

YEAR 7



ASSESSMENT MANIFESTS

TERM 4 – MARCH 2019

Year 7 Assessment Manifests 2018/2019

English Language

Year Group	7																																															
Date of Assessment	End of Term 4 Assessments																																															
Title of Assessment	Language Paper 1 - Explorations in creative writing																																															
Structure and timing of the examination	Section B: Writing to describe or narrate. (45 minutes) You will be given a picture and asked to write a description based on this image. A05 Content and Organisation (24 marks) A06 Technical Accuracy (16 marks)																																															
What content / topics do I need to know?	You should know how to <u>use</u> the follow techniques: <table><tr><th>Show words</th><th>Language words</th><th>Structure words</th><th>Effect words</th></tr><tr><td>Reflects</td><td>Imagery</td><td>Focus shift</td><td>Conclusion</td></tr><tr><td>Echoes</td><td>Verb, adverb</td><td>Cliff-hanger</td><td>Result</td></tr><tr><td>Conveys</td><td>Noun, adjective</td><td>Cyclical / repetition</td><td>Scenario</td></tr><tr><td>Implies</td><td>Pathetic fallacy</td><td>Flashback/forward</td><td>Close</td></tr><tr><td>Suggests</td><td>Atmosphere/tone</td><td>Narrow or broad focus</td><td>Consequence</td></tr><tr><td>Presents</td><td>Semantic field</td><td>Disjointed</td><td>Reader/Audience</td></tr><tr><td>Paints</td><td>Onomatopoeic</td><td>Perspective</td><td>Response</td></tr><tr><td>Demonstrates</td><td>Repetition</td><td>Dialogue</td><td>Outcome</td></tr><tr><td>Represents</td><td>Sibilance</td><td>Climax</td><td>Importance</td></tr><tr><td>Reveals</td><td>Simile/metaphor</td><td>Resolution</td><td>Significance</td></tr></table>				Show words	Language words	Structure words	Effect words	Reflects	Imagery	Focus shift	Conclusion	Echoes	Verb, adverb	Cliff-hanger	Result	Conveys	Noun, adjective	Cyclical / repetition	Scenario	Implies	Pathetic fallacy	Flashback/forward	Close	Suggests	Atmosphere/tone	Narrow or broad focus	Consequence	Presents	Semantic field	Disjointed	Reader/Audience	Paints	Onomatopoeic	Perspective	Response	Demonstrates	Repetition	Dialogue	Outcome	Represents	Sibilance	Climax	Importance	Reveals	Simile/metaphor	Resolution	Significance
Show words	Language words	Structure words	Effect words																																													
Reflects	Imagery	Focus shift	Conclusion																																													
Echoes	Verb, adverb	Cliff-hanger	Result																																													
Conveys	Noun, adjective	Cyclical / repetition	Scenario																																													
Implies	Pathetic fallacy	Flashback/forward	Close																																													
Suggests	Atmosphere/tone	Narrow or broad focus	Consequence																																													
Presents	Semantic field	Disjointed	Reader/Audience																																													
Paints	Onomatopoeic	Perspective	Response																																													
Demonstrates	Repetition	Dialogue	Outcome																																													
Represents	Sibilance	Climax	Importance																																													
Reveals	Simile/metaphor	Resolution	Significance																																													
To achieve a grade 5 I must be able to ...	Section B In the writing section (Section B Writing to describe or narrate) ensure: A05 Content <ul style="list-style-type: none">You plan carefullyThere is extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none">You use varied and inventive use of structural featuresWriting is compelling, incorporating a range of convincing and complex ideas A06 <ul style="list-style-type: none">Wide range of punctuation is used with a high level of accuracyYou vary your sentence starters and sentence formsThere is a high level of accuracy in spelling, including ambitious vocabulary																																															



What pages in the revision guides should I focus on?	<p>To revise for this exam you can:</p> <ul style="list-style-type: none"> • Read fiction texts • Practice writing descriptively • Practice writing sentences which begin with a <u>verb</u>, <u>adverb</u>, <u>adjective</u> or <u>noun</u>. (E.G. <u>Gasping</u> for breath, David marched on defiantly. / <u>Carefully</u>, she crept forward. / <u>Hideous</u> and forbidding, the walls of the prison loomed before her. / <u>Trees</u> bowed and broke before the wind's onslaught.) • Read over and edit practice and mock exam questions • Use BBC Bitesize resources https://www.bbc.co.uk/education/examspecs/zcbchv4
Total marks available for the paper.	40 marks (24 for content/16 for technical accuracy - SPAG)



