



**CAMBRIDGE**  
INTERNATIONAL SCHOOL

**Assessment Handbook  
2020/2021**

**KS3 (Year 7 – Year 9)**

## Introduction

This Handbook provides an overview of our assessment philosophy and practice at Cambridge International School. We are an international school offering Cambridge qualifications, namely IGCSEs and A-Levels. In addition, we are also licensed by the Slovak government, which enables our students to graduate with a Maturita, the Slovak secondary school leaving certificate. This unique set of circumstances influences our assessment practice as we are bound by local requirements in terms of grading and grade boundaries.

## Assessment

Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period. Teachers have their own assessment styles linked to the demands of their subject. As a school, we believe that assessment is a key part of the learning process as it allows students and teachers to identify areas for development. At CIS, we are less concerned with grades than we are with students developing the skills and knowledge they will need to succeed in their official examinations. Our aim is to develop learners who are confident and willing to take risks in their learning.

## Grading

As an international school that is bound by Slovak law we must grade and report to parents using the Slovak system. Grades are given 1 to 5:

- 1 – Excellent
- 2 – Very Good
- 3 – Good/Satisfactory
- 4 – Pass
- 5 – Unsatisfactory/Fail

According to the laws of the Slovak Ministry, we have been asked to grade tests on the following grade boundaries:

Grade	Percentage
1	85% +
2	84% - 75%
3	74% - 65%
4	64% - 55%
5	54% - 0%

*Table 1:KS3 General grade boundaries*

## Recording

As a minimum, every subject teacher will record at least one IZK grade per student per month. Various assessments styles can be used, including but not limited to:

- End of unit test
- Presentation
- Quiz
- Essay
- Speaking test – in languages
- Any other subject relevant assessment styles

**Reporting**

We report as follows in 20/21:

CIS Progress Report in October/November

CIS Full Report in January to accompany the Half Year Report

Half Year Report (one IZK grade per subject) in January. (Vypis)

CIS Progress Report in April

CIS end of year exams taken in May/June.

End of Year Report in June (one IZK grade per subject) (Vysvedčenie)

Full Report in June

This year, we are introducing more regular reporting to parents to help keep you informed about your child's progress. The Progress Report is a snapshot of how your child is progressing whilst the Full Report will give you a detailed overview of progress and next steps, as well as providing you with grades.

## List of subjects

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-  [Art](#)
-  [Behaviour](#)
-  [Biology](#)
-  [Chemistry](#)
-  [Computer Science](#)
-  [English Language](#)
-  [Geography](#)
-  [German Language](#)
-  [History](#)
-  [Mathematics](#)
-  [Music](#)
-  [Participation grade \(PSHE\)](#)
-  [Physical education \(PE\)](#)
-  [Physics](#)
-  [Slovak Language and Literature](#)
-  [Slovak for foreigners](#)
-  [Spanish Language](#)

## Behaviour

All students are expected to behave to the highest standards at all times when they are at CIS, whether this is in the classroom, on the playground or moving around the building. We encourage our students to be role models for the younger children in Primary School.

Most students will receive a 1 for Behaviour each month. Grades will only be lowered if there is a serious incident or a repeating pattern of poor behaviour. In these instances, parents will be contacted to discuss the matter before any action is taken.

We encourage and promote positive behaviour such as: helping adults and peers, acts of kindness and compassion, showing initiative, etc.

## Art

### Year 9 (Ms Melanie Radoja)

The curriculum consists of one project each half term.

Each project has two assessed components, which are of **equal** weighting:

- Sketch Book/Preparatory work
- Final work

Sketch Book work includes all the planning required to complete a final piece of work:

- Introductory sessions/challenges
- Homework tasks
- Brainstorming ideas
- Sketches and drawings of ideas
- Samples of exploration of media and techniques
- Working Drawing

The final piece of work should develop from the preparatory work in the Sketch Book.

The Year 9 curriculum and assessment is designed to give students an insight into the demands of the IGCSE study programme in Year 10.

