

# Year 8 LEVEL OF LEARNING THRESHOLD GRID



BOURNEMOUTH SCHOOL  
FOR GIRLS

DEPARTMENT/SUBJECT: ART

Assessment area	Developing	Secure	Excellent
<b>RECORDING OBSERVATIONS (in visual and written forms)</b>	<ul style="list-style-type: none"> <li>• Makes basic responses to stimuli. Written descriptions are partially developed and use of subject-specific language is limited.</li> <li>• Some attempt to record shape, tone and texture in observational drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, punctuation and grammar are correct and subject-specific language is used to describe observations.</li> <li>• Drawings are well-observed with mostly accurate shape, tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident use of a broad range of subject-specific vocabulary; written observations are detailed and thorough.</li> <li>• Perceptive analyses of objects results in skilful and accurate observational drawings.</li> </ul>
<b>PRACTICAL SKILLS / USE OF MEDIA</b>	<ul style="list-style-type: none"> <li>• Can use a range of materials by following instructions given, although outcomes are often basic or incomplete.</li> <li>• Some ability to select appropriate media but relies on guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes demonstrate a growing confidence in handling a wide range of media.</li> <li>• Shows ability to select and control chosen media appropriately and is showing greater independence with these choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Controls a wide range of 2D &amp; 3D media with confidence and skill including new and unfamiliar materials.</li> <li>• Independently explores the possibilities of materials building upon previous knowledge.</li> <li>• Is able to refine and modify their use of media.</li> </ul>
<b>CREATIVE THINKING / IDEAS</b>	<ul style="list-style-type: none"> <li>• Demonstrates a superficial understanding of artistic concepts.</li> <li>• Planning and ideas are literal and under-developed and as a result do not provide challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the creative process and the need to make links in order to create successful outcomes.</li> <li>• Can describe and explain artistic concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to analyse and use artistic concepts to plan a final piece.</li> <li>• Ideas are ambitious and imaginative and demonstrate the ability to solve creative problems.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: Computer Science



BOURNEMOUTH SCHOOL  
FOR GIRLS

Assessment area	Developing	Secure	Excellent
<b>COMPUTER SCIENCE</b>	<ul style="list-style-type: none"> <li>• Use computational abstractions.</li> <li>• Model state of real world problems.</li> <li>• Use a programming language to solve computational problems.</li> <li>• Understand simple Boolean logic.</li> <li>• Understand how numbers can be represented in binary.</li> <li>• Understand the hardware components that make up computer systems.</li> <li>• Understand how text can be represented digitally in the form of binary digits.</li> <li>• Understand how pictures can be represented digitally in the form of binary digits.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate computational abstractions.</li> <li>• Model state of physical systems.</li> <li>• Model behaviour of real world problems.</li> <li>• Understand several key algorithms that reflect computational thinking.</li> <li>• Use at least one additional programming language (that must be textual) to solve computational problems.</li> <li>• Make use of appropriate data structures.</li> <li>• Design modular programs that use procedures or functions.</li> <li>• Understand uses of Boolean logic in programming.</li> <li>• Be able to carry out simple operations on binary numbers.</li> <li>• Understand the software components that make up computer systems.</li> <li>• Understand how instructions are stored by computer systems.</li> <li>• Understand how text can be manipulated digitally in the form of binary digits.</li> <li>• Understand how sounds can be represented digitally in the form of binary digits.</li> </ul>	<ul style="list-style-type: none"> <li>• Design computational abstractions.</li> <li>• Model behaviour of physical systems.</li> <li>• Use logical reasoning to compare the utility of alternative algorithms for the same problem.</li> <li>• Develop modular programs that use procedures or functions.</li> <li>• Understand uses of Boolean logic in circuits.</li> <li>• Understand how computer systems components communicate with one another.</li> <li>• Understand how computer systems communicate with other systems.</li> <li>• Understand how instructions are executed by computer systems.</li> <li>• Understand how sounds can be manipulated digitally in the form of binary digits.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: Computer Science

		<ul style="list-style-type: none"> <li>• Understand how pictures can be manipulated digitally in the form of binary digits.</li> </ul>	
<b>INFORMATION TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Undertake creative projects with challenging goals.</li> <li>• Use multiple applications.</li> <li>• [Work with] applications across a range of devices.</li> <li>• Collect data.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine multiple applications to achieve challenging goals.</li> <li>• Analyse data.</li> <li>• Meet the needs of known users.</li> </ul>	<ul style="list-style-type: none"> <li>• Create digital artefacts for a given audience.</li> <li>• Select multiple applications to achieve challenging goals.</li> </ul>
<b>DIGITAL LITERACY</b>	<ul style="list-style-type: none"> <li>• Understand a range of ways to use technology respectfully.</li> <li>• Recognise inappropriate content.</li> <li>• Recognise inappropriate contact.</li> <li>• Recognise inappropriate conduct.</li> <li>• Know how to report concerns.</li> <li>• Reuse digital artefacts for a given audience.</li> <li>• Attend to usability of digital artefacts.</li> <li>• Understand a range of ways to use technology safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise digital artefacts for a given audience.</li> <li>• Attend to trustworthiness of digital artefacts.</li> <li>• Protect online identity.</li> <li>• Protect privacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Repurpose digital artefacts for a given audience.</li> <li>• Attend to design of digital artefacts.</li> <li>• Understand a range of ways to use technology securely.</li> <li>• Understand a range of ways to use technology responsibly.</li> </ul>



## LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: Design and Technology

Assessment area	Developing	Secure	Excellent
<p><b>Designing:</b></p> <ul style="list-style-type: none"> <li>• Research and analysis</li> <li>• Specification</li> <li>• Generate ideas</li> <li>• Develop solution</li> </ul>	<ul style="list-style-type: none"> <li>• Can write a statement explaining what is being designed and for whom.</li> <li>• Can find information to help with designing from sources which have been identified by the teacher.</li> <li>• Has investigated similar products and used the information when designing.</li> <li>• Can produce a range of statements by which the end product can be evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write a statement which explains the design task to be solved and for who (Design Brief).</li> <li>• Is able to select information from sources other than those offered by the teacher and use that information when designing.</li> <li>• Is able to complete a Product Analysis activity of similar products with limited support from the teacher.</li> <li>• Is able to specify a range of criteria by which to judge the product (ACCESS FM).</li> <li>• Can write a specification to aid designing and making the product.</li> <li>• Can suggest a variety of ways in which one idea might be made with modifications and improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Can formulate her own design brief.</li> <li>• Is able to make decisions about what information is needed and the sources that will be used to gather it.</li> <li>• Can use the information collected from various sources including a product analysis to inform designing.</li> <li>• Designs show an understanding of function, form, safety and reliability.</li> <li>• Can produce a specification which identifies critical factors to be used in designing the product and also reflects the needs of the user.</li> <li>• Can demonstrate thinking by producing simple models of ideas.</li> </ul>
<p><b>Making:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Complexity</li> <li>• Finish</li> </ul>	<ul style="list-style-type: none"> <li>• Has thought ahead about what is intended to be done and how to do it.</li> <li>• Has made decisions about the tools and equipment that will be needed.</li> <li>• Has planned the sequence of making either in a group or as a class to avoid problems.</li> <li>• Has kept a record of planning either as text or as labelled sketches (Retrospective)</li> <li>• Can measure/mark out/weigh materials and/or ingredients to an approximate measurement.</li> </ul>	<ul style="list-style-type: none"> <li>• Can list the tools and equipment needed before starting an activity (Short task).</li> <li>• Is able to plan the process as a combination of both text and images (Storyboard).</li> <li>• Can show evidence that the overall 'time' to be spent on each task has been considered.</li> <li>• Is able to suggest alternative ways of proceeding if problems arise.</li> <li>• Can make templates to aid marking out.</li> <li>• Can work with increased accuracy. E.g. Cutting to within 1mm of a</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate time planning of the overall project (Gantt Chart).</li> <li>• Is able to demonstrate calculation of the type and quantity of materials required to produce the product. (Use of spreadsheets)</li> <li>• Can prioritise the tasks involved in manufacturing the product.</li> <li>• Can produce a manufacturing sequence which checks the product as it develops offering alternatives if the first attempt fails (Flow diagram with Quality Control).</li> <li>• Can use specified hand tools to cut and form specific materials safely.</li> </ul>



## LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: Design and Technology

	<ul style="list-style-type: none"> <li>• Can cut and shape materials with some precision.</li> <li>• Can use machinery which has been demonstrated by the teacher to alter materials.</li> </ul>	<ul style="list-style-type: none"> <li>• line or weighing to within a few grams.</li> <li>• Has shown evidence that work is checked as it develops (Quality Control)</li> </ul>	<ul style="list-style-type: none"> <li>• Can competently use a range of powered tools including CAM to cut and form specified materials observing health and safety and hygiene regulations.</li> <li>• Can use CAM machines to shape and decorate materials (use of Laser cutter, Brother Sewing machine, Stika).</li> </ul>
<p><b>Evaluating:</b></p> <ul style="list-style-type: none"> <li>• Analyse</li> <li>• Testing</li> <li>• Impact</li> </ul>	<ul style="list-style-type: none"> <li>• Has made decisions about which design to make by looking at its strengths and weaknesses.</li> <li>• Is able to identify what worked well and what could be improved on design.</li> <li>• Has judged the product against the design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Has evaluated the product against the criteria and specification identifying what parts of the product work well and what needs to be improved.</li> <li>• Is able to justify reasons for selecting materials and ingredients for the making of the product.</li> <li>• Has planned an evaluation activity for a small group (E.g. Product Analysis, Sensory Analysis, and Product Evaluation).</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to analyse the information gathered from looking at products and apply it when designing and making.</li> <li>• Has sought third party opinions when evaluating the product.</li> <li>• Has justified the selection of materials and methods of making the product.</li> </ul>
<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>• Can describe a technical process either verbally or in writing so that someone else can follow it.</li> <li>• Can use more than one drawing to graphically describe the same idea (E.g. Front view, side view, bird's eye view).</li> <li>• Has demonstrated the ability to work from simple plans and sequenced drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Can draw plans using a standard format that can be followed by others.</li> <li>• Can make a prototype of the design using materials to communicate the idea to someone else.</li> <li>• Can sketch and model alternatives to the original ideas.</li> <li>• Has used a computer to help model ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to communicate ideas in both 2D and 3D.</li> <li>• Can show detail by using cutaway and exploded drawings.</li> <li>• Is able to apply rendering techniques using coloured pencils, markers and fine lines pens to show tone and texture in drawings.</li> <li>• Can use a range of ICT software appropriate to my designing such as Publisher, 2D Design or Sketchup.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8



BOURNEMOUTH SCHOOL  
FOR GIRLS

DEPARTMENT/SUBJECT: DRAMA

Assessment area	Developing	Secure	Excellent
<b>GROUPWORK</b>	<ul style="list-style-type: none"> <li>• Works cooperatively and encouragingly with a variety of people.</li> <li>• Offers some good suggestions for devising drama.</li> <li>• Focuses on the task in hand nearly all the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Works sensitively and cooperatively with others.</li> <li>• Contributes ideas of their own.</li> <li>• Listens to and develops the ideas of others.</li> <li>• Focuses clearly on the task in hand with good levels of concentration and focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Works positively with anyone in the class.</li> <li>• Gives and accepts feedback from both teachers and peers.</li> <li>• Actively seeks guidance to improve work.</li> </ul>
<b>MAKING</b> Exploring, devising, shaping and interpreting	<ul style="list-style-type: none"> <li>• Supports the planning and structuring of work making meaningful verbal contributions.</li> <li>• Uses different ways to explore plot and character.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses skills and knowledge of drama to devise work of different types for different purposes.</li> <li>• Creates roles with some depth, and appropriate to the needs of the piece.</li> <li>• Shows an understanding of differing dramatic styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates clearly defined roles, with depth and a grasp of motivation.</li> <li>• Refines and improves performance through the rehearsal process exploring new skills and styles.</li> </ul>
<b>PERFORMING</b> Presenting and producing work.	<ul style="list-style-type: none"> <li>• Establishes a role with some control over voice and movement.</li> <li>• Performs with some confidence.</li> <li>• Stays in role for most of the time, communicating simple roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates, performs and sustains different roles in performance.</li> <li>• Performs with confidence.</li> <li>• Uses an increasing range of dramatic techniques in my work.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives clear and coherent performance.</li> <li>• Communicates detailed roles effectively through the considered use of voice and movement.</li> </ul>
<b>RESPONDING</b> Evaluating and applying knowledge and understanding.	<ul style="list-style-type: none"> <li>• When asked by a teacher can discuss the difference between my work and that of others, suggesting improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the correct drama vocabulary including technical terms where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of drama vocabulary and technical terms.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: DRAMA

