



CHESSINGTON
SCHOOL

Year 9

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 9



	Grade 3/4	Grade 5/6	Grade 7/8
Knowledge	I can recognise and describe the work of chosen artist and uses basic vocabulary with some keywords	I am developing analysis and evaluation skills using visual, written and oral vocabulary with success but developing consistency of language	I can analyse and evaluate artworks with a fluency, with a high level of visual, written and oral literacy
	I have some understanding of conceptual and abstract art	I am developing a depth of understanding for more abstract concepts.	I have a highly developed understanding of more abstract or conceptual art/artists and responding confidently to the big questions
Experimenting	I am willing to try new media and can create some intentional outcomes.	I can select and use appropriate media with some competence but still developing consistency to have more success in realising intentions	I can confidently and independently select and use appropriate media, techniques and knowledge in original ways and successfully realises intentions
	I need support with evaluation to develop useful improvements	There is evidence I am developing evaluation skills and developing some innovation and originality	I have strong evaluation skills that are leading to innovation and originality

ART

YEAR 9

(continued)



	Grade 3/4	Grade 5/6	Grade 7/8
Recording	I can create simple recognisable artworks with minimal control and composition.	I can create accurate artworks and good control and composition, with developing consistency.	I can create complex artworks with accuracy, control and strong composition, and successfully embeds theoretical knowledge and research in outcomes.
		There is evidence of my theoretical knowledge and research with developing consistency.	

COMPUTER SCIENCE

YEAR 9



Grade 3/4	Grade 5/6	Grade 7/8
I know what algorithms are and recognise simple programming commands like loops and conditions.	I can explain how algorithms work and use more advanced programming commands.	I can design ways to solve problems using algorithms and understand advanced programming concepts.
I understand and solve problems step by step by applying basic problem solving strategies.	I can utilise variables, data structures, and functions effectively to organise and manipulate data in a program.	I can understand advanced programming concepts such as arrays, lists and libraries.
I can write programs to do simple tasks like calculations or simple games.	I can debug programs with multiple components and resolve most errors efficiently.	I can develop advanced programs with sophisticated features and functionalities.
I can identify major hardware components like CPU, RAM, and storage devices.	I can explain the role of software in managing hardware resources and providing user interfaces.	I can debug programs with multiple components and resolve logical errors efficiently.
I can describe the basic functions of operating systems and application software.	I can understand Data representation and convert basic numbers between decimal binary & Hexadecimal.	I can use computational thinking skills to create new solutions to complex problems.
I can understand Data representation and convert basic numbers between decimal binary & Hexadecimal.	I can understand logical shifts	I can critically evaluate digital privacy policies, security measures, and ethical considerations.
I can identify common online risks related to privacy & security.	I can apply strategies to protect personal information online and mitigate cyber threats.	

DRAMA

YEAR 9



Grade 3/4	Grade 5/6	Grade 7/8
I can demonstrate an understanding of the role/character and its context within the performance	I can demonstrate a secure understanding of the role/character and its context within the performance	I can demonstrate a comprehensive understanding of the role/character and its context within the performance
My characterisation is confident, skillful and highly engaging	My characterisation is confident, skillful and highly engaging	My characterisation is accomplished, skilful and highly engaging
I can clearly communicate with the audience and other performers	I can apply engaging and dynamic physical delivery throughout the performance	I can apply engaging and dynamic physical delivery throughout the performance
I can sometimes demonstrate the correct level of engagement with the process of collaboration, rehearsal and refinement.	I can effectively create, develop and refine ideas from the stimuli to communicate meaning	I can apply skilled technical control in the use of vocal techniques
I can use drama terminology which is sometimes appropriate.	I am confident in my engagement with the process of collaboration, rehearsal and refinement	I am confident when engaging with the process of collaboration, rehearsal and refinement.
I consider the analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.	I can use appropriate drama terminology consistently	I am confident in my use of appropriate drama terminology.
	I can make a balanced and considered analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.	I can make confident, fully-balanced and considered analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.

GEOGRAPHY

YEAR 9



Grade 3/4	Grade 5/6	Grade 7/8
I can make general but relevant statements, which are supported with detail from figures.	I can make logical inferences, which are supported with specific selection of detail from figures and own contextual knowledge.	My selection of detail from figures is precise, and supported with sufficient contextual knowledge
I can use PEE structure in written work, with most focus on point and examples to explain the Geography, and basic explanation.	I can use PEE to structure written work with good explanation and judgements.	I am able to make well supported, two sided arguments with detailed analysis and a clear and supported judgement.
I have secure subject knowledge shown through description of events, and ability to mostly place events in chronological order.	I have secure subject knowledge shown through detailed selection of relevant examples to show breadth of subject knowledge, and come to a reasoned conclusion	I have secure subject knowledge shown through selection of relevant examples to show breadth of subject knowledge.
I am able to identify differences between Geographical events.	I am able to discuss both sides of an argument, and come to a simple conclusion	I can use evidence to explain geographical significance.
		I am able to evaluate the significance of key geographical concepts/events and provide explanation for their differences.

HISTORY

YEAR 9



Grade 3/4	Grade 5/6	Grade 7/8
I can make general but relevant inferences, which are supported with 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 make precise selection of detail from sources and interpretations, supported with sufficient contextual knowledge.
I can use PEE structure in written work, with most focus on point and examples to tell the story of the past, and basic explanation.	I can use PEE to structure written work with good explanations and judgements.	I can write well-supported, two sided arguments with detailed analysis and a clear and supported judgement.
I have a secure subject knowledge shown through description of events, and ability to mostly 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.	I have secure subject knowledge shown through selection of relevant examples to show breadth of subject knowledge, and correct chronological order. I also make use of criteria to explain historical significance.
I have the ability to identify differences between historical interpretations.	I have the ability to identify differences between historical interpretations, and can support my answer with selected details from the interpretation.	I have the ability to identify differences between historical interpretations, and provide explanation for their differences.