### Assessment criteria:

#### ***Sketch Book:***

**Grade 1:** **All** planning neatly and clearly recorded from **every** lesson in sketch book, **Every** homework piece completed on time, **All** sketches and drawings labelled and coloured in, **A completed** Working Drawing, labelled and coloured in, **All** samples labelled and stuck in (if loose), **All** loose sheets trimmed and neatly stuck in, Work from **every** Art lesson dated and headed

**Grade 2:** **Some** planning recorded from **every** lesson in sketch book, Homework **mostly** completed on time, **Some** sketches and drawings labelled and coloured in, A completed Working Drawing, **mostly** labelled and coloured in, **Some** samples labelled and stuck in (if loose), **Some** loose sheets **trimmed** and neatly stuck in, Work from every Art lesson **mostly** dated and headed

**Grade 3:** **Some** planning in sketch book, Homework **sometimes** completed on time, **Some** sketches and drawings, **A** Working Drawing, **Some** loose sheets stuck in sketch book, **Some** dates and headings

**Grade 4:** **Some** planning in sketch book from **some** lessons, Some homework completed, **A** sketch or drawing, **Incomplete** Working Drawing, Loose sheets not stuck in sketch book

**Grade 5:** Little, or no planning in sketch book, Homework tasks not completed, No sketches or drawings, No Working Drawing, Loose sheets **lost**

### ***Final piece***

**Grade 1:** Work that **clearly** follows on from the planning in the sketch book, Photograph of final piece stuck into sketch book **with completed evaluation task**

**Grade 2:** A final piece of work that follows on from the planning in the sketch book, Photograph of final piece stuck into sketch book with **some** of the evaluation task completed

**Grade 3:** A final piece of work that relates to **some** of the planning in the sketch book, Photograph of final piece stuck into sketch book with **little** of the evaluation task completed

**Grade 4:** A piece of work, Photograph of final piece loosely stored in sketch book

**Grade 5:** No final piece of work

### **Year 7 and Year 8 (Ms Csilla Conticello)**

Assessment criteria: [Y7 and Y8 Art Assessment criteria](#)

Types of assessments:

**Colour Theory Test (written):** Year 7 only, at the end of Colour Theory Unit

**Sketch book assessment** (at the end of each unit): quality of sketch books, research, and idea generation, planning of final work

**Practical Art** (at the end of each unit): presentation of final work including artist statement or self-reflection

**Scaffolding Exercises:** (approx. once a month) exploration of a process or technique in support of the final work

**Effort and Participation** (once a month): work habits and effort

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### Y7 and Y8 Art Assessment Criteria

Criteria	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Planning</b>	Student researched and planned work to a high level. Explores several different options and takes creative risks.	Student researched and planned work to a good level. Explores some different options and takes some creative risks.	Student researched and planned work to a basic level. No evidence of creative risk taking.	Student did minimum research and planning. No creative risk taking.	No evidence of planning and development. Work never completed.
<b>Originality/ Creativity</b>	Work exceptionally unique, detailed, and interesting.	Work generally unique, detailed, and interesting.	Some developing ideas but without a true sense of originality.	The piece shows little or no evidence of originality. Very similar to examples shown.	No evidence of original thoughts. Work never completed.
<b>Quality of Execution/ Use of Elements and Principals</b>	Student demonstrates a mastery of materials used in this process. Exceptional understanding of project requirements.	Work done with good care and attention to detail. Good understanding of the Visual Elements of Art and the Principals of Design.	Student demonstrates basic skills in the use of materials for this process. Some attention to detail is evident.	Minimal understanding of project requirements. Work is done with no care or attention to detail.	No understanding or application of the Elements and Principals. Work done with no care at all and never completed.
<b>Work Habits</b>	Class time was used exceptionally wisely.	Class time was used wisely most of the time; however, work is affected due to some socialising.	Class time was not always used wisely. Too much socialising during lessons.	Student had to be reminded frequently to stay on task. Too much socialising during lessons.	Assignment not followed; work is inconsistent. Student frequently absent.
<b>Care/ Effort</b>	Work is all complete and consistent. Student worked at their full potential.	Work shows good focus, effort, and pride. Student participated most of the time.	Not using full potential. Work shows basic care and effort only.	Work shows a lack of care and effort.	Complete lack of care, participation, and effort.