	<ul style="list-style-type: none"><li>• Uses a basic drama vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Can say why she used a particular skill at any given point.</li><li>• Reflects on her work and the work of others positively and constructively.</li></ul>	<ul style="list-style-type: none"><li>• Uses evaluation to develop her own work and the work of the group.</li></ul>
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# LEVEL OF LEARNING THRESHOLD GRID Year 8



BOURNEMOUTH SCHOOL  
FOR GIRLS

DEPARTMENT/SUBJECT: **English**

Assessment area	Developing	Secure	Excellent
<b>READING</b>	<ul style="list-style-type: none"> <li>• Has a secure understanding of significant ideas, themes, events and characters.</li> <li>• Can develop explanation of inferred meaning.</li> <li>• Has an awareness of effects of the writer’s techniques on the reader.</li> <li>• Can identify writer’s viewpoint.</li> <li>• Reads widely independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a detailed and confident understanding of significant ideas, themes, events and characters.</li> <li>• Has increasingly independent interpretations of a range of texts.</li> <li>• Gives detailed explanations of how the writer’s techniques affect the reader.</li> <li>• Explores relevant viewpoints.</li> <li>• Challenges self in a wide range of independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the ways in which meaning and information are conveyed.</li> <li>• Can articulate personal and critical responses to texts, considering language, structure and themes.</li> <li>• Can justify own responses and views with use of relevant textual detail.</li> <li>• Can synthesise and compare material from a range of sources.</li> <li>• Reads texts from a wide range of genres and historical periods.</li> </ul>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>• Writing is shaped, varied and interesting, conveying meaning clearly.</li> <li>• Has a secure understanding of audience and purpose.</li> <li>• A range of punctuation usually used accurately.</li> <li>• Common words spelt correctly, including those with irregular patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Keen to experiment with language and form to develop a personal voice.</li> <li>• Can confidently adapt writing according to audience and purpose.</li> <li>• Confident use of a range of punctuation.</li> <li>• Ambitious, uncommon words usually spelt correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write confidently, making appropriate and imaginative choices about language, form and structure.</li> <li>• Shows flexibility in using different narrative perspectives.</li> <li>• Can skilfully adapt writing, including complex ideas, for a range of audiences and purposes.</li> <li>• Spelling, punctuation and grammar is used accurately to enhance effect of writing.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: **English**

<b>SPEAKING AND LISTENING</b>	<ul style="list-style-type: none"><li>• Talks and listens confidently and with focus in a range of contexts, including formal.</li><li>• Can give a structured and appropriate formal presentation.</li></ul>	<ul style="list-style-type: none"><li>• Makes significant, sustained and relevant contributions to S&amp;L activities.</li><li>• Can give a lively presentation using deliberate language choices and a range of techniques to engage the audience.</li></ul>	<ul style="list-style-type: none"><li>• Makes significant contributions, varying how and when to participate.</li><li>• Confidently matches talk to context.</li><li>• Communicates clearly, precisely and imaginatively.</li><li>• Uses apt vocabulary, intonation and emphasis.</li></ul>
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# LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: French



BOURNEMOUTH SCHOOL  
FOR GIRLS

Assessment area	Developing	Secure	Excellent
LISTENING	<ul style="list-style-type: none"> <li>Understand <b>some</b> of main points and opinions from <b>familiar material</b> from various contexts in <b>2 tenses</b> information sequential and short extracts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand <b>most</b> of main points and opinions from <b>familiar material</b> from various contexts in <b>2 tenses</b> <i>information not necessarily sequential.</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand short texts and known language in unexpected situations in <b>2-3 tenses</b> when played at near normal speed with some <b>background interference</b> <b>identify specific details and opinions</b> <b>some distractors in text</b> <b>information not sequential</b></li> </ul>
	<ul style="list-style-type: none"> <li>Understand <b>some</b> of main points and opinions from <b>familiar material</b> from various contexts in <b>2 tenses</b> information sequential and short extracts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the <b>main points and opinions</b> from <b>familiar material</b> from various contexts in <b>2 tenses</b> <i>information not necessarily sequential.</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand longer texts and known and unknown language in unexpected situations in <b>2-3 tenses</b> when played at normal speed with <b>background interference</b> <b>identify specific details and opinions</b> <b>distractors in text</b> <b>information not sequential</b></li> </ul>
	<ul style="list-style-type: none"> <li>Understand <b>some</b> of main points and opinions from <b>familiar material</b> from various contexts in <b>2 tenses</b> information sequential and short extracts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the <b>main points and opinions</b> from <b>familiar material</b> from various contexts in <b>2 tenses</b> <b>identify specific details and opinions</b> <i>information not necessarily sequential.</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand longer texts of known and unknown language in unexpected situations in <b>2-3 tenses</b> when played at normal speed with background interference <b>identify specific details and opinions</b> <b>distractors in text</b> <b>information not sequential.</b></li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: French

READING	<ul style="list-style-type: none"> <li>Understand <b>some</b> of main points and opinions from <b>familiar material</b> from various contexts in <b>2 tenses</b> information sequential and short extracts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the <b>most points and opinions</b> from <b>familiar material</b> from various contexts in <b>2 tenses read aloud confidently translate accurately</b> texts with <b>familiar and unfamiliar vocabulary</b> across a variety of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the <b>main points and opinions</b> from <b>familiar material</b> from various contexts in <b>2-3 tenses independent reading includes authentic materials read aloud confidently translate accurately</b> texts with <b>familiar and unfamiliar vocabulary</b> across a variety of contexts.</li> </ul>
	<ul style="list-style-type: none"> <li>Understand <b>some</b> of main points and opinions from <b>familiar material</b> from various contexts in <b>2 tenses</b> information sequential and short extracts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the <b>main points and opinions</b> from <b>familiar material</b> from various contexts in <b>2 tenses independent reading includes authentic materials read aloud confidently translate accurately</b> texts with <b>familiar and unfamiliar vocabulary</b> across a variety of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the <b>main points and opinions</b> from <b>familiar material</b> from various contexts in <b>2-3 tenses independent reading includes authentic materials read aloud confidently translate accurately</b> texts with <b>familiar and unfamiliar vocabulary</b> across a variety of contexts can use reference materials and some knowledge to help with understanding.</li> </ul>
	<ul style="list-style-type: none"> <li>Understand <b>some</b> of main points and opinions from <b>familiar material</b> from various contexts in <b>2 tenses</b> information sequential and short extracts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the <b>main points and opinions</b> from <b>familiar material</b> from various contexts in <b>2 tenses independent reading includes authentic materials read aloud confidently translate accurately</b> texts with <b>familiar and unfamiliar vocabulary</b> across a variety of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the <b>main points and opinions</b> from <b>familiar material</b> from various contexts in <b>2-3 tenses independent reading includes authentic materials read aloud confidently translate accurately</b> texts with <b>familiar and unfamiliar vocabulary</b> across a variety of contexts and can use <b>knowledge of grammar rules and context</b> to work out meaning of new words.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: Geography



BOURNEMOUTH SCHOOL  
FOR GIRLS

Assessment area	Developing	Secure	Excellent
<p><b>Contextual world knowledge of locations, places and geographical features</b></p>	<ul style="list-style-type: none"> <li>• Has begun to develop a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a developing framework of knowledge of some parts of the world, including globally significant physical and human features and places in the news.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a good framework of knowledge of some parts of the world, relating to a variety of places, environments and scales.</li> </ul>
<p><b>Understanding of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of the wider world by investigating human and physical features and patterns, how places change and some links between people and environments. Has become more adept at comparing places and understand some reasons for similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands in some detail what a number of places are like, how and why they are similar and different. Knows about some spatial patterns in physical and human geography, the conditions which influence those patterns. Shows some understanding of the links between places, people and environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands in more detail what a number of places are like, how and why they are similar and different, and how and why they are changing. Knows about some spatial patterns in physical and human geography, and the conditions which influence those patterns, and the processes which lead to change. Shows good understanding of the links between places, people and environments.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: Geography

<b>Competence in geographical enquiry, and the application of skills</b>	<ul style="list-style-type: none"><li>• Is able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, images and aerial photos. Can express their opinions and recognise that others may think differently.</li></ul>	<ul style="list-style-type: none"><li>• Is able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. Can express and explain their opinions and recognise why others may have different points of view.</li></ul>	<ul style="list-style-type: none"><li>• Is able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, and express and engage with different points of view about these.</li></ul>
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# YEAR 8 LEVEL OF LEARNING THRESHOLD GRID

DEPARTMENT/SUBJECT: MFL / German



BOURNEMOUTH SCHOOL  
FOR GIRLS

Assessment area	Developing	Secure	Excellent
LISTENING	<ul style="list-style-type: none"> <li>understand a few familiar spoken words and phrases with a lot of repetition.</li> </ul>	<ul style="list-style-type: none"> <li>can understand <b>some</b> of the main points and opinions in longer spoken passages of familiar material in the present tense <b>with support</b>.</li> </ul>	<ul style="list-style-type: none"> <li>can understand <b>some</b> of the main points and opinions in spoken passages made up of familiar material from a variety of contexts across 2 tenses.</li> </ul>
	<ul style="list-style-type: none"> <li>understand a range of familiar spoken words and phrases with some repetition : Classroom commands Short familiar questions</li> </ul>	<ul style="list-style-type: none"> <li>can understand the <b>main</b> points and opinions in longer spoken passages of familiar material in the present tense with <b>some support</b>.</li> </ul>	<ul style="list-style-type: none"> <li>can understand <b>the majority</b> of the main points and opinions in spoken passages made up of familiar material from a variety of contexts across 2 tenses.</li> </ul>
	<ul style="list-style-type: none"> <li>understand the main points from short spoken passages made up of familiar material and understand simple opinions.</li> </ul>	<ul style="list-style-type: none"> <li>can understand the <b>main</b> points and opinions in longer spoken passages of familiar material in the present tense with <b>no support</b>.</li> </ul>	<ul style="list-style-type: none"> <li>As for 8 <b>plus deducing meaning from the context and understanding finer detail</b>.</li> </ul>
READING (GER-ENG TR)	<ul style="list-style-type: none"> <li>recognise and read out a few familiar words and phrases and may need support.</li> </ul>	<ul style="list-style-type: none"> <li>can understand <b>some</b> of the main points and opinions in longer authentic texts of familiar material in the present tense <b>with support</b>.</li> </ul>	<ul style="list-style-type: none"> <li>can understand <b>some</b> of the main points and opinions in authentic texts made up of familiar material from a variety of contexts across 2 tenses.</li> </ul>
	<ul style="list-style-type: none"> <li>understand familiar written phrases. I can match sound to print. I can use resources to find meanings of new words.</li> </ul>	<ul style="list-style-type: none"> <li>can understand the <b>main</b> points and opinions in longer authentic texts of familiar material in the present tense with <b>some support</b>.</li> </ul>	<ul style="list-style-type: none"> <li>can understand <b>the majority</b> of the main points and opinions in authentic texts made up of familiar material from a variety of contexts across 2 tenses.</li> </ul>
	<ul style="list-style-type: none"> <li>understand the main points and personal responses in short written texts of familiar language in simple sentences. Able to use a dictionary independently.</li> </ul>	<ul style="list-style-type: none"> <li>can understand the <b>main</b> points and opinions in longer authentic texts of familiar material in the present tense with <b>no support</b>.</li> </ul>	<ul style="list-style-type: none"> <li>As for 8 <b>plus deducing meaning from the context and understanding finer detail</b>.</li> </ul>

# YEAR 8 LEVEL OF LEARNING THRESHOLD GRID

DEPARTMENT/SUBJECT: MFL / German

<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>I say single words and short simple phrases in response to what I see and hear. Some correct pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>I am starting to use memorised classroom language. I can participate in brief conversations on familiar topics, giving opinions and reasons in the positive and negative with some hesitation. Rephrasing of questions may be required. I am more aware of correct pronunciation and intonation. I have an awareness of the nominative and accusative cases.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to use TL spontaneously. I have a good level of pronunciation and intonation. I use longer sentences to express and justify opinions, with some awareness of German word order. I am starting to talk in 2 tenses using some forms of the verb.</li> </ul>
	<ul style="list-style-type: none"> <li>I can answer simple questions and give basic information. I can show awareness of sound patterns and meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>I use memorised classroom language. I am confident to give opinions and reasons in the positive and negative with little hesitation. I am able to correct my errors with some prompting. I pay more attention to my pronunciation and intonation. I generally get the nominative and accusative cases correct.</li> </ul>	<ul style="list-style-type: none"> <li>I use TL spontaneously and more frequently. I talk in 2 tenses using all forms of the verb. I use negatives in the future with some support and consistently use correct word order. I can use some modal verbs (mögen and können).</li> </ul>
	<ul style="list-style-type: none"> <li>I can ask and answer simple questions and talk about myself and my school. I can use short phrases to express opinions. I use mainly memorised language with developing accuracy in pronunciation and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>I use memorised classroom language with no support. I speak confidently with little or no hesitation and the meaning is clear. My pronunciation and intonation are more accurate. I am beginning to use longer sentences and am able to talk about other people/family. I always get the nominative and accusative cases correct.</li> </ul>	<ul style="list-style-type: none"> <li>I use TL spontaneously, creatively and confidently. I can ask questions and can use my previous knowledge in new contexts.</li> <li>I use negatives in two tenses and modal verbs with greater confidence. My word order is always accurate. I speak with little ambiguity.</li> </ul>

