

Key Stage 3 Subject Assessment Grid			
Subject:		Year: 8	Unit: Climate Change
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Describe what greenhouse gases are Can explain the link between wealth and CO2 Knows how we could reduce climate change Some ideas about reparations may be not explained 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Can explain some aspects of the greenhouse effect Knows the difference between mitigation and adaptation Has given a variety of examples of reparations 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Explain the greenhouse effect Describe mitigation and adaptation strategies with examples Form a balanced argument about climate reparations and justify their opinion
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject:		Year: 8	Unit: Development
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements. +A27:B40	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Lists some evidence of lack of development in image Recognises that cartoon relates to sweatshops Comes to a decision with one basic reason 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Explains how evidence shows lack of development Deeper understanding of message of cartoon in relation to sweatshop conditions Makes a decision with more developed reasons 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Explains less obvious evidence within the image Links to own knowledge of TNCs when describing cartoon Makes a decision and considers both sides
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject:		Year: 8	Unit: Tectonic Hazards
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> One piece of data has been correctly identified from the table. A simple explanation (diagram or writing) has been provided to explain one tectonic hazard A specific hazards is named and located. Some information given regarding the impacts of this hazard 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> All data correctly identified from table. A location of the greatest concentration of eruptions has been identified in simple terms Clear detailed explanations are provided for both tectonic hazards. Movement of plates is included using correct terminology Developed reasons are provided for differing impacts on the economy and/or society. Specific impacts are described for the named hazard with reference to communities and economy. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> One or more locations of the greatest concentration of eruptions has been identified and well described. Well detailed explanations are provided for both tectonic hazards. Written answers are very clear and diagrams very well annotated. Very well developed reasons are given for differing socio-economic impacts A detailed range of place specific impacts are described for the named hazard with reference to communities and economy.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject:		Year: 8	Unit: Middle East
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> You can describe some aspects of the location and population density. You can outline some of the possible causes of desertification. You have described some of the environmental, economic or social factors that are relevant for evaluating sustainability. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> You can describe the location and population density. You can describe reasons desertification. You have evaluated at least two environmental, economic or social factors that are relevant for evaluating sustainability. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> You can describe the location and population density accurately. You can describe the reasons for desertification and explain plant adaptation. You have compared and evaluated environmental, economic or social factors that are relevant and summarised your argument.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps

Foundation	Significant gaps	Significant gaps	Significant gaps
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Key Stage 3 Subject Assessment Grid			
Subject:		Year: 8	
		Unit: Superpowers	
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> • Know the difference between hard and soft power • Recognise that global power shifts exist • Know how Russia and China have become global superpowers. • Know what the one child policy is 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> • Be able to explain how countries seek to gain hard and soft power and the consequences of this • Be able to describe global shifts in power • Be able to explain the global and local consequences of China and Russia's rise to power • Know the positive and negative impacts of the one child policy on China's development 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of different strategies to gain hard and soft power • Assess the most important factors in the global shift in power. • Determine how China and Russia might change in the future • Evaluate the success of the one child policy on China's development.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject:		Year: 8	
		Unit: Biomes	
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> • Basic description of map • Basic explanation of location eg 'it's hot' 'it's sunny' • Basic description of climate graph eg it's hot, it's wet • Basic links to location – it is a hot country • Adaptation listed with no explanation • Simple listing of threats 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> • Detailed description of map • Understands role of sunlight and rainfall in location • Describes climate graph using data to match description • Describes in more detail using key words • Adaptation is described and a brief explanation given • Threats are given an element of description or are justified 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> • Refers to places in map description • Refers to level of biodiversity linked to sun and rain • Climate graph summarises clear trends with data manipulated • One reason is given with a clear explanation of how earth's shape leads to temp imbalance • Adaptations are specifically named with a clear explanation linking to how it helps the plant survive specifically in the rainforest • Explanation of threats are more complex and link to other effects.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps