



Somervale
School

Challenge, Learning & Growth

Key Stage 3 Level Descriptors

Course Details:

The key areas of study in Art are as follows:

- Exploration and development of ideas: Students should be able to develop their own ideas and find relevant visual information to use in their work.
- Investigating and making: Students should be able to use a variety of processes and techniques. They should be able to select approaches to communicate ideas effectively.
- Evaluating and developing work: Students should be able to analyse and comment on Art works and make changes to improve their own work.
- Knowledge and understanding: Students should be aware of how materials and techniques can be used. They should have an understanding of a range of artists and art from different times and places

Pupils are taught in mixed ability groups. A range of skills and techniques are covered throughout the Key Stage 3 course such as observational drawing, painting techniques, three dimensional designs and investigating the work of other artists and cultures.

Level 3 students: can produce work that demonstrates that they have an ability to collect visual information for the work produced and an ability to explore different ways of using materials and processes and communicating ideas. Students are also able to comment on their own work and the work of other artists.

Level 5 students: can produce work that demonstrates that they have an ability to develop independent ideas and experiment with a range of media, processes and techniques. Their work also shows evidence of the selection of visual elements in order to communicate ideas, some reviewing and evaluating of the artwork produced, and an understanding of the meaning and purpose of the work of other artists.

Level 7 students: can produce work that demonstrates that they have an exceptional ability to develop ideas independently and with purpose and handle a range of media, processes and techniques with skill and control. Their work also shows an in-depth understanding of how ideas and meanings are conveyed in art works and an advanced ability to analyse and comment on the work of others.

Course Details:

Pupils study and explore a range of different styles and dramatic techniques from Year 7 through to Year 9. The aim of the course is to equip students with a rounded knowledge and understanding of drama and the theatrical and performing arts medium. Drama also increases students' confidence and ability to perform in front of others whilst working in a team environment. The work covered will also prepare those who wish to take drama at GCSE level.

Level 3 students: can perform their work with increasing confidence to an audience, individually and in groups. Students stay in role through most of the drama exercises led by the teacher and during their own performance. Students try to convey meanings and atmospheres to an audience and are able to use characterisation. They try to vary their vocal tone and physical expression. In discussion students can develop and explain ideas and usually listen carefully to others. Level 3 students can watch and assess the performance of others, making some comment on what they have seen when prompted.

Level 5 students: can perform confidently in a range of styles to an audience, individually and in groups. They show some understanding of how to interpret scripts and how to create a successful improvisation. Students can stay in role in almost all situations and can convey a variety of different meanings, atmospheres and feelings to a range of audiences. Level 5 students can use different styles of drama, such as mime, abstract, and monologue, and skills such as vocal and physical projection, pace and spatial awareness. In discussion they can sometimes accept and at times delegate responsibility for the development of the drama. Students assess performances, integrating and explaining their own ideas.

Level 7 students: can create work with imagination, flair and artistic creativity, displaying confidence and ease to all audiences. They interpret and perform scripts with a clear understanding of meaning and interpretation. In performance they convey meaning, atmosphere, feeling and tone with skill and precision. Level 7 students use dramatic devices with skill and creativity, applying the appropriate theatrical language. They use a large range of theatrical styles and skills with expert knowledge and understanding. Students are able to meet the needs of the piece effectively and execute a professional performance. In discussion they can accept and delegate responsibility for the development of the piece, setting tasks for others. Students assess performances with an acute understanding of the requirements.

Course Details:

Key Stage 3 English students study a range of different texts and write in a range of different genres, producing a wide range of work covering a variety of topics.

At the end of each term, pupils complete an extended piece of writing (maximum of 4) or a speaking and listening assessment (maximum of 2). These are recorded in a separate exercise book and the extended pieces are then given a national curriculum level. This separate book will be handed to pupils' next teachers at the end of the year.

Level 3 students: follow the main points in discussion and show that they listen by discussing what others have said. They can read stories and non-fiction independently and can offer opinions about character and plot. Students are learning techniques to be able to locate information in reference books. In writing they are beginning to organise their ideas and adapt their style to different readers. Level 3 students use some punctuation to clarify meaning and can spell most words accurately. Their handwriting is legible.

Level 5 students: can use gesture and tone to make their talks interesting. In class they make regular contributions. Students listen carefully and show respect for the views of others. They generally use Standard English when appropriate. In Reading they can identify the main ideas in a text and can write about theme and character. Level 5 students can locate evidence in a text to explain opinion and can retrieve information from a range of texts. Their writing shows imagination and precision. Students can use a range of simple, compound and complex sentences organised into paragraphs. They use a variety of punctuation marks accurately.

Level 7 students: use vocabulary precisely and talk confidently. They judge well when to lead in discussion and when to bring others in. They are able to analyse ways in which writers structure their writing and how they shape meaning through the moulding of their language. Level 7 students demonstrate that they can write effectively in a range of forms and in their writing their vocabulary choices are effective and precise. Students show excellent judgement in punctuation and paragraph to aid the clarity of their expression.

Course Details:

Key Stage 3 pupils practise the skills of listening, speaking, reading and writing in a range of topic areas including:

My Personal Details, My Family & Personal Description, My Home, My Town, My School & Routine, Sports and Games, Planning a Holiday, Free Time, and Healthy Living.

Level 3 students: are able to understand short spoken passages and written texts and can note the main points and opinions. They can answer simple questions quite accurately and can express their own opinion. Students are able to write at least 4 sentences on a familiar topic, using their book or display, and can give some basic opinions. The written work of a Level 3 student is quite accurate although there may be a few minor mistakes.

Level 5 students: are able to understand spoken language covering several topics and can note main points, opinions and specific detail. They can also understand a range of texts. Students can take part in a conversation, giving information and opinions as well as asking questions. They can talk about past or future events as well as every day activities and can make themselves understood, despite making a few mistakes. Level 5 students can write in paragraphs about every day activities and events; there may be mistakes but the meaning is clear.

Level 7 students: can understand spoken language, including familiar language in unfamiliar contexts. They can note specific details and points of view in a variety of written texts and are becoming more confident in working out the words they don't know. Students can take part in conversations which include past, present and future events, and can regularly communicate in French in the classroom. Level 7 students write in paragraphs, using descriptive language; there may be a few mistakes, but the meaning is very clear.

Course Details:

Key Stage 3 pupils study a variety of topics from the National Curriculum that allow them to further develop both their knowledge and understanding of the subject and key Geographical skills that are necessary if they are to achieve the higher level grades at the end of Key Stage 3. During the year they will complete a number of assessment tasks in class as well as one extended project.

Level 3 students: can use skills and sources to respond to questions, explain the location of features, offer reasons for judgements about places, and can compare physical and human features. They can describe easily recognisable examples of interactions between people and the environment and of attempts to manage these, and can answer simple geographical questions using basic vocabulary.

Level 5 students: can describe, and are beginning to offer explanations for, geographical patterns and a range of physical and human processes, and how these processes can lead to similarities and differences between places. They can also explain how people affect, manage and improve environments, and understand the processes leading to similarities and differences between places, and they are reaching plausible conclusions when presenting their findings, both graphically and in writing.

Level 7 students: are able to draw on knowledge and understanding to describe in detail the interactions between physical and human processes. They are able to show how these interactions create geographical patterns and contribute to changes in places and patterns, together with an understanding that many factors influence decisions made about places. Students are also able to explain how human actions may have unintended consequences which can lead to conflicts, and understand some of the factors which influence decisions leading to change, and are beginning to reach substantiated conclusions.

Course Details:

Key Stage 3 pupils study a range of units, as required by the National Curriculum in History, including:

Introductory Historical Skills, Medieval Realms, The Tudors, The History of the United Kingdom 1500-1750, The French Revolution 1789-1794, Britain 1750-1900, World Study After 1900 – First World War and 20th Century World, and The Black Peoples of the Americas.

Level 3 students: are showing a developing understanding of chronology and the division of the past into different periods of time, and are recognising some of the similarities and differences between these periods of time. Level 3 students are beginning to describe some of the main events, people and changes studied, and are starting to give reasons for these changes. Students are able to use historical sources with the help of the teacher to answer questions about the past.