# YEAR 8 LEVEL OF LEARNING THRESHOLD GRID

DEPARTMENT/SUBJECT: MFL / German

<b>WRITING (ENG – GER TR) Grammar</b>	<ul style="list-style-type: none"> <li>I can write or copy words and short simple phrases. I label and select appropriate words to complete short <b>phrases</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I am starting to use my knowledge of grammar to write short texts on familiar topics. I can express opinions in the positive and negative using mainly accurate language. I am beginning to spot language patterns for translations. I have an awareness of the nominative and accusative cases.</li> </ul>	<ul style="list-style-type: none"> <li>I can write longer sentences with some detail in the TL to express and justify opinions. I have some awareness of German word order. I am starting to use 2 tenses with some forms of the verb.</li> </ul>
	<ul style="list-style-type: none"> <li>I write 1 or 2 short <b>sentences</b> following a model, filling in the words on a simple form. I can write familiar words from memory and my spelling may be approximate.</li> </ul>	<ul style="list-style-type: none"> <li>I am using with increasing confidence my knowledge of grammar to write short texts on familiar topics and express opinions in the positive and negative. I generally get the nominative and accusative cases correct.</li> </ul>	<ul style="list-style-type: none"> <li>I write confidently in 2 tenses using all forms of the verb in both the positive and the negative with some support. I use some forms of modal verbs. My use of German word order is generally correct.</li> </ul>
	<ul style="list-style-type: none"> <li>I can write a few <b>short sentences</b> with support. I am starting to write from memory and my spelling is understandable.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to write longer sentences and I am able to write about other people/family. I can use previous knowledge to translate short passages. I always get the nominative and accusative cases correct.</li> </ul>	<ul style="list-style-type: none"> <li>I write creatively using 2 tenses, modal verbs and a wide range of vocabulary and structures including subordination and modal verbs. I can use resources to check and extend my work. There is little ambiguity in my work.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID



BOURNEMOUTH SCHOOL  
FOR GIRLS

DEPARTMENT/SUBJECT: History Y8

Assessment area	Developing	Secure	Excellent
<b>FACTUAL KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Some depth of knowledge.</li> <li>• Basic use of key terms and vocabulary and uses them appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of key terms and vocabulary and spells correctly.</li> <li>• Good depth of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently correct use of key terms and vocabulary and spells correctly.</li> <li>• Thorough depth of knowledge.</li> </ul>
<b>EXTENDED WRITING</b>	<ul style="list-style-type: none"> <li>• Describes events.</li> <li>• Some structural devices used.</li> <li>• Beginning to make individual choices about how to structure writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain one reason/event confidently.</li> <li>• Confident use of paragraphs and structure.</li> <li>• Some independent planning and construction.</li> <li>• Able to reach a judgement.</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain more than one reason and reach a judgement as to the most important factor.</li> </ul>
<b>CONCEPTUAL THINKING</b>	<ul style="list-style-type: none"> <li>• Recognises key concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly understands key concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Can apply key concepts.</li> </ul>
<b>SOURCE SKILLS</b>	<ul style="list-style-type: none"> <li>• Able to make inferences from two different sources.</li> <li>• Makes judgement about source information but takes at face value.</li> </ul>	<ul style="list-style-type: none"> <li>• Goes beyond face value.</li> <li>• Beginning to consider nature, origin and purpose of source.</li> </ul>	<ul style="list-style-type: none"> <li>• Considers the nature, origin and purpose of the source.</li> <li>• Can explain basic message of a source.</li> <li>• Basic evaluations of source(s).</li> <li>•</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID

DEPARTMENT/SUBJECT: MATHEMATICS



BOURNEMOUTH SCHOOL  
FOR GIRLS

Assessment area	Developing	Secure	Excellent
<p><b>NUMBER SKILLS</b></p>	<ul style="list-style-type: none"> <li>• Ordering correctly positive and negative numbers and applying the four operations with some success including BIDMAS.</li> <li>• Understanding and applying estimation and rounding.</li> <li>• Use positive powers of 2 to 10 and roots of numbers up to 100.</li> <li>• Show confidence in finding factors and multiples, HCF and LCM (not necessarily using a formal method).</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the four operations confidently to both positive and negative numbers, including BIDMAS. Also estimate and round accurately.</li> <li>• Long multiplication and Division.</li> <li>• Accurate use of a calculator.</li> <li>• Understand fully positive integer powers and associated real roots (square, cube and higher).</li> <li>• Use index laws for multiplication and division</li> <li>• Understand prime factorisation, and linking this with HCF and LCM.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently accurate with BIDMAS calculations involving negatives and powers.</li> <li>• Confidently use prime factorisation to find HCF, LCM and square roots.</li> <li>• Use index laws for multiplication and division including negative powers.</li> <li>• Higher use of a calculator e.g. fractions, powers, ANS, brackets, memory.</li> <li>• Long multiplication and Division including decimals.</li> <li>• Fully understand significant figures.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID

DEPARTMENT/SUBJECT: MATHEMATICS

<b>FRACTIONS, DECIMALS AND PERCENTAGES</b>	<ul style="list-style-type: none"><li>• Show confidence in applying the four operations to both proper and improper fractions and decimals.</li><li>• Solve problems involving percentage change and interpret the solutions.</li><li>• Compare two quantities using percentages.</li></ul>	<ul style="list-style-type: none"><li>• Apply the four operations confidently to both proper and improper fractions and decimals.</li><li>• Confidently solve problems involving percentage change including original value problems and simple interest.</li><li>• Compare two or more quantities given as percentages, fractions or decimals.</li></ul>	<ul style="list-style-type: none"><li>• Interpret and solve real world percentage and fraction problems, with and without a calculator.</li><li>• Use multipliers for repeated percentage change.</li><li>• Solve problems in which percentages, fractions and decimals are interchanged.</li></ul>
<b>RATIO</b>	<ul style="list-style-type: none"><li>• Divide a given quantity into two parts in a given ratio.</li></ul>	<ul style="list-style-type: none"><li>• Express the division of a quantity into two parts as a ratio.</li><li>• Apply ratio to real contexts and problems.</li></ul>	<ul style="list-style-type: none"><li>• Interpret and solve real world ratio and proportion problems including comparisons.</li><li>• Understand unitary method in a range of topics.</li><li>• Ratios 1:n etc.</li><li>• Identify when two variables are directly proportional.</li></ul>

# LEVEL OF LEARNING THRESHOLD GRID

DEPARTMENT/SUBJECT: MATHEMATICS

<b>ALGEBRA</b>	<ul style="list-style-type: none"><li>• Use a simple algebraic formula.</li><li>• Rearrange formulae with one step.</li><li>• Simplify expressions with simple indices and brackets.</li><li>• Solve two stage equations using a structured balancing method.</li><li>• Draw a straight line graph from an equation using a table.</li><li>• Begin to show an understanding of gradient.</li><li>• Solve problems using sequences.</li><li>• Understand that <math>y=mx+c</math> is the equation of a straight line</li></ul>	<ul style="list-style-type: none"><li>• Use a complex algebraic formula.</li><li>• Rearrange formulae with two steps.</li><li>• Simplify and expand more complex.</li><li>• Expressions with indices and brackets, and factorise.</li><li>• Use balancing method to solve more complex equations including brackets or unknown both sides.</li><li>• Understand and use lines parallel to the axes, <math>y = x</math> and <math>y = -x</math>.</li><li>• Understand <math>y=mx+c</math> and the meaning of <math>m</math> and <math>c</math>.</li><li>• Find the midpoint of coordinate pairs from a diagram.</li><li>• Use trial and improvement.</li><li>• Solve sequence problems involving <math>n</math>th term.</li></ul>	<ul style="list-style-type: none"><li>• Form and use formulae.</li><li>• Rearrange more complex formulae.</li><li>• Solve equations with brackets, letters on both sides, negatives etc.</li><li>• Simplify expressions with more complex indices.</li><li>• Draw graphs for <math>ax+by=c</math>.</li><li>• Find the equation of a straight line from its graph.</li><li>• Find the midpoint of coordinate pairs without drawing.</li><li>• Factorisation with two or more factors, including algebraic.</li><li>• Set up and solve sequence problems from a range of starting points e.g. diagrams.</li></ul>
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# LEVEL OF LEARNING THRESHOLD GRID

DEPARTMENT/SUBJECT: MATHEMATICS

<b>SHAPE AND SPACE</b>	<ul style="list-style-type: none"><li>• Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles.</li><li>• Calculate with angles in polygons.</li><li>• Use consistently in context the units of mass, length, volume etc.</li><li>• Convert between metric units.</li><li>• Use standard units of measure and related concepts in calculations (length, area, volume/capacity, mass, time, money, etc.)</li><li>• Calculate perimeter and areas of straight-sided and composite shapes and find volume and surface area of cuboids.</li><li>• Understand symmetry including rotational.</li><li>• Simple scale drawing e.g. 1 cm:1 Km.</li></ul>	<ul style="list-style-type: none"><li>• Understand and use alternate and corresponding angles on parallel lines.</li><li>• Give reasons for solutions to angle problems.</li><li>• Know polygon angle sums and use in calculations.</li><li>• Deal confidently with units of mass, length, volume, time etc.</li><li>• Calculate circumference and area of a circle.</li><li>• Draw simple 3D shapes and nets.</li><li>• Simple plans and elevations e.g. shapes made from cubes.</li><li>• Simple transformations</li><li>• Scale drawings e.g. 1:50.</li><li>• Use bearings in accurate diagrams.</li><li>• Metric conversions.</li><li>• Area &amp; volume.</li></ul>	<ul style="list-style-type: none"><li>• Solve angle problems and state full and clear reasons.</li><li>• Solve problems involving circles including compound shapes, simple sectors.</li><li>• Know polygon angle sums and use in calculations, justifying decisions with reasons.</li><li>• More complex 3D shapes and nets e.g. pyramids, compound shapes.</li><li>• More complex plans and elevations e.g. angled lines such as pyramids.</li><li>• More complex transformations e.g. reflect in <math>y=x</math>, enlarge about a point.</li><li>• Use scale drawings to solve problems.</li><li>• Calculate bearings using angle rules.</li></ul>
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# LEVEL OF LEARNING THRESHOLD GRID

DEPARTMENT/SUBJECT: MATHEMATICS

<p><b>HANDLING DATA AND PROBABILITY</b></p>	<ul style="list-style-type: none"> <li>• Understand and use probability for when two or more events happen at the same time by listing possibilities.</li> <li>• Understand that probability of Not is 1-p.</li> <li>• Interpret and construct pie charts and stem and leaf diagrams and Venn diagrams.</li> <li>• Interpret, analyse and compare the distributions of data sets through appropriate measures of average (median, mean and mode) and spread (range).</li> <li>• Collect data from secondary sources e.g. Mayfield.</li> <li>• Set up a data collection sheet for primary data.</li> <li>• Take account of extreme data points.</li> </ul>	<ul style="list-style-type: none"> <li>• Find probabilities for two events using a sample space.</li> <li>• Compare experimental and theoretical probability in a range of contexts.</li> <li>• Identify events as mutually exclusive.</li> <li>• Calculate a probability by summing all to one.</li> <li>• Use and interpret scatter graphs and understand correlation.</li> <li>• Choose appropriate diagrams to display data.</li> <li>• Collect data from secondary sources by taking random samples.</li> <li>• Set up a more complex data collection sheet for primary data.</li> <li>• Analyse data from secondary sources e.g. Mayfield.</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate and interpret probabilities to solve problems including comparisons.</li> <li>• Identify events as mutually exclusive and use this to make appropriate calculations.</li> <li>• Solve otherwise awkward problems by finding Not and subtracting from 1.</li> <li>• Use secondary data sets, e.g. spreadsheets such as Mayfield, to make own comparisons and draw conclusions.</li> <li>• Set up a more complex data collection sheet for primary data, specifically designed to efficiently compare data.</li> </ul>
<p><b>REASONING, INTERPRETING AND COMMUNICATION MATHEMATICALLY</b></p>	<ul style="list-style-type: none"> <li>• Uses minimal levels of communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate levels of communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses advanced levels of communication.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8