Assessment Manifests 2018/2019

Maths

Year Group	Year 7
Date of Assessment	End of Term 4 Assessments
Title of Assessment	End of Term United Learning Assessment
Structure and timing of the examination	Examination paper consisting of topics taught across the academic year. 60 minute assessment divided into two sections A and B. Non Calculator paper
What content / topics do I need to know?	The following topics will be covered in the assessment Place Order and Number Sense Addition and Subtraction Perimeter Estimation and Rounding Multiplication and Division Factors and Multiples Area of Rectangles, Triangles, Parallelograms Fractions as part of a whole Adding and subtracting fractions Fractions as an operation Ordering Fractions Order of Operation Algebra Expand and Factorise Substitution
To achieve well in the assessment I should be able to	Demonstrate an understanding of the mathematical concepts covered. Show full workings for all solutions given. Ensure all questions are answered showing consideration for the number of marks allocated.
What resources should I use to help prepare for the assessment?	Class books to recap learning from Term 1-2 Hegarty Maths Fix it 5 and QLA sheets to recap topics highlighted as weaknesses.

Total marks
available for the
assessment.

80 Marks



Seahaven Academy
The best in everyone™
Part of United Learning

Assessment Manifests 2018/2019

Science

Year Group	7
Date of Assessment	End of Term 4 Assessments
Title of Assessment	Year 7 Spring Term Test
Structure and timing of the examination	A one hour written exam consisting of short and longer answer questions.
What content / topics do I need to know?	This test covers Cells, Particles and Energy.
To achieve well in the assessment I should be able to	<p>Use your knowledge and understanding of the key concepts to be able to...</p> <ul style="list-style-type: none"> -label plant and animal cells; state the function of the organelles; and compare plant and animal cells - describe the relationship between cells, tissues and organs; and describe the function of the main organ systems - describe the arrangement of particles in a solid, liquid and gas, and link this to their properties - explain changes of state in terms of the particle model - classify substances as pure and impure, and describe techniques to separate mixtures - describe examples of energy transfers - describe how thermal energy transfers from one place to another - apply the law of conservation of energy to situations involving energy transfers - distinguish between power and energy - compare values of energy and power using appropriate SI values - compare different fuels and energy resources
What resources should I use to help prepare for the assessment?	<p>BBC Bitesize KS3 Biology Living Organisms (https://www.bbc.com/bitesize/topics/znnycdm) and Chemistry States of Matter (https://www.bbc.com/bitesize/topics/z9r4jxs) and Separating Mixtures (https://www.bbc.com/bitesize/guides/zgvc4wx/revision/1),</p> <p>Physics Energy (https://www.bbc.com/bitesize/topics/zc3g87h).</p> <p>Knowledge Organiser sections Cells, Particles and Energy.</p> <p>CGP Revision Guide pages 1 to 3, 31 to 34 and 39 to 40 and pages 66 to 73.</p>
Total marks available for the assessment.	60