Level 5 students: are showing an increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. Students can describe the events, people and changes of the past accurately and in detail, can give reasons for these changes, and can show how the causes of events are linked. Level 5 students know that Historians have different opinions, and are beginning to suggest possible reasons for this. They can use information from different sources, and are beginning to evaluate these sources to choose the most useful for a task.

Level 7 students: are able to make links between their factual knowledge and understanding of the history of Britain and the wider world. They can use these links to analyse relationships between features of a particular period or society, and to analyse reasons for, and results of, events and changes. Level 7 students can explain how and why different historical interpretations have been produced. They show some independence in following lines of enquiry, using their knowledge and understanding to evaluate and use sources of information critically. Students are able to select and organise relevant information to produce well-structured written work which makes use of key terms and dates.

Course Details:

Students are working towards the National Strategy for ICT in Key Stage 3. All work is in line with this strategy. Key Stage 3 ICT aims to give the student competency in standard office-type computer use. Each year builds on the previous year's work.

Topics covered include: Effective Internet Research, Creating a leaflet, Spreadsheets & Modelling, Databases, Desktop Publishing, Control Technology, and Presenting Information.

Level 3 students: can use ICT to generate, develop, organise and present their work. They can describe the use of ICT outside of school. On spreadsheets, they can enter data into a pre-designed spreadsheet to solve simple problems. Level 3 students can enter and use simple formulae and understand that the rules control how the model works. They can use data from a spreadsheet to create graphs, and can use the formatting features of Excel to make the screen view of the model clear. Students are learning on databases to make simple searches, accessing information from their own files, and to share and exchange ideas with others.

Level 5 students: can use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences. They can assess the use of ICT in their work and are able to reflect critically in order to make improvements in future work. On spreadsheets, students can make increasing use of formulae and can change variables to answer "what if" questions, as well as being able to use a word processor to present findings as a report which includes graphs where appropriate. Level 5 students are learning on databases to make searches and queries, check validity and errors, as well as checking data for plausibility. They will know how to select appropriate information for a database, check its accuracy and organize it appropriately.

Level 7 students: can use ICT to structure, refine and present information in different forms and styles for specific purposes. They can assess the use of ICT in their work and are able to reflect critically in order to make improvements in future work. On spreadsheets students can make increasing use of formulae and can change variables to answer "what if" questions, as well as being able to use a word processor to present findings as a report which includes graphs where appropriate. On databases, Level 7 students are learning to make searches and queries, check validity and errors, as well as checking data for plausibility. They are learning to understand the input/process/output sequence of events and show a clear sense of audience.

Course Details:

Key Stage 3 pupils study a range of topics and skills, including:

- Number and algebra – using and applying, numbers and the number system, calculations, equations, formulae and identities, functions and graphs
- Shape, space and measures – using and applying shape, space and measures, geometrical reasoning, transformations and coordinates
- Handling data – using and applying, specifying the problem and planning, collecting data, processing and handling data, interpreting and discussing results.

Level 3 students: try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Students discuss their mathematical work and are starting to explain their thinking. Level 3 students use and interpret mathematical symbols and diagrams. They show that they understand a general statement by finding particular examples that match it.

Level 5 students: identify and obtain necessary information to carry through tasks and solve mathematical problems. They check their results, considering whether these are sensible. Students show understanding of situations by describing them mathematically using symbols, words and diagrams. Level 5 students draw simple conclusions of their own and give an explanation of their reasoning.

Level 7 students: progressively refine or extend the mathematics used to generate fuller solutions to problems or contexts that have been presented to them. They give a reason for their choice of mathematical presentation, explaining features they have selected. Level 7 students justify their generalisations, arguments or solutions, showing some insight into the mathematical structure of the problem. Students appreciate the difference between mathematical explanation and experimental evidence.

Course Details:

Music in Key Stage 3 is taught in mixed ability groups, and each group receives one hour a week of Curriculum time. Pupils follow topics of work based on the following: Controlling sounds through singing and playing (performing skills), Creating and developing musical ideas (composing skills), Responding and reviewing (appraising skills), Listening and applying knowledge and understanding.

