



CHESINGTON  
SCHOOL

# Year 8 Grade Descriptors

*Grade descriptors consist of characteristics of performance at each grade. They help inform what students need to do in order to achieve higher marks in future assessment.*

# ART YEAR 8



	Grade 3/4	Grade 5/6	Grade 7/8
Knowledge	I can recognise and describe the work of chosen artist	I have a good understanding of the artist's work but am still developing consistency.	I have a highly developed understanding of the artists work, and can create clear links to own practice
	I use basic vocabulary to describe art works using some keywords	I can link ideas to my own work	I have a strong visual, written and oral vocabulary, and display a high level of visual literacy.
I am developing visual, written and oral vocabulary to describe and analyse artworks, regularly using keywords			
Experimenting	I am willing to try new media and can create some intentional outcomes.	I can use new media with some competence and developing consistency across all techniques.	I adapt skills to new media with ease creating strong, consistent, intentional outcomes.
	I can reflect well but needs teacher support to develop useful improvements	There is evidence that I am developing my evaluation skills	I have a highly developed sense of evaluation to inform independent refinement and further experimentation
Recording	I show some evidence of control of media working towards accuracy with some application of theoretical knowledge	I can produce evidence of consistent control of media to realise intentions with accuracy - developing consistency in applying theoretical knowledge	I have a highly developed control of media, to accurately realise intentions in strong outcomes - applying theoretical knowledge consistently and confidently

# COMPUTER SCIENCE

## YEAR 8



Grade 3/4	Grade 5/6	Grade 7/8
I can define algorithms and identify basic programming constructs like loops and conditionals.	I can explain algorithms and their components, such as inputs, processes, and outputs.	I can understand the principles of abstraction and algorithm efficiency.
I can recognise simple patterns in problem-solving tasks.	I can decompose problems effectively into smaller, manageable tasks.	I can develop programs with sophisticated features and functionalities such as procedures & subroutines using Python.
I can develop a basic program using Python.	I can develop moderately complex programs to solve a variety of problems using selection & iteration in Python.	I can analyse the architecture and components of computer systems at a deeper level.
I can Implement simple algorithms to solve problems.	I can explain the role of hardware & software in managing resources and providing user interfaces.	I can evaluate the impact of hardware upgrades and software optimisations on system performance.
I can Identify common hardware components like CPU, RAM, and storage devices.	I can utilise binary representation for more complex numbers and operations.	I can apply advanced data representation techniques, such as hexadecimal.
I understand the purpose of operating systems and basic software applications.	I can understand the purpose of operating systems and basic software applications	I can apply computational thinking concepts to solve complex problems.
I understand binary representation and convert basic numbers between decimal and binary.		

# DRAMA

## YEAR 8



Grade 3/4	Grade 5/6	Grade 7/8
I can demonstrate an understanding of my role/character	I can demonstrate an understanding of my role/character and its context within the performance.	I can demonstrate an understanding of my role/character and its context within the performance.
I can clearly communicate with the audience and other performers	I can clearly communicate with the audience and other performers	My characterisation is confident, skillful and engaging
I can use physical delivery but it is limited.	I consider physical delivery throughout the performance	I can clearly communicate with the audience and other performers
I can use vocal techniques with limited technical control.	I have secure technical control in the use of vocal techniques	I consider physical delivery throughout the performance
I can engage with the process of collaboration, rehearsal, and refinement, and will lead the group at times	I can create, develop and refine ideas from the stimuli to communicate meaning.	I have secure technical control in the use of vocal techniques
I can engage with the process of collaboration, rehearsal and refinement, but my engagement is inconsistent.	I can engage with the process of collaboration, rehearsal, and refinement.	I can create, develop and refine ideas from the stimuli to communicate meaning.
I can sometimes use drama terminology.	I can use drama terminology which is sometimes appropriate.	I can engage with the process of collaboration, rehearsal and refinement.