Assessment Manifests 2018/2019

French

Year Group	Year 7	
Date of Assessment	21/03/19-29/03/19	
Title of Assessment	Year 7 T3&4 Assessment Listening, Reading, Writing & Speaking	
Structure and timing of the examination	<p>All assessments are in class. Listening and Reading 60mins (one lesson) Speaking 2-3mins + preparation time 15mins & Writing 40mins (one lesson)</p> <p>Listening, Reading and Writing are a series of tasks with written responses Speaking will be individually with the class teacher/in pairs in the classroom</p>	
What content / topics do I need to know?	<p>Topics covered in the assessment:</p> <p>Term 1: Mon temps libre</p> <ul style="list-style-type: none"> • Weather & seasons • Sports you play • Activities you do • Opinions on sports and activities • Using the present tense (regular ER verbs and common irregulars faire/avoir/être) 	<p>Term 2: Ma vie de famille</p> <ul style="list-style-type: none"> • Numbers upto 100 • Family and animals • Describing yourself and others • Describing where you live • Using the present tense (regular ER verbs and common irregulars faire/avoir/être)
To achieve well in the assessment I should be able to	<p>Grade 1:</p> <p>Listening & Reading: I can understand the main points from written or spoken passage containing familiar language.</p> <p>Speaking & Writing: I can answer & ask questions using short phrases and I can write one or two sentences with different structures from memory.</p> <p>Grade 2:</p> <p>Listening & Reading: I can understand the main points and some details from written and spoken passages about familiar topics. I am able to use context to work out the meaning of unfamiliar vocabulary.</p> <p>Speaking & Writing: I can ask & answer questions giving reasons for my opinions and I can develop more complex responses, giving more information than a basic response. I can write a paragraph on a familiar topic, mostly from memory.</p>	



What resources should I use to help prepare for the assessment?	Topic- based vocabulary sheets – in books and posted on SMH for revision
Total marks available for the assessment.	A grade will be given for each skill with an overall average for the T4 grade.



Rivers – Knowledge Organisers

KPI 7.5.1

Drainage Basin: A river basin or drainage basin is an area of land drained by a river and its tributaries. **Watershed:** The dividing line between two drainage basins.

Source: Where a river begins.

Mouth: Where the river enters the sea

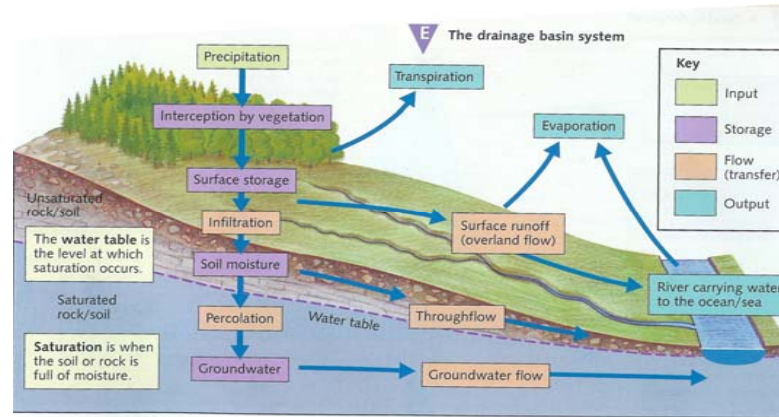
Tributary: A river or stream flowing into a larger river or lake.

Meander: A bend in a river.

Confluence: The point at which 2 rivers meet.



KPI 7.5.1



Precipitation: Rain, sleet, hail or snow.

Interception: When the leaves of the trees stop precipitation reaching the ground.

Soil moisture: When water is stored in the soil layer.

Transpiration: Is the process where plants absorb water through the roots and then give off water vapour through pores in their leaves.

Infiltration: The movement of water from the surface into the soil.

Surface run off: The movement of water over the land in a drainage basin, back to the river.

Surface storage: When water is stored on the surface in lakes and puddles.




Through flow: The flow of water through the soil down to the river.

Groundwater flow: The flow of water through rocks.

Percolation: The movement of water from the soil into the rocks below.

KPI 7.5.2

River Profile:

Course	Channel shape	Valley shape	Cross Profile
Upper	Narrow, shallow	V shaped, steep gradient, narrow valley, river takes up valley floor	
Middle	Wider deeper channel	U shaped, gentle sloping valley sides, valley is wider	
Lower	Very wide and deep channel	Open U shaped, almost flat, river only takes up a small proportion of the channel	

Long Profile - shows how the gradient changes from source to mouth.

Cross Profile - shows what a cross section of the river looks like.

The four types of erosion:

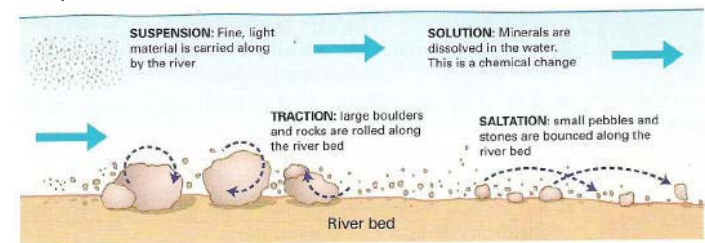
Hydraulic Action: The sheer force of the water causing erosion.

