



Year 8		Term 5 - Superpowers			11 Lessons	
	Emerging	Developing	Secure	Excellence		
<b>Memory Recall</b>	Knowledge recall questions will be assessed as one mark questions (command words: identify, state, define, draw) on assessments and through ROCK tests that are undertaken twice per term reviewing Core Knowledge taught in the unit of study. All Core knowledge is displayed on students' Knowledge Organiser glued into the front of exercise books. This will be recorded on each PLC. <b>Emerging = &gt;10%</b>	Knowledge recall questions will be assessed as one mark questions (command words: identify, state, define, draw) on assessments and through ROCK tests that are undertaken twice per term reviewing Core Knowledge taught in the unit of study. All Core knowledge is displayed on students' Knowledge Organiser glued into the front of exercise books. This will be recorded on each PLC. <b>Developing 10-39%</b>	Knowledge recall questions will be assessed as one mark questions (command words: identify, state, define, draw) on assessments and through ROCK tests that are undertaken twice per term reviewing Core Knowledge taught in the unit of study. All Core knowledge is displayed on students' Knowledge Organiser glued into the front of exercise books. This will be recorded on each PLC. <b>Secure = 40-69%</b>	Knowledge recall questions will be assessed as one mark questions (command words: identify, state, define, draw) on assessments and through ROCK tests that are undertaken twice per term reviewing Core Knowledge taught in the unit of study. All Core knowledge is displayed on students' Knowledge Organiser glued into the front of exercise books. This will be recorded on each PLC. <b>Excellence = 70%</b>		
<b>Explain Skill</b>	<ul style="list-style-type: none"> <li>Question not attempted or no awardable content</li> </ul>	<ul style="list-style-type: none"> <li>One point made with some attempt to explain</li> <li>Explanation may not fully answer the question</li> <li>May attempt a second point but this may not be relevant or may be a repetition of the 1st in different words</li> </ul>	<ul style="list-style-type: none"> <li>Full explanation of one point.</li> <li>Connectives such as 'which means' are being used to support explanation</li> <li>Explanation is mainly linked to the question.</li> <li>A 2nd point is made that is different to the first</li> <li>May have a named example</li> </ul>	<ul style="list-style-type: none"> <li>PEEL paragraph used to show 2 points that are both fully developed using a connective such as 'which means'</li> <li>All answers are relevant to the question and show an understanding of the consequence of the original points</li> </ul>		
<b>Assess Skill</b>	<ul style="list-style-type: none"> <li>Question not attempted or no awardable content</li> </ul>	<ul style="list-style-type: none"> <li>1-2 relevant ideas that are described. May attempt to explain</li> </ul>	<ul style="list-style-type: none"> <li>2 PEEL paragraphs demonstrating different ideas</li> <li>May have named examples</li> <li>A sentence to conclude an overall judgement</li> </ul>	<ul style="list-style-type: none"> <li>2 PEEL paragraphs</li> <li>Balanced argument</li> <li>At least 3 case study details (named places/concepts/numbers)</li> <li>A supported judgement reached that relates directly to the question</li> </ul>		
<b>Select and Justify Skill</b>	<ul style="list-style-type: none"> <li>Question not attempted or no awardable content</li> </ul>	<ul style="list-style-type: none"> <li>1-2 appropriate ideas given that are described</li> <li>May attempt to discount another idea</li> </ul>	<ul style="list-style-type: none"> <li>At least 2 ideas given, where at least one of them will be explained using 'which means'</li> <li>A reason given to discount at least 1 other option</li> <li>A concluding summary to justify their choice</li> </ul>	<ul style="list-style-type: none"> <li>Follow the 1-2-3 structure of paragraphs</li> <li>At least 3 pieces of evidence used throughout</li> <li>A supported conclusion reached</li> </ul>		