



Year 7		Term 2 - Water			12 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 no development</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>Supported by a named example where appropriate</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 isolated ideas with no support</li> </ul>	<ul style="list-style-type: none"> <li>2 relevant ideas that are described. May attempt to explain</li> </ul>	<ul style="list-style-type: none"> <li>At least 2 ideas discussed with development of at least one point of the points</li> <li>A sentence to conclude an overall judgement (e.g. Overall, I think that physical factors are more important in causing water scarcity)</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 isolated idea to support their choice that may or may be not appropriate</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 with a reason given</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>		