Solution/Corrosion: The acids in the water causing erosion.

Abrasion: Material carried by the river scrapes along the river bed/banks.

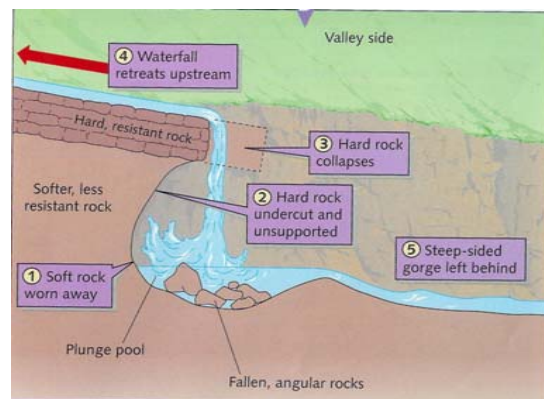
Attrition: The river load hits into each other breaking down into smaller pieces.

Transportation:



KPI 7.5.2

Upper course feature – Waterfall

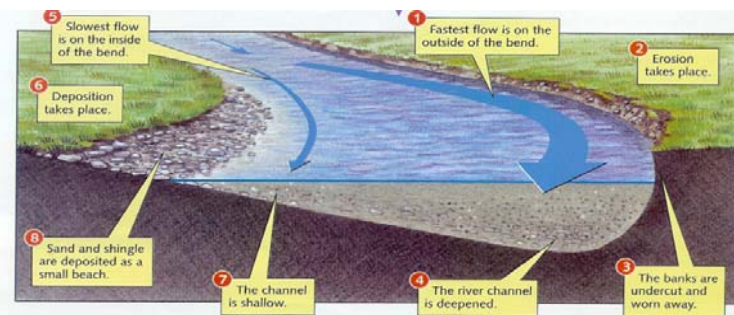


Middle course feature – Meander

Meanders are constantly changing shape and position. They are eroding in a **lateral** direction (across).

- **Deposition** happens on **inside** slow part of bend = **Slip Off Slope**

- **Erosion** happens on **outside** fast part of the bend (hydraulic action, abrasion), creating a river cliff.



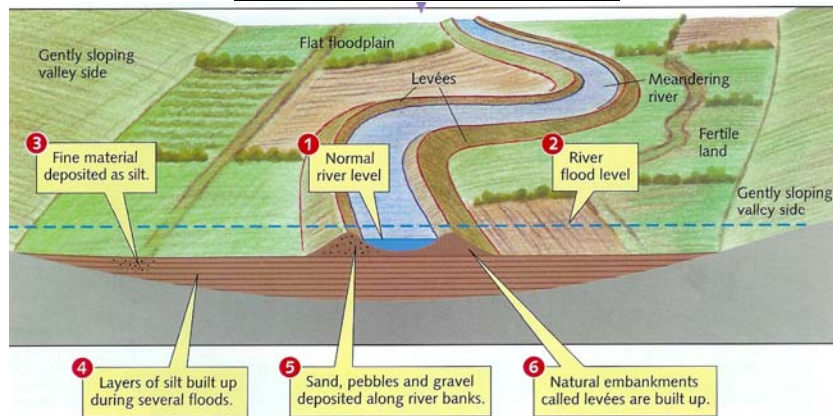
Oxbow lake: An isolated horseshoe-shaped bend that forms when two outside bends of a meander meet. Over time this will dry out and will fill with vegetation.

Rivers KPI's

- 7.5.1 Can describe the features and processes within a drainage basin.
7.5.2 Can explain the different processes of erosion transportation and deposition and how these form different river landforms.
7.5.3 Can explain the different factors which contribute to floods and how the flood risk can be reduced.
7.5.4 Compare and contrast the causes, effects, and responses of a flooding event in a developed and developing country.