BOURNEMOUTH SCHOOL  
FOR GIRLS

DEPARTMENT/SUBJECT: MUSIC

Assessment area	Developing	Secure	Excellent
<b>PERFORMING</b>	<ul style="list-style-type: none"> <li>Performs with some accuracy and with an emerging sense of confidence. There is some awareness of ensemble and communication, and an initial understanding of notation.</li> </ul>	<ul style="list-style-type: none"> <li>Performs mainly accurately and with some sense of confidence. There is an awareness of ensemble and communication, and a reasonable understanding of notation.</li> </ul>	<ul style="list-style-type: none"> <li>Performs accurately and with confidence. There is a good awareness of ensemble and communication, and a strong understanding of notation.</li> </ul>
<b>COMPOSING</b>	<ul style="list-style-type: none"> <li>Compositions show a developing understanding of structure, texture and melody/harmony</li> </ul>	<ul style="list-style-type: none"> <li>Compositions show an understanding of structure, texture, melody/harmony and with a sense of style.</li> </ul>	<ul style="list-style-type: none"> <li>Compositions show a confident understanding of structure, texture and melody/harmony and have a sense of creative flair.</li> </ul>
<b>MUSICAL UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>There is a reasonable understanding of the musical style and traditions relevant to the topic being studied.</li> <li>There is generally reliable aural recognition of relevant devices and expressive features using mostly correct musical vocabulary.</li> <li>There is a developing understanding of music theory and notation.</li> </ul>	<ul style="list-style-type: none"> <li>There is a good understanding of the musical style and traditions relevant to the topic being studied.</li> <li>There is reliable aural recognition of relevant devices and expressive features using mostly correct musical vocabulary.</li> <li>There is a reasonable understanding of music theory and notation.</li> </ul>	<ul style="list-style-type: none"> <li>There is a detailed understanding of the musical style and traditions relevant to the topic being studied.</li> <li>There is a more advanced aural recognition of relevant devices and expressive features using correct musical vocabulary.</li> <li>There is a good understanding of music theory and notation.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID

DEPARTMENT/SUBJECT: PE Y8



BOURNEMOUTH SCHOOL  
FOR GIRLS

Assessment area	Developing	Secure	Excellent
<p><b>COGNITIVE SKILLS;</b></p> <p>Problem solving, ideas generating, analytical making capacity, decision making capabilities</p>	<ul style="list-style-type: none"> <li>• Understand ways to judge performance</li> <li>• Can identify specific parts of performance to work upon</li> <li>• Can use awareness of space &amp; others to make good decisions</li> <li>• Can at times change things to make activities more fun or challenging.</li> </ul>	<ul style="list-style-type: none"> <li>• Can set own criteria to judge performance using specific vocabulary</li> <li>• Often have an idea of how to develop own &amp; others work</li> <li>• Frequently recognise &amp; suggest patterns of play which will increase chances of success</li> <li>• Usually adapt &amp; adjust skills, movements or tactics so they are different from others</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and react to different game situations as they develop</li> <li>• Can review, analyse and evaluate my own strengths and weaknesses</li> <li>• Can adapt &amp; adjust skills, movements or tactics so they are effective</li> </ul>
<p><b>PHYSICAL COMPETENCE;</b></p> <p>Physical literacy, sports specific competence, trainability, physical performance</p>	<ul style="list-style-type: none"> <li>• Link actions together so they flow &amp; develop longer sequences</li> <li>• Perform movements with good body tension</li> <li>• Often perform a range of skills with good control &amp; consistency</li> <li>• Complete the set task showing competence and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a variety of skills fluently and accurately in practice situations</li> <li>• Use a combination of skills confidently</li> </ul>	<ul style="list-style-type: none"> <li>• Can begin to perform a variety of skills more effectively in challenging situations</li> <li>• Can effectively transfer skills and movements across a range of activities</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID

DEPARTMENT/SUBJECT: PE Y8



BOURNEMOUTH SCHOOL  
FOR GIRLS

<p><b>PERSONAL AND SOCIAL SKILLS;</b></p> <p>Self-awareness and responsibility, Determination and resilience, communication, empathy and social awareness, leadership and influence, collaboration, aspiration, integrity and self-respect</p>	<ul style="list-style-type: none"> <li>• Often persevere with a task &amp; improve performance through practice</li> <li>• Often recognise strengths &amp; weaknesses &amp; can set targets</li> <li>• At times help a partner/team/group make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-motivated, committed to practice &amp; show a clear desire to improve</li> <li>• See new activities as a challenge &amp; not a threat</li> <li>• Make changes once own or others performance has been evaluated</li> </ul>	<ul style="list-style-type: none"> <li>• Can accept critical feedback and act on it</li> <li>• Take responsibility for own learning and can create own learning</li> <li>• Can negotiate and collaborate with others</li> </ul>
<p><b>CREATIVE SKILLS;</b></p> <p>Recognise and respond to different stimuli, refine and change ideas, adapt and improvise</p>	<ul style="list-style-type: none"> <li>• Performance reflects the rhythm &amp; mood of the stimulus</li> <li>• Link actions &amp; develop sequences that express ideas</li> <li>• Change things to make activities more fun or challenging</li> <li>• Choreograph a routine or sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Can respond imaginatively to different situations</li> <li>• Can create sequences that communicate with the audience</li> <li>• Can adapt or adjust skills, movements or tactics so they are different from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use a variety of personal expression to engage the audience</li> <li>• Can respond imaginatively to different situations</li> <li>• Sometimes can improvise in order to achieve required outcome</li> </ul>
<p><b>HEALTH RELATED FITNESS;</b></p> <p>Understanding my body during exercise, activity specific fitness, planning fitness programmes</p>	<ul style="list-style-type: none"> <li>• Select appropriate warm up and cool down activities</li> <li>• Explain why regular safe exercise is good for long term health &amp; fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Know how often &amp; for how long you should exercise to be healthy</li> <li>• Know how to record &amp; monitor how hard you are working including taking own pulse</li> <li>• Describe different fitness tests</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how individuals need different types &amp; levels of fitness to be effective</li> <li>• Describe basic fitness components</li> <li>• Can plan an effective warm up for others</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8