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## Biology

Grade boundaries: [KS3 General Grade Boundaries](#)

### **Year 7 (Ms Matina Lala)**

Types of assessments: Tests (weight 1), homework (weight 0.5-1), projects (weight 1), practical work (weight 1), notebook quality (weight 0.5), and participation ATL (Attitude to Learning) (weight 0.25-0.5)

#### Frequency:

1<sup>st</sup> half year: (approximately) – 3 formal written tests, 2 projects, 1 practical work, 2 homework assessments, and 3 ATL grades

2<sup>nd</sup> half year: (approximately) – 2 formal written tests, 1 end of year test with a triple weight, 1 project, 2 homework assessments (weight 0.25-1), and 2 ATL grades

### **Year 8 (Mr David Roberts)**

1<sup>st</sup> half year: (approximately) - 2 formal written tests (the first on chapter 1, and the second on chapters 2 and 3), 3 homework assessments, 1 grade for the quality of notebook, and 1 grade for class participation

2<sup>nd</sup> half year: (approximately) – 2 formal written tests (one on chapters 4 and 5, and the second at the end of chapter 6, 1 end of year test with a triple weight, 2 homework assessments, and 1 grade for class participation

### **Year 9 (Mr David Roberts)**

1<sup>st</sup> half year (approximately): - 3 formal written tests, one at the end at the end of each chapter, 3 homework assessments, 1 grade for the quality of notebook, and 1 grade for class participation

2<sup>nd</sup> half year (approximately): 3 formal written tests, one at the end of each chapter, 1 end of year test with a triple weight, 2 homework assessments, and 1 grade for class participation

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## Chemistry

Grade boundaries: [KS3 General Grade Boundaries](#)

### **Year 7 (Ms Matina Lala)**

Types of assessments: Tests (weight 1), homework (weight 0.5-1), projects (weight 1), practical work (weight 1), notebook quality (weight 0.5), and participation ATL (Attitude to Learning) (weight 0.25-0.5)

Frequency:

1<sup>st</sup> half year: (approximately) – 3 formal written tests, 2 projects, 1 practical work, 2 homework assessments, and 3 ATL grades

2<sup>nd</sup> half year: (approximately) – 2 formal written tests, 1 end of year test with a triple weight, 1 project, 2 homework assessments (weight 0.25-1), and 2 ATL grades

### **Year 8 (Ms Matina Lala)**

Types of assessments: Tests (weight 1), homework (weight 0.5-1), projects (weight 1), practical work (weight 1), notebook quality (weight 0.5), and participation ATL (Attitude to Learning) (weight 0.25-0.5)

Frequency:

1<sup>st</sup> half year: (approximately) - 2 formal written tests at the end of each chapter, 1 homework assessment, 1 practical work, and 3 ATL grades

2<sup>nd</sup> half year: (approximately) – 2 formal tests, 1 end of year test with a triple weight, 1 project, 1 homework assessment, and 2 ATL grades

### **Year 9 (Mr John Williamson)**

1<sup>st</sup> half year (approximately): 2 formal written tests at the end of each chapter, 3 homework assessments, 1 graded practical work, 1 grade for the quality of notebook, and grades for class participation.

2<sup>nd</sup> half year (approximately): 3 formal written tests at the end of each chapter, 1 end of year test with a triple weight, 2 homework assessments, 2 graded practical works, and grades for class participation.

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## Computer Science

Teacher: **Mr Peter Hodossy**

Types of assessments: Tests, homework and class participation

Frequency:

### **Year 7**

1<sup>st</sup> half year: (approximately) - 2 practical assessments, 4 homework assessments, and 1 grade for class participation

2<sup>nd</sup> half year: (approximately) - 2 practical assessments, 1 end of year test with a triple weight, 4 homework assessments, and 1 grade for class participation

Grade boundaries:

<b>Grade</b>	<b>Percentage</b>
<b>1</b>	<b>80% +</b>
<b>2</b>	<b>79% - 70%</b>
<b>3</b>	<b>69% - 60%</b>
<b>4</b>	<b>59% - 50%</b>
<b>5</b>	<b>49% - 0%</b>

### **Year 8 and Year 9**

1<sup>st</sup> half year: (approximately) - 2 practical assessments, 4 homework assessments, and 1 grade for class participation

2<sup>nd</sup> half year: (approximately) - 2 practical assessments, 1 end of year test with a triple weight, 4 homework assessments, and 1 grade for class participation