KPI 7.5.2

Lower course feature – Levees and floodplains



When the river **floods** the flood water covers the flood plain. The transported river material known as **silt**, will be deposited on the land. Material transported as **Solution**, and **suspension** will travel further out and will provide **fertility** for the soil. Heavier material carried by **traction**, will be dropped on the river bank, this will build up over time to form a **Levee**.

KPI 7.5.3

Causes of flooding:

Physical – Steep slopes, impermeable rock, saturated ground, snow melt, heavier than average rainfall, meanders, low lying ground.

Human- Deforestation, impermeable surfaces eg tarmac / concrete, urbanisation, storm drains, bridges and pinch points, climate change leading to changes in intensity of rainfall and rising sea levels.

Flood defences

Hard engineering methods:

Dams and reservoirs – control the flow of the river.

Widening and deepening the river – so it can hold more water.

Embankments (levees) – raise the height of the river banks so it can hold more water.

Overflow channels – take excess water away from populated areas

Straightening the channel – to allow the river to move more quickly past certain locations

Soft engineering methods:

Afforestation – planting trees to increase interception.

Flood zonation – placing certain buildings in particular flood return periods.

Flood warnings – sirens and messages which warn people to evacuate and move expensive items to safe.

KPI 7.5.4

	Town of Boscastle, Cornwall, south west of the UK, HIC - November 2009	South Asia, Bangladesh, LIC - July and August 2007
Causes	<p>Physical factors – A massive downpour of rain (1.4 million litres) in 2 hours. The soil was already saturated (previous rain) which meant increased surface run off. Gradient is steep at Bodmin Moor and contains impermeable rock. At the confluence of the River Jordan and Valency.</p> <p>Human factors – Building on flood plains, Boscastle has also experienced some deforestation. Narrow span bridges across the river caused a bottle neck for debris and the flood water.</p>	<p>Physical factors –Heaviest rain in 50 years – 900mm in July. This saturated the soils. Snow Melt from glaciers of the Himalayas, Low lying country – 80% lies on floodplains and less than 1m below sea level.</p> <p>Human factors – Building on flood plains, deforestation to use wood for fuel and to build houses for the increasing population in areas such as Nepal. This reduced interception and caused more surface run off.</p>
Effects	<p>Social – Nobody died. 6 injured. 58 properties damaged – people had to stay in caravans for 6 months during repairs.</p> <p>Economic- 25 businesses flooded costing £25 million in repairs. Four bridges destroyed causing a decline in tourism and a negative impact for businesses as trading was made difficult.</p> <p>Environmental- 75 cars washed into the river, causing fuel to leak into the river and the sea, damaging local habitats.</p>	<p>Social - 2000 deaths, 25million homeless.</p> <p>Economic- Many factories close, losing jobs and income.</p> <p>Environmental- 60% of country under water, 44 schools destroyed, roads destroyed.</p> <p>Secondary Effects - Flood water left mud and raw sewage, as a result 10,000 people caught water borne disease like cholera. Unemployment, children lost out on schooling, flooded fields meant a reduced production of rice and so rice prices (rice staple diet) rose considerably.</p>
Responses	<p>Immediate Responses</p> <p>7 helicopters sent in to rescue people from the roofs of their homes.</p> <p>The community centre was used as an evacuation centre for the local people and tourists, providing food and a place of safety.</p> <p>Long term responses</p> <p>The rivers were widened and deepened, so they could hold more water.</p> <p>The river was straightened in certain places, to give the river a more direct route back to the sea.</p> <p>Car park rebuilt on higher ground.</p> <p>Wider span bridges were built, so flood water can pass through next time.</p>	<p>Immediate responses</p> <p>No warning system.</p> <p>Many people didn't evacuate areas flooded, as they wanted to stay with their belongings. Destroyed roads slowed down people trying to evacuate.</p> <p>International charities distributed food, water, medical aid. Also technical equipment like rescue boats.</p> <p>Long term responses</p> <p>International charities have funded re building homes</p> <p>Some homes rebuilt on stilts.</p> <p>Some embankments built along rivers – didn't really work, Provision of food shelters for people, crops and animals.</p> <p>Flood warning system through speakers in villages.</p>

Positives and negatives of the different flood defence methods

For example a **dam is positive** in that it reduces the flood risk, so will **lower insurance costs** for residents. It is also **multi-purpose** so jobs can be created as people will visit the reservoir.