Topics include: The Elements of Music, What Makes a Good tune?, Instruments of the Orchestra, Duets, Caribbean Music, Chords, Ostinato, Blues, Ragtime, Modes and Scales, Dance Music, Film Music, Ceremonial Music, Classical Music, Hooks and Riffs, Minimalism, and Reggae.

Level 3 students: can play simple melodies on the keyboard using correct pitch and rhythm without changing hand position. They are able to sustain their own rhythmic part within a group and keep in time. Students can compose simple melodies and rhythms and make effective use of some of the elements of music, for example rhythm, pitch, tempo and structure. Level 3 students are able to use ICT to input a drum map and record simple ideas into the computer. In listening, they are able to recognise musical styles and instruments and can identify some stylistic features of music.

Level 5 students: are able to perform significant melodies on the keyboard with some left hand accompaniment and perform a solo part in group. They are also able to improvise within a given structure. Students regularly perform to the class and are able to suggest improvements to their own work and that of others. Students are able to compose music in a variety of styles for special occasions, making effective use of some the elements of music, for example rhythm, pitch, tempo harmony and structure. In listening they can recognise musical styles and are able to compare music from different times and places.

Level 7 students: discriminate between and explore musical conventions in, and influences on, selected styles, genres and traditions. They perform in different styles, making significant contributions to the ensemble and using relevant notations. They create coherent compositions drawing on internalised sounds. They adapt, improvise, develop, extend and discard musical ideas within given and chosen musical structures, styles, genres and traditions. They evaluate, and make critical judgments about, the use of musical conventions and other characteristics and how different contexts are reflected in their own and others' work.

Course Details:

Pupils develop their competence and confidence in a range of physical activities including Rugby, Football, Netball, Hockey, Cricket, Rounders, Net Games, Gymnastics, Athletics and Health-related Fitness. Through these activities pupils:

- Develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully
- Learn to reflect on their own and others' performances and find ways to improve them
- Learn about the value of healthy, active lifestyles.

Pupils develop concepts of fairness and of personal and social responsibility, and learn how to be effective in competitive, creative and challenging situations.

Level 3 students: can select and use skills, actions and ideas appropriately, applying them with coordination and control. They show understanding of tactics and composition by starting to vary how they respond. Students can see how their work is similar to and different from others' work, and can use this understanding to improve their own performance. Level 3 students can give reasons why warming up before an activity is important, and why physical activity is good for health.

Level 5 students: are able to select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing, they draw on what they know about strategy, tactics and composition. Students can analyse and comment on skills and techniques and how these are applied in their own and others' work. Level 5 students can modify and refine skills and techniques to improve performance. They can explain how the body reacts during different types of exercise, and can warm up and cool down in ways that suit the activity. They can explain why regular, safe exercise is good for fitness and health.

Level 7 students: can select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to the demands of activities. They consistently show precision, control, fluency and originality. Drawing on what they know of the principles of advanced tactics and compositional ideas, they apply these in their work. Students can analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics or composition and fitness relate to the quality of the performance. Level 7 students are able to plan ways to improve performance. They can explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity programme.

Course Details:

There are two Attainment Targets for Religious Studies:

- Learning about religion- This means showing what you know and understand about religion, philosophy and moral issues and how these beliefs influence human lifestyles
- Learning from religion – This means expressing your own responses and opinions on a range of religious, philosophical and moral issues and evaluating differing viewpoints.

When pupils are awarded a level in RS, both of these Attainment Targets are assessed and teachers judge which level description best matches the pupil's performance.

Level 3 students: can use some religious language to describe some key features of religions and can recognise some similarities and differences between religions. They are beginning to understand how religion influences people's lives and can ask questions about religious beliefs whilst identifying what they are influenced by.

Level 5 students: can use an increasingly wide range of religious language to explain how religion influences individuals and communities and why people follow religions. They can explain how religious sources can provide answers to philosophical and moral issues, whilst asking questions and suggesting answers to issues about the meaning and purpose of life, and relating these answers to their own and other people's lifestyles.