# GEOGRAPHY

## YEAR 8



Grade 3/4	Grade 5/6	Grade 7/8
I can make basic inferences, supported with description of details from figures.	I can make precise and relevant inferences, which are supported with specific selection of detail from figures.	I can make logical inferences, which are supported with specific selection of detail from sources and own contextual knowledge.
I can describe figures, with reference to examples to illustrate points.	I can use PEE structure in written work, with clarity on point and most relevant examples.	I can use PEEL and TEA to structure written work with developed explanation and reasoned judgements which correspond to the body of the argument.
My answers are structured in paragraphs, with some consideration to order - generally through importance	I have secure subject knowledge shown through description of places/concepts, and ability to explain a sequence of formation in a logical order.	I have secure subject knowledge shown through detailed selection of relevant examples to show breadth of subject knowledge, and evaluate the geographical significance.
My judgments are stated.	I am able to reach a judgement with supported reasoning.	I have excellent map skills including accurate use of 6 figure grid references, compass directions, map symbols and accurate interpretation of scale and distance
I am able to describe figures	I can confidently use compass directions, lines of latitude and other key map features to describe location	

# HISTORY

## YEAR 8



Grade 3/4	Grade 5/6	Grade 7/8
I can make basic inferences, supported with description of details from sources.	I can make precise and relevant inferences, which are supported with specific selection of detail from sources.	I can make logical inferences, which are supported with specific selection of detail from sources and my own contextual knowledge.
I can write a description of a source in detail and state a response to the overall usefulness of a source.	My writing includes explanations of the usefulness of a source taking into account the type of source and/or its origin.	I can make full use of provenance to explain the usefulness of a source, and support analysis with my own contextual knowledge.
I can provide a description of events, with reference to several examples to illustrate points.	I can use the PEE structure in written work, with clarity on point and provide relevant examples. Some basic explanation, and stated judgements.	I can use PEE to structure written work with developed explanations and reasoned judgements which correspond to the body of the argument..
I can provide answers structured in paragraphs, with some consideration to order - either through importance of factor, or chronology.	I have secure subject knowledge shown through description of events, and ability to place events in chronological order.	I have secure subject knowledge shown through a detailed selection of relevant examples showing breadth of subject knowledge, in chronological order.

# MUSIC YEAR 8



	Grade 3/4	Grade 5/6	Grade 7/8
Performing	I can perform easier pieces with some accuracy but not always fluent.	I can perform more straightforward pieces with some degree of fluency and accuracy.	I can perform demanding pieces (gr1 or 2) with fluency, accuracy and expression.
	I can maintain a separate part in an ensemble with some accuracy and stability.	I can maintain a separate part in an ensemble with only a little ability to adjust to others	I can maintain a separate part in an ensemble with security and an ability to adjust to others.
	I can complete melody for keyboard skills.	I can complete melody and chords for keyboard skills.	I can complete extension tasks/pieces and play chords and melody with some mastery in keyboard skills .
Composing	I can compose simple rhythmic and melodic ideas and record them using some form of notation and music technology.	I can compose songs/pieces using rhythmic, melodic and harmonic devices and a variety of instrumentation.	I can compose pieces in different styles using rhythmic, melodic, harmonic, textural and structural devices more extensively.
		I can manipulate texture to achieve variety.	I can use music software confidently to sequence complex ideas.
		I can use music software to sequence more complex ideas.	

# MUSIC

## YEAR 8

*(continued)*



	Grade 3/4	Grade 5/6	Grade 7/8
Listening and Appraising	I can recognise and describe dynamics and tempo.	I can recognize and describe dynamics, tempo, timbre and rhythmic features.	I can recognise and describe dynamics, tempo, timbre, along with both rhythmic and melodic features and texture.
	I can give basic appraisal of my own and others' work.	I can give appraisal of my own and others' work, suggesting improvements.	I can give appraisal of my own and others' work using accurate musical vocabulary.