However, **dams can be negative**, they are very **expensive** and some argue that this money should be spent on schools and hospitals. Also huge areas of **land must be flooded** to create the reservoir, this floods farmland and habitats.

Consider the positives and negatives of the other methods discussed.

Assessment Manifests 2018/2019

History

Year Group	Year 7
Date of Assessment	End of Term 4 Assessment
Title of Assessment	The Islamic World
Structure and timing of the examination	1 x 16 mark question 1 hour to write
What content / topics do I need to know?	Revise the following topics: <ul style="list-style-type: none">- The Islamic World- The First Crusade- Crusader States- Life as a crusader knight- The end of the crusades
To achieve well in the assessment I should be able to	Level 7 AO1: You can include accurate and precisely selected historical knowledge to support your answers. AO2: You can explain historical events with in-depth analysis and you can show an understanding of historical linkage (how one event led to the next). Level 4 AO1: You include relevant information in your answers. AO2: You can explain historical events using some analysis.
What resources should I use to help prepare for the assessment?	<ul style="list-style-type: none">- Exercise books- Topic knowledge organisers (available on SMHW)
Total marks available for the assessment.	20 - 4 marks SPaG

Assessment Manifests 2018/2019

Art and Design

Year Group	Year 7
Date of Assessment	End of Term 4 Assessments
Title of Assessment	Natural Forms
Structure and timing of the examination	Over 2 lessons within the given time slot above.
What content / topics do I need to know?	<ul style="list-style-type: none">• Primary colours, Secondary Colours, Tertiary Colours, Complementary colours, Tints and Shades, Warm and Cold colours.• Different types of line• Gradation and shading techniques.
To achieve well in the assessment I should be able to	<ul style="list-style-type: none">- Understand and name the following colours listed above.- Be able to observe shape well.- Be able to demonstrate successful shading and gradation techniques.- Use a range of lines.
What resources should I use to help prepare for the assessment?	<ul style="list-style-type: none">- Practise the skills needed above at home or in art club- Observe a range of artists that use these techniques successfully.- Use your sketchbook to remind yourself of what has been done so far this year.
Total marks available for the assessment.	Students work is graded using the Art and Design 9-1 grades



Assessment Manifests 2018/2019

Computer Science

Year Group	7
Date of Assessment	End of Term 4 Assessments
Title of Assessment	Computer Science
Structure and timing of the examination	<p>In Lesson, the assessment will be online using Office 365 – Forms.</p> <p>Students will be given an hour to complete the assessment.</p> <p>The exam will cover what we have mainly been studying in terms 3 & 4. There will however be questions that have been covered in terms 1 & 2.</p>
What content / topics do I need to know?	<p>Students will need to know the following:</p> <ul style="list-style-type: none"> • E-Safety – Specifically Social Media Safety • Binary Numbers – <ul style="list-style-type: none"> ○ Converting Denary to Binary ○ Converting Binary to Denary • Identifying Computer Components – <ul style="list-style-type: none"> ○ Hard Drive ○ CPU ○ Mother Board ○ RAM ○ Power Supply ○ Fan and Heat Sink ○ Disc Drive • Boolean- <ul style="list-style-type: none"> ○ Truth Values ○ Boolean Operators: <ul style="list-style-type: none"> ▪ AND ▪ OR ▪ NOT • Flowcharts <ul style="list-style-type: none"> ○ Symbols ○ Understanding Flowcharts • Coding (Scratch) <ul style="list-style-type: none"> ○ Reading code ○ Variables ○ IF
To achieve well in the assessment I	<ol style="list-style-type: none"> 1. Be able to convert and recognise Binary Code 2. Be able to identify the components that make up a PC. 3. Be able to understand Boolean arguments and creating a result. 4. Explain what is happening in a flowchart. 5. Explain what a piece of code will do when run. 6. Explain what variables are.



should be able to	
What resources should I use to help prepare for the assessment?	All of your notes that you have made in the class which are available on OneNote and Teams Notebook. Every lesson we have completed will be in Teams stored in files.
Total marks available for the assessment.	30