BOURNEMOUTH SCHOOL  
FOR GIRLS

DEPARTMENT/SUBJECT: Religious Studies

Assessment area	Developing	Secure	Excellent
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Show a knowledge of a range of terms used to describe different religious and ethical beliefs, such as the 5 K's of Sikhism, incarnation, salvation, utilitarian, hedonist, deontological.</li> <li>Describe a range of ideas on the worship of God from the Sikh tradition, and the stories of Jesus from the Christian tradition. Also, to be able to compare and contrast a range of ethical systems.</li> <li>Understand how beliefs affect people in modern day life, such as applying different ethical theories to modern day examples.</li> </ul>	<ul style="list-style-type: none"> <li>Show a knowledge of a wide range of terms used to describe different religious and ethical beliefs, such as Guru Granth sahib, Gurdwara, parables, Situation ethics, and Virtue ethics</li> <li>Describe a range of ideas about the concept of God in Sikhism, and about the nature of Jesus in the Christian tradition. Also, to be able to compare and contrast ethical systems using ethical terms appropriately.</li> <li>Understand how beliefs affect people in modern day life, including reference to the rise of secularism, and the distinctions between Humanist, atheist, different Jewish or Hindu views with examples of issues or stories that illustrate the range of views within a belief system.</li> </ul>	<ul style="list-style-type: none"> <li>Show a knowledge of a wide range of terms used to describe different religions and beliefs, such as , Waheguru, arête and miracles, scepticism, and eudaimonia</li> <li>Describe a range of ideas about the concept of God in Sikhism, including the ways Sikhs carry out worship, and about the nature of Jesus in the Christian tradition, including some arguments on his divinity. Also, to be able to compare and contrast ethical systems and form appropriate conclusions, using relevant examples.</li> <li>Understand how beliefs affect people in modern day life, including reference to the rise of secularism, and the distinctions between Humanist, atheist, different Jewish or Hindu views with examples of issues or stories that illustrate the range of views within a belief system.</li> </ul>
<b>UNDERSTANDING AND EVALUATION</b>	<ul style="list-style-type: none"> <li>Explain a single religious view, with a direct religious Reference (e.g. a belief, story, symbols).</li> <li>Directly address the question or respond to the statement given, including some reference to the</li> </ul>	<ul style="list-style-type: none"> <li>Explain a single religious view, with a direct religious reference (e.g. a belief, story, symbols), and comment or reflect on this view, mentioning difficulties or alternative interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>Explain a single view, with a direct religious reference (e.g. a belief, story, symbols), and comment or reflect on this view, mentioning difficulties or alternative interpretations.</li> <li>Directly address the question or respond to the statement given, including reference to the context of the question</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: Religious Studies

	<p>context of the question or statement.</p> <ul style="list-style-type: none"> <li>• Give clear, relevant and correct reasons for their ideas, and/or the beliefs of others, including the reasoning of religious individuals or groups for their behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Directly address the question or respond to the statement given, including reference to the context of the question or statement, and the range of different answers that religious groups or individuals have given on the topic.</li> <li>• Give clear, relevant and correct reasons for their ideas, selecting and focusing on key factors. The beliefs of others, including the reasoning of religious individuals or groups for their behaviour are also explained and discussed, leading to an appropriate conclusion.</li> </ul>	<p>or statement, and the range of different answers that religious groups or individuals have given on the topic.</p> <ul style="list-style-type: none"> <li>• Give clear, relevant and correct reasons for their ideas, selecting and focusing on key factors. The beliefs of others, including the reasoning of religious individuals or groups for their behaviour are also explained and discussed, leading to an appropriate conclusion.</li> </ul>
<p><b>STUDENTS CAN EXPRESS THEIR IDEAS</b></p>	<ul style="list-style-type: none"> <li>• In sentences and paragraphs that help to clarify and express their ideas.</li> <li>• Using appropriate terms regularly such as Guru Granth sahib, salvation, absolute and relative morality and virtue ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• In sentences and paragraphs that are clearly structured and enhance the communication of their ideas, with a clear thread leading to an appropriate conclusion.</li> <li>• Using appropriate terms regularly and consistently such as GGS, salvation, absolute and relative, etc. The choice of language used should always help to convey the meaning intended.</li> </ul>	<ul style="list-style-type: none"> <li>• In sentences and paragraphs that are clearly structured and enhance the communication of their ideas, with a clear thread leading to an appropriate conclusion.</li> <li>• Using appropriate terms regularly and consistently such as GGS, salvation, absolute and relative, etc. The choice of language, use of examples and references and the clear structure used should always help to convey the meaning intended.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: SCIENCE



BOURNEMOUTH SCHOOL  
FOR GIRLS

Assessment area	Developing	Secure	Excellent
<b>SCIENTIFIC KNOWLEDGE</b>	<p>Can:</p> <ul style="list-style-type: none"> <li>• Use simple terms to describe processes.</li> <li>• Recall some scientific facts.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>• Use appropriate terminology to describe processes.</li> <li>• Consistently recall scientific facts.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>• Consistently use appropriate terminology.</li> <li>• Apply facts to unfamiliar contexts.</li> </ul>
<b>UNDERSTANDING AND APPLICATION OF KNOWLEDGE</b>	<p>Can:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of core scientific processes and ideas.</li> <li>• Apply an example of a model to their learning.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>• Explain and apply concepts using their own scientific phrases.</li> <li>• Use a model to explain a concept.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>• Show a consistently high standard of understanding and applies key concepts across topics.</li> <li>• devise a simple model to explain a concept.</li> <li>• Distinguish between key terms e.g. heat and temperature.</li> </ul>
<b>PRACTICAL SKILLS</b>	<p>Can:</p> <ul style="list-style-type: none"> <li>• Identify hazards and risks in practical tasks.</li> <li>• Plan a valid experiment to collect results with appropriate guidance.</li> <li>• Describe patterns of results.</li> <li>• Identify the independent and dependent variables.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>• Always work safely without specific guidance.</li> <li>• Use scientific theory to explain experimental outcomes.</li> <li>• Confidently identify the key variables in an investigation.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>• Design a suitable risk assessment and take appropriate action.</li> <li>• Use appropriate scientific theory to explain experimental outcomes.</li> <li>• Confidently identify control variables within experiments.</li> </ul>

# LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: SCIENCE

<b>USING DATA AND MATHEMATICS</b>	<b>Can:</b> <ul style="list-style-type: none"><li>• Record data in a table with appropriate units and plot a suitable graph.</li><li>• Write a simple conclusion from practical results.</li><li>• Include appropriate units with calculated answers.</li></ul>	<b>Can:</b> <ul style="list-style-type: none"><li>• Show evidence of further processing of data.</li><li>• Correctly convert units.</li><li>• Design a table to record data.</li><li>• Explain the relationships between variables in practical results.</li><li>• Identify limitations within experiments.</li></ul>	<b>Can:</b> <ul style="list-style-type: none"><li>• Design an appropriate and detailed table e.g. including multi-headings.</li><li>• Consistently draw appropriate lines on graphs.</li><li>• Evaluate a method and suggest improvements to a procedure.</li></ul>
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