Grade boundaries:

<b>Grade</b>	<b>Percentage</b>
<b>1</b>	<b>85% +</b>
<b>2</b>	<b>84% - 70%</b>
<b>3</b>	<b>69% - 60%</b>
<b>4</b>	<b>59% - 50%</b>
<b>5</b>	<b>49% - 0%</b>

Assessment criteria:

**Grade 1** – Deep understanding of Computer Science knowledge on a KS3 Level. Clear explanations, confident in the key units and used correctly. Answers are coherent, organised, logical, containing a wide range of relevant specialist terms used accurately. In lessons often offering various contributions into discussion.

**Grade 2** – Very good level of knowledge and detailed understanding. Clear, accurate and consistent specialist vocabulary used. Effective and precise explanations. In lessons, ability to offer meaningful contributions into discussions.

**Grade 3** – Good knowledge and clear understanding. Some details are given in the answer. Specialist vocabulary and key terms are used in most of the answers.

**Grade 4** – Some knowledge and clear understanding. Answers have some structure, use of specialist terms is not always accurate. Willingness to participate in class activities, makes mistakes but still giving a try.

**Grade 5** – Knowledge of basic information and simple understanding. Often misconceptions. Poorly organised answers, with almost no specialist words, general lack of understanding of their meaning.

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## English Language

Types of assessments: Pupils will be doing timed assessments at the end of each unit of work. These will consist of analytical essays or a series of PEE paragraphs analysing the text they have read. They will also do imaginative writing, analysing non-fiction, poetry, and drama. They will produce their own non-fiction texts based upon the unit of work studied – perhaps travel writing, biographies etc.

Frequency: 9 completed assessments throughout the academic year. In Year 7 weekly quarter weight spelling and grammar/punctuation grades.

### **Year 7 (Mr Jason Henthorn)**

[Y7 English Reading Grid](#)

[Y7 English Writing Grid](#)

### **Year 8 (Mrs Dionne Walker-Smith)**

[Y8 English Reading Grid](#)

[Y8 English Writing Grid](#)

### **Year 9DW (Mrs Dionne Walker-Smith), Year 9ZH (Mr John Lowe)**

[Y9 English Reading Grid](#)

[Y9 English Writing Grid](#)

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### Y7 English Reading Grid

<b>IZK</b>	<b>AF2 – understand, describe, select, or retrieve information, events or ideas from texts and use quotation and reference to text</b>	<b>AF3 – deduce, infer, or interpret information, events or ideas from texts</b>	<b>AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</b>	<b>AF5 – explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level</b>	<b>AF6 – identify and comment on writers’ purposes and viewpoints, and the overall effect of the text on the reader</b>	<b>AF7 – relate texts to their social, cultural, and historical traditions</b>
<b>1</b>	I can bring knowledge from outside the text to develop an argument. I can choose precise quotes to back up my point.	I can develop intelligent conclusions, from clues in the text, making insightful connections between them.	I can analyse how structure develops the writer’s purpose.	I can make precise, perceptive comments about how language is being used. I can develop my ideas of why particular words are chosen for their effect on the reader.	I begin to comment on writer’s purpose and how effective it is. I can analyse how viewpoint is created. I can explore how a technique achieves an effect e.g. soliloquy	I begin to analyse how texts draw on earlier works. I can comment on how the text relates to the time it was written.
<b>1</b> <b>2</b>	I can spot a range of ideas and information. I can use relevant quotes with clear explanation.	I can draw intelligent conclusions from clues in the text.	I can make specific comments about how a writer structures the text	I can find examples of language to interest the reader. I can spot language tricks and their effect on the reader.	I can make comments to explain the writer’s purpose. I can explain the effect on the reader in detail.	I can discuss how a text’s meaning has changed over time. I can explore how different conventions were used by writers at different periods.
<b>2</b> <b>3</b>	I can find and understand the main ideas, events and characters. I can support my comments with good quotes.	I can begin developing my comments with more explanation.	I can make fuller comments about how the writer structures their ideas. I can explain presentation techniques.	I am beginning to develop my comments about the writer’s use of language. I can describe the effect of word choices.	I can spot the main purpose clearly. I can develop my comments about what the writer thinks and the effect on the reader.	I can identify some similarities and differences between similar texts. I can give some explanation of how context affects meaning.
<b>4</b> <b>5</b>	I can find the main ideas, events and characters. I can find quotes to prove my ideas.	I can make simple comments based on clues in the text.	I can make simple comments about how the writer structures their ideas. I can spot basic presentation.	I can make simple comments about how language works. I can make simple comments about the actual words used.	I can spot the main purposes. I can make simple comments about what the writer thinks and how the reader feels.	I can identify features common to different texts. I can make simple comments about how the writer or reader’s context may affect meaning.