Assessment Manifests 2018/2019

Design and Technology

Year Group	Year 7 Graphics (Ms Staley's groups)
Date of Assessment	End of Term 4 Assessments
Title of Assessment	<p>Cultures Key Ring and packaging project:</p> <ul style="list-style-type: none"> ➤ CAD (2D Design) drawing of Key ring ➤ CAD (2D Design) drawing of packaging ➤ Evaluation of the project (so far)
Structure and timing of the examination	<p>These activities will take place over two lessons</p> <p>(Any remaining time in the lesson will be given to improving previous work in this project to achieve the highest possible grade)</p>
What content / topics do I need to know?	<ul style="list-style-type: none"> ➤ Use previous knowledge in lessons and demonstrations on how to produce a high quality design using CAD (2D Design) The structure of a detailed Evaluation
To achieve well in the assessment I should be able to	<ul style="list-style-type: none"> ➤ CAD (2D Design) drawing of Key ring and packaging <ul style="list-style-type: none"> • Show imagination within my designs • Show that I have considered my Design Brief and my Specification well • Use the program to draw out my design accurately to the precise measurements • Show that I know how to select lines to be cut and engraves (Red and black lines) ➤ Evaluation of the project (so far)Record all stages clearly <ul style="list-style-type: none"> • Correctly name all tools used on 2D Design • Reflect upon and evaluate your work in detail against your Specification using full sentences
What resources should I use to help prepare for the assessment?	<ul style="list-style-type: none"> • All design ideas and CAD drawings already carried out • My book with notes on demonstrations and 'starters' which may help
Total marks available for the assessment.	The top level available will be a 3+



Assessment Manifests 2018/2019

Design and Technology

Year Group	Year 7 D&T (Mrs Halliburton's groups)
Date of Assessment	End of Term 4 Assessments
Title of Assessment	<p>Nature photo frame project:</p> <ul style="list-style-type: none"> ➤ Manufacture of Photo Frame (Takes place in silence during Lesson 1 of the two Assessment lessons) ➤ Step-By-Step of Manufacture (Takes place in silence during Lesson 2 of the two assessment lessons and completed for homework)
Structure and timing of the examination	<p>These activities will take place over two lessons</p> <p>(Any remaining time in the lesson will be given to improving previous work in this project to achieve the highest possible grade)</p>
What content / topics do I need to know?	<ul style="list-style-type: none"> ➤ Lesson 1 (Manufacture): Use previous knowledge in lessons and demonstrations on how to produce a high quality product ➤ Lesson 2 (Step-by-step): Record all stages clearly in a Step-by-step
To achieve well in the assessment I should be able to	<ul style="list-style-type: none"> ➤ Lesson 1 (Manufacture): <ul style="list-style-type: none"> • Mark out all of my materials accurately • Use equipment for accuracy with confidence • Cut my work out accurately and precisely • Assemble my work with precision • Shape and smooth my work and achieve a high quality finish • Use all appropriate tools and equipment accurately and safely ➤ Lesson 2 (Step-by-step): <ul style="list-style-type: none"> • Record all stages clearly • Correctly name all tools and equipment used • Produce high quality sketches and diagrams to explain each stage • Reflect upon and evaluate your work in detail
What resources should I use to help prepare for the assessment?	<ul style="list-style-type: none"> • My book with my 'Manufacture plan' • My book with notes on demonstrations and 'starters' which may help
Total marks available for the assessment.	The top level available will be a 3+



Assessment Manifests 2018/2019

Drama

Year Group	7
Date of Assessment	End of Term 4 Assessments
Title of Assessment	Year 7 A Midsummer Night's Dream
Structure and timing of the examination	<p>A two hour practical assessment consisting of rehearsal-performance-evaluation that will take place during lesson time over two periods.</p> <p>Perfrom a section of script to an audience</p>
What content / topics do I need to know?	<p>Key words</p> <p>Vocal and Physical Performance skills</p> <p>Evaluative skills</p>
To achieve well in the assessment I should be able to	<p>Use your knowledge and understanding of the key skills in drama to be able to...</p> <p>Work collaboratively in a small group and establish character</p> <p>Create ideas for an improvisation</p> <p>Contribute ideas during the rehearsal process</p> <p>Perform in front of the class</p> <p>Evaluate their own work and that of others in a constructive way</p>
What resources should I use to help prepare for the assessment?	<p>Year 7 Key Skills Booklet</p> <p>Shakespeare animated tales</p>
Total marks available for the assessment.	<p>GRADES 1- 4</p> <p>DRAMA GCSE-using Drama Subject Assessment Grid</p>



