Improvised performances may show an awareness of style in isolated passages. There is clear awareness of the stimulus, which may be developed in parts, but with minimal awareness of the potential of the instrument.</p>	<p>Students can make simple use of chords/accompaniment.</p> <p><i>Structure/coherence:</i> The structure is simple and clear, making use of appropriate structural devices.</p>	<p>Complex sentences are used and a range of punctuation is accurately employed.</p> <p><i>Identifying instruments:</i> Students can identify more familiar solo instruments and families of instruments with increasing accuracy.</p> <p><i>Musical styles:</i> Students can identify musical styles without the aid of multiple choice/word frames on most occasions.</p> <p><i>Notation/transcription:</i> Students can transcribe a rhythm and attempt to notate – there are some errors.</p>
<p>Developing</p>	<p><i>Playing a 'standard' part</i></p> <p><i>Accuracy and intonation:</i> Some errors interrupt the flow of the performance. Accuracy may be achieved in the 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>Improvisation:</i> Improvised performances show a basic awareness of the stimulus or intended style and may be quite formulaic.</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 show little variety.</p> <p><i>Harmony/accompaniment:</i> Students can make basic use of chords with some misjudgements.</p> <p><i>Structure/coherence:</i> Students show some attempt at structure but a sense of development may be compromised by brevity.</p>	<p><i>Understanding:</i> Students demonstrate a basic understanding of the elements of music and musical vocabulary.</p> <p><i>Quality of written communication:</i> The skills needed to produce effective writing will mainly be in place but there may be lapses in clarity. Spelling is generally accurate and basic forms of punctuation are used accurately.</p> <p><i>Identifying instruments:</i> Students can identify some more familiar solo instruments and families of instruments on most occasions.</p> <p><i>Musical styles:</i> Students can identify musical styles from a multiple choice question with increasing accuracy.</p> <p><i>Notation/transcription:</i> Students can play back a rhythm on most occasions but find it difficult to use musical notation.</p>

<p>Emerging</p>	<p><i>Playing a less difficult part</i></p> <p><i>Accuracy and intonation:</i> Errors are obtrusive and repeatedly interrupt the flow of the performance.</p> <p><i>Ensemble skills:</i> Students can perform a doubled part in an ensemble. Students are beginning to understand how parts fit together but are unable to react and adjust to other parts.</p> <p><i>Improvisation:</i> Improvised performances show little awareness of the stimulus and no conscious sense of style.</p>	<p><i>Melody and rhythm:</i> Students can compose/improvise simple rhythmic and melodic ostinatos. Melodic lines are limited and a bit random or incoherent.</p> <p><i>Harmony/accompaniment:</i> Students show little awareness of harmony and/or accompaniment.</p> <p><i>Structure/coherence:</i> Students have limited or no sense of structure/coherence. This may result in a confused structure.</p>	<p><i>Understanding:</i> Knowledge of the elements of music and vocabulary is limited or incorrectly applied.</p> <p><i>Quality of written communication:</i> The skills needed to produce effective writing are limited. The answer may lack clarity and organisation. Spelling is usually accurate and full-stops and capital letters are used accurately.</p> <p><i>Identifying instruments:</i> Students can identify families of instruments</p> <p><i>Musical styles:</i> Students can identify the correct musical style from a multiple choice question on most occasions.</p> <p><i>Notation/transcription:</i> Students show little or no understanding of musical notation and struggle to transcribe a rhythm.</p>
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Northgate High School

Year 7 Physical Education Descriptors

Band	Skill	Tactics	Analysis
Mastering	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.
Securing	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.
Developing	Students show consistently that they can copy, repeat, select and apply skills.	Students show consistently that they understand and can deploy tactics.	Students show consistently that they can identify strengths and areas for development and make adjustments.
Emerging	Students can sometimes copy, repeat, select and apply skills.	Students can sometimes understand and deploy tactics.	Students can sometimes identify strengths and areas for development and make adjustments.

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Year 7 Religious Education Descriptors

Band	Learning about religion and belief	Learning from religion and belief
Mastering	Students use religious vocabulary to give informed accounts of religions and beliefs, and can give some reasons for diversity within and between them. They begin to explain why the impact of religions and beliefs on individuals, communities and societies varies. They begin to interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.	Students use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments. They have good empathy skills which show insight into how religion might impact on a believer's life.
Securing	Students use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions, and why they do not. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues.	Students ask, and suggest answers to, questions of belonging to and being committed to a religious faith. They understand how this can affect their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion. They have some skills in using empathy to describe how someone might behave, including religious behaviour.
Developing	Students use a developing religious vocabulary to describe and show understanding of religious beliefs. They begin to understand some of the differences and similarities between religions and traditions. They describe the impact of religion and on people's lives. They know that sacred texts influence people.	Students raise, and suggest answers to, questions raised by belonging to a religious faith. They apply their ideas to their own and other people's lives. They have a developing sense of empathy, including an understanding of how religion influences behaviour. They describe what inspires and influences themselves and others.
Emerging	Students begin to develop religious vocabulary to describe some key features of religions. They begin to understand the meaning of key beliefs. They know that some religious stories are found in sacred texts. They begin to identify the impact religion has on believers' lives.	Students identify what influences them, making links between aspects of their own and others' experiences. They show some understanding of how people have different beliefs, including religious belief. They make links between values and commitments, and show some understanding of why people's behaviour might be influenced by their religion.

Northgate High School

Year 7 Science Descriptors

Band	Scientific Content	Working Scientifically
Mastering	Students demonstrate extensive knowledge and understanding of a range of topics, and are able to use appropriate key words and equations in answers. Students use this knowledge to evaluate a wide range of processes and phenomena.	Students can plan and carry out the most appropriate types of scientific enquiries. Students are able to present observations and data accurately and can interpret these in some depth, including identifying patterns and drawing conclusions. Students can evaluate data, showing awareness of potential sources of error.
Securing	Students demonstrate a solid level of knowledge and understanding of a range of topics, and use appropriate key words and equations in answers. Students are able to use abstract ideas or models in explanations of processes and phenomena.	Students can plan and carry out most types of scientific enquiries. Students are able to present observations and data and can interpret these, including identifying patterns and drawing conclusions. Students are developing their evaluative skills, showing some awareness of potential errors in data and methods.
Developing	Students show some good use of scientific knowledge and understanding in familiar contexts and can recall some of the key words and equations. Students can describe some processes and can provide basic explanations for these.	Students can carry out most types of scientific enquiries. Students are able to present observations and data in a simple way and can interpret these, including identifying basic patterns and drawing simple conclusions. Students are beginning to show awareness of potential errors with methods and data.
Emerging	Students show knowledge and understanding of straightforward processes and can recall some of the key words. Students are able to use some scientific knowledge to produce simple answers.	Students can follow basic instructions for scientific enquiries. Students are beginning to be able to present observations and data and are beginning to interpret these, including identifying some patterns.

Northgate High School

Year 7 Textiles Technology Descriptors

Band	Problem Analysis & Research	Practical Skills & Knowledge
Mastering	Students use research to identify a client's needs. They explain how their research has helped inform ideas and decisions for their designing and how this fits with the specification and brief.	Students select appropriate tools and equipment and use them with confidence, skill and independence to produce a very high quality, fully functional final product.
Securing	Students identify the needs of a client. They can use a wide range of sources to assist in their research.	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.
Developing	Students identify what they like/dislike about the research they have collected.	Students make their final product to a good standard, bringing key features of the design into a real product which functions correctly.
Emerging	Students gather ideas and identify key points that are needed to solve a problem.	Students make their final product to an acceptable level which features elements from their original designs.