MUSIC YEAR 9



	Grade 3/4	Grade 5/6	Grade 7/8
Performing	I can perform simple pieces with reasonable fluency and accuracy.	I can perform more complex pieces with fluency, accuracy and some expression.	I can perform challenging pieces (Grade 2+) with good fluency, accuracy and expression.
	I can maintain an independent part in an ensemble with a fair degree of security	I can maintain a separate part in an ensemble with security.	I can perform a separate part in an ensemble with sensitivity and awareness of the role.
	I can perform basic pieces on the ukulele.	I can perform more complex pieces on the ukulele.	I can lead in a group.
I can skillfully perform complex pieces on ukulele or guitar.			
Composing	I can compose pieces using rhythmic and melodic ideas on a variety of instruments.	I can compose pieces in different styles using rhythm, melody, harmony and texture more extensively.	I can compose complex pieces using a variety of compositional devices.
	I can successfully combine different layers of texture.	I can use music software to create and record musical ideas with more complexity/accuracy.	I can compose for instruments in different styles.
	I can use music software to create and record musical ideas.		I can refine and improve compositional ideas.
			I can take a leading role, offering guidance to others. use music software to create and record musical ideas with proficiency.

MUSIC

YEAR 9

(continued)



	Grade 3/4	Grade 5/6	Grade 7/8
Listening and Appraising	I can recognise and describe dynamics, tempo and timbre.	I can recognise and describe dynamics, tempo, timbre and rhythmic or melodic features.	I can recognise and describe dynamics, tempo, timbre, both rhythmic and melodic features, texture and structure.
	I can give appraisal of my own and others' work, and suggest changes.	I can give appraisal of my own and other's works, suggesting and acting on improvements.	I can appraise my own and others' work using accurate and extensive musical vocabulary.
			I can make more extensive improvements.

PHYSICAL EDUCATION

YEAR 9



	Grade 3/4	Grade 5/6	Grade 7/8
Skills	I can complete some skills with good technique, but these deteriorate in more challenging practices.	I can exhibit a good level of technique in most skills.	I can excellent level of technique in all skills
		I am adaptive when faced with progressively challenging situations.	I can consistently make effective decisions even in the most challenging situations.
Full Context	I can contribute but my contribution lacks influence and is not sustained throughout the performance	I can often make effective and significant contributions which are sustained for most of the performance	I can make highly effective and significant contributions that are sustained for all of the performance
	I can select and apply appropriate skills, sometimes outwitting opponents, though there are obvious areas of weakness, and I will sometimes be outwitted.	I can select and apply the most appropriate skills, often outwitting opponents, but sometimes being outwitted myself	I can demonstrate a high level of ability to select and apply the most appropriate skills and am successful in outwitting opponents,, while hardly ever being outwitted myself
Cognitive	I can identify strengths and weaknesses within a performance.	I can describe strengths and weaknesses within a performance , sometimes using correct terminology.	I can identify strengths and weaknesses within a performance using correct terminology to suggest appropriate adaptations to my own and others performance.

RELIGIOUS STUDIES

YEAR 9



Grade 3/4	Grade 5/6	Grade 7/8
I can use of PEE structure in written work, with most focus on point and examples to show religious beliefs, and basic explanation.	I can use PEE to structure written work with good explanation and judgements.	I can make well supported, two sided arguments with detailed analysis and a clear and supported judgement, whilst including other religious opinions within the argument
I can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth and commitments. I can apply my ideas to my own and other people's lives	I can use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them.	I can articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues.
I can describe what inspires and influences myself and others.	I can explain why the impact of religions and beliefs on individuals, communities and societies varies.	I can evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.
My judgements are stated	I have secure subject knowledge shown through detailed selection of relevant examples to show breadth of subject knowledge.	I have secure subject knowledge shown through selection of relevant examples to show breadth of subject knowledge.

SPANISH YEAR 9



	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 and future forms of the verb in the 'I' form.	I can manipulate verb tenses with some errors in order to write in the past, present and future 'I' form.	I can manipulate verb tenses accurately in order to write in the past, present and future '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 the 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, past and future tenses.
		I can recall key high frequency structures and apply these in written and spoken work.	I can use language creatively, adapt and build on structures seen across all years and all topics with confidence.
			I can write 80-90 words on four bullet points and achieve close to full marks.
I can use high level structures from memory in writing and speaking.			
Receptive language	I can recognise high frequency structures taught throughout Years 7, 8 and 9, 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 which have previously been taught to me.	I can recognise a range of language in listening and reading papers and use context to help understand unknown words.

TECHNOLOGY YEAR 9



Grade 3/4	Grade 5/6	Grade 7/8
I can use a range of keywords when describing equipment and processes in practical lessons.	I can explain some of the key words used, and I am using them when asking for equipment or help.	I can explain all of the keywords used, and am using them in everyday language when referring to equipment, materials and ingredients.
I can wear PPE correctly and follow all safety rules.	I can work safely in practical lessons with a variety of equipment.	I can follow all safety guidance, including hygiene and wearing PPE correctly.
I can explain and write about my ideas.	I can use equipment confidently and can help explain processes to others.	I can select and use tools and equipment highly competently and confidently and can demonstrate to others how to use them.
		I can lead a group or demonstration of a skill and I go beyond the curriculum to showcase my D&T and Catering skills.



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SCHOOL

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