# PHYSICAL EDUCATION

## YEAR 8



	Grade 3/4	Grade 5/6	Grade 7/8
Skills	I can complete skills competently but unable to adapt when faced with progressively challenging situations.	I can complete most skills with good technique, but these usually deteriorate in the most challenging practices.	I can exhibit an excellent level of technique in most skills.
			I can usually make effective decisions and am adaptive in challenging situations.
Full Context	I can make contributions but they are infrequent throughout the performance and only occasionally effective.	I can sometimes make effective and significant contributions, but they are not entirely sustained throughout the performance.	I can make highly effective, significant and sustained contributions for most of the performance.
		I can select and apply appropriate skills, sometimes outwitting opponents, though there are obvious areas of weakness, and I am sometimes outwitted myself.	I can demonstrate a good ability to select and apply the most appropriate skills and am mostly successful in outwitting opponents.
Cognitive	I can define the components of fitness	I can apply components of fitness to appropriate sporting examples	I can demonstrate analytical and evaluative skills when making appropriate links between components of fitness and sporting examples

# RELIGIOUS STUDIES

## YEAR 8



Grade 3/4	Grade 5/6	Grade 7/8
I can recognise and recall some main points of key religious beliefs and practices	I can explain in depth the diversity within different religions and begin to analyse different beliefs and lifestyles.	I can use reasoning and examples to express insights into a range of religious and moral issues.
I can describe and explain the similarities and differences between religions and lifestyles		
My answers are structured in paragraphs, with some consideration to order.	I can use PEE structure in written work, with clarity on point and most relevant examples.	I can use PEE to structure written work with developed explanation and reasoned judgements which correspond to the body of the argument.
My judgements are stated	I can reach a judgement with supported reasoning.	I have secure subject knowledge shown through detailed selection of relevant examples to show breadth of subject knowledge.

# SPANISH YEAR 8



	Grade 3/4	Grade 5/6	Grade 7/8
Productive language	I can use one verb tense confidently, but may have variable success when using past forms of the verb in the 'I' form.	I can manipulate verb tenses with some errors in order to write in the past, and present 'I' form.	I can manipulate verb tenses accurately, in order to write in the past and present 'I' form, and occasionally 'he/she' form of the verb.
	I have limited success in completing the 80-90 word, written question, but will have more success in 40-50 word, foundation tier, question.	I can write 80-90 words in four bullet points, with some success and occasional errors which may hinder clarity of communication.	I can use language creatively in order to narrate an event and tell a story in the present and past tenses.
		I can recall high frequency structures and apply these in written and spoken work.	I can use language creatively and adapt and build on structures seen across all years and all topics with confidence.
			I can write 80-90 words in four bullet points and achieve close to full marks.
I can use structures from memory in writing and speaking.			
Receptive language	I can recognise high frequency structures taught throughout Year 7 and 8, but may struggle to recall and apply these in written and spoken work.	I can recognise a range of language, in listening and reading papers.	I can recognise a range of language, in listening and reading papers, and use context to help understand unknown words.

# TECHNOLOGY YEAR 8



Grade 3/4	Grade 5/6	Grade 7/8
I can use the correct names for all of the equipment and processes I am using.	I can explain most of the key words and name all of the equipment used in lessons.	I can explain all of the key words, what they mean and use them correctly to name equipment and processes, and use them when talking about my work.
I can work safely with all of the equipment and wear correct PPE. I can show others how to do a task.	I can work safely with all equipment and wear correct PPE at all times. I can explain to others how to carry out a process or use a piece of equipment.	I can work safely with all equipment, wearing correct PPE at all times and demonstrating high precision. I can explain and demonstrate the correct techniques to others.
I can draw/explain my work, using key words.	I can communicate ideas in different ways to explain my work using the correct key words, and explain this to others.	I can communicate ideas in a range of different ways, and use examples when drawing or writing about my work. Key words are annotated or explained throughout.
		I can go beyond the curriculum to showcase my D&T and Catering skills.



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# CHESSINGTON

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## SCHOOL

Garrison Lane, Chessington KT9 2JS  
020 8974 1156  
[chessington.kingston.sch.uk](http://chessington.kingston.sch.uk)