Assessment Manifests 2018/2019

Music

Year Group	Year 7	
Date of Assessment	End of Term 4 Assessments	
Title of Assessment	Brahms Lullaby Keyboard performance	
Structure and timing of the examination	Performance of Brahms Lullaby	
What content / topics do I need to know?	Reading and interpreting musical notation on the keyboard	
To achieve well in the assessment I should be able to	Play your chosen part fluently as part of a group, with accurate timing and good ensemble skills (ie playing in time with the other parts. Your performance will be musical and will demonstrate contrasts of dynamics (louds and softs)	
What resources should I use to help prepare for the assessment?	Keyboard Sheet music is available for students to practice at home or at lunchtimes	
Total marks available for the assessment.	GCSE equivalent grades (1-9) for performance	
	Grade	Description
	5	music with some technical challenges broadly fluently with some sensitivity
	4	music with some technical challenges eg 2 hands together on keyboard, strumming/picking patterns on ukulele or guitar broadly fluently with some sensitivity
	3	simple pieces with relative fluency and some sensitivity
	2	simple pieces with limited fluency and sensitivity
	1	a short section of music with some accuracy



Assessment Manifests 2018/2019

PE Year 7

Year Group	7
Date of Assessment	End of Term 4 Assessments
Title of Assessment	Year 7 Assessment point 4
Structure and timing of the examination	<p>A one hour practical assessment observing students ability to meet KPI's in the sport they are currently studying.</p> <p>Students will be observed completing skills and then in a game situation.</p>
What content / topics do I need to know?	<p>The rules of the sport you are studying.</p> <p>The tactics of the sport you are studying.</p> <p>The skills of the sort you are studying.</p>
To achieve well in the assessment I should be able to	<p>Football</p> <p>Students should be able to show evidence of:</p> <p>KPI 1: Effectively performing a range of actions, skills and techniques in football, combining them appropriately both in drills and a game.</p> <p>KPI 2: Successfully use simple tactics in games.</p> <p>KPI 5: Understand simple tactics and communicate these effectively using good verbal and non-verbal skills.</p> <p>KPI 7: Demonstrates appropriate strength, stamina and suppleness across activities, including being able to complete short periods of sustained exercise.</p> <p>Dance</p> <p>Students should be able to show evidence of:</p> <p>KPI 5: Understand simple tactics and communicate these effectively using good verbal and non-verbal skills.</p> <p>KPI 7: Demonstrates appropriate strength and suppleness across activities.</p> <p>KPI 8: Effectively conduct their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</p>
What resources should I use to help prepare for the assessment?	Youtube matches of football or dance routines. There are also a number of good skills videos looking at basic skills in dance and football.
Total marks available for the assessment.	Each KPI carries the following grading 'working towards, working at, or exceeding'.



Assessment Manifests 2018/2019

Religious Studies

Year Group	7
Date of Assessment	End of Term 4 Assessments
Title of Assessment	Buddhism
Structure and timing of the examination	A one hour test which will include questions to test what students have learned up to this term and questions that allow students to produce extended pieces of writing.
What content / topics do I need to know?	<ul style="list-style-type: none">• To be able to describe key aspects of Buddhism• To be able to give details of the Buddha's life• To be able to explain the importance of the Four Sights• To be able to explain the meaning of Enlightenment• To be able to describe how Buddhists worship• To be able to explain Buddhist beliefs on attachment• To be able to describe the main features of Wesak
To achieve well in the assessment I should be able to	Remember and use effectively key religious words, write reasons and back up your answers with religious knowledge. Also, write in detail for the extended writing questions.
What resources should I use to help prepare for the assessment?	Exercise books, the internet for key information, classroom revision grids in class preparation.
Total marks available for the assessment.	30 marks