Level 7 students: can use a wide range of religious and philosophical language to show a detailed and sound understanding of a range of religions and beliefs, whilst analysing religious and philosophical issues about the meaning and purpose of life. They can show some understanding of the influence of history and culture on religious beliefs and can also express reasoned opinions and critical responses to questions about the meaning and purpose of life, as well as to a range of ethical issues.

Course Details:

Key Stage 3 pupils study a range of topics and skills, including:

- How science works – scientific enquiry and communication
- Organisms, their behaviour and the environment – cells and function, humans as organisms, plants, classification and variation
- Materials, their properties and the Earth – classifying materials, changing materials, patterns in reactions, and the rock cycle
- Energy, forces and space – electricity and magnetism, force and motion, light and sound, space and gravity, energy resource and energy transfer.

Level 3 students: can respond to suggestions and put forward their own ideas about how to find the answers to simple questions and recognise why it is important to collect data to answer questions. They can use simple texts to find information. Students are able to make relevant observations and measure quantities, such as length or mass, using a range of simple equipment. Where appropriate, they can carry out a fair test with some help, recognising and explaining why it is fair, and can record their observations in a variety of ways.

Level 5 students: can describe how experimental evidence and creative thinking have been combined to provide a scientific explanation. When an investigation involves a fair test, they identify key factors to be considered and can make predictions based on their scientific knowledge and understanding. Level 5 students can take a series of measurements with some precision and are beginning to repeat measurements and to offer simple explanations for any differences. They draw conclusions that are consistent with the evidence and are beginning to relate these to scientific knowledge. Students use appropriate scientific language to communicate quantitative and qualitative data.

Level 7 students: can describe predictions based on scientific theories and give examples of the evidence collected to test these predictions. In their own work, they use scientific knowledge and understanding to decide on appropriate approaches to questions. Students make systematic measurements with precision and can identify when they need to repeat measurements to obtain reliable data. Level 7 students represent data in graphs and draw conclusions that are consistent with the evidence. They are beginning to consider whether the data they have collected is sufficient for the conclusions they have drawn. Students communicate using a wide range of scientific language.

Course Details:

In Years 7 and 8, pupils work equally in the four material areas: Food, Graphics, Product Design, and Textiles. Here pupils work on a range of stimulating and varied 'design and make' tasks that enable them to understand fundamental design concepts whilst developing a secure skill base and imaginative flair. In Year 9 pupils will choose to work in two of the material areas as preparation for G.C.S.E courses.

Level 3 students: can produce a limited range of design ideas that will simply answer the design brief. Design ideas will be labelled briefly to explain the idea, i.e. how they will work and what basic materials will be used. Students can use basic hand tools with a fair degree of accuracy but sometimes require more 'one to one' help. Level 3 students can think ahead about the order of work for the completion of the practical work and can usually choose the best tools, equipment, materials and techniques to complete the work with. They can write a simple overall evaluation of the project and can suggest one or two improvements to the practical outcomes that have been made.

Level 5 students: can produce a wide range of realistic design ideas that are labelled and annotated in detail. Inspiration for these design ideas will have come from primary, as well as secondary, research resources. Conclusions as to what has been found out from the research will have been made and acted upon. Students can communicate their ideas in a variety of different ways. They can plan practical work carefully but also make necessary changes if required. The practical skills of Level 5 students are good and they can work with a wide range of tools, materials, equipment and processes with a good degree of precision and independence. They can test and evaluate their work and make objective comments as to the effectiveness of their work.

Level 7 students: use a wide range of appropriate sources of information when developing and modelling ideas. They investigate form, function and production processes as they respond creatively to briefs. They apply their knowledge and understanding, recognising the different needs of a range of users, and search for trends and patterns in existing solutions as they develop fully realistic products. They use their understanding of others' designing to inform their own as they communicate creative ideas. They produce plans that predict the time needed to carry out the main stages of making products. They work with a range of tools, materials, ingredients, equipment, components and processes, taking full account of their characteristics. They adapt their methods of manufacture to changing circumstances as they solve technical problems, providing a sound explanation for any change from the design proposal. They select appropriate techniques to evaluate how their products would perform when used and modify their products in light of this evaluation to improve their performance.