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### Y7 English Writing Grid

<b>IZK</b>	<b>AF1 – write imaginative, interesting, and thoughtful texts</b>	<b>AF2 – produce texts which are appropriate to task, reader, and purpose</b>	<b>AF3 – organise and present whole texts effectively, sequencing, and structuring information, ideas and events</b>	<b>AF4 – construct paragraphs and use cohesion within and between paragraphs</b>	<b>AF5 – vary sentences for clarity, purpose and effect</b>	<b>AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</b>	<b>AF7 – select appropriate and effective vocabulary</b>	<b>AF8 – use correct spelling</b>
<b>1</b>	I can use imaginative and original English in a wide range of form and styles	I can successfully control the appropriate level of formality in my writing.	I use techniques to keep the reader interested. I manage information, ideas and events skilfully.	I use paragraphs to link meaning and purpose. I craft individual paragraphs for imaginative and stylistic effect.	I use a variety of sentence types for intended effect.	I use a range of techniques to shape sentences for effect.	I use ambitious and imaginative vocabulary.	Spelling is correct throughout including ambitious and complex words.
<b>1</b>	I can control my writing imaginatively. I use a variety of forms. I write with a convincing point of view.	I can control purpose throughout the text. I can switch between formal and informal writing.	I can control and sequence my writing. I can lead the reader clearly through my ideas.	My paragraphs support meaning and purpose. I use links within paragraphs.	I use simple, compound and complex sentences. I use sentence techniques to clarify meaning.	I use a full range of punctuation. I make few errors.	I choose appropriate words for purpose and audience. I use ambitious words.	My writing is generally correct. Some ambitious words are misspelt.
<b>2</b>	I choose relevant ideas and develop them with some detail	I write clearly and consistently, relating to purpose. I use a good style to keep the reader interested.	I structure my work clearly into paragraphs. I can create links between paragraphs.	I use paragraphs to show change of time, topic, person, or place.	I use complex sentences. I use connectives. I use verbs to add detail.	I use a range of punctuation confidently. I use commas to show clauses.	I choose intelligent words for effect. I am beginning to use more ambitious words.	I can spell most difficult words correctly. I sometimes make mistakes with phonetic spelling.
<b>3</b>	I use ideas that fit the task. I develop some of my ideas. I create a viewpoint all the way through.	I make the main purpose of my writing clear.	I put linked ideas together.	I can organise my ideas into some paragraphs. I can use basic connectives.	I can begin sentences with –ed, -ing or -ly words. I am beginning to use long and short sentences for effect.	I can usually use speech marks, commas, and question marks correctly.	I can choose words which fit the topic.	I can spell all simple words and some more difficult words correctly.
<b>4</b>								
<b>5</b>								

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### Y8 English Reading Grid

<b>IZK</b>	<b>AF2 – understand, describe, select, or retrieve information, events or ideas from texts and use quotation and reference to text</b>	<b>AF3 – deduce, infer, or interpret information, events or ideas from texts</b>	<b>AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</b>	<b>AF5 – explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level</b>	<b>AF6 – identify and comment on writers’ purposes and viewpoints, and the overall effect of the text on the reader</b>	<b>AF7 – relate texts to their social, cultural, and historical traditions</b>
<b>1</b>	I can bring knowledge from outside the text to develop an argument. I can choose precise quotes to back up my point.	I can develop intelligent conclusions, from clues in the text, making insightful connections between them.	I can analyse how structure develops the writer’s purpose.	I can make precise, perceptive comments about how language is being used. I can develop my ideas of why particular words are chosen for their effect on the reader.	I begin to comment on writer’s purpose and how effective it is. I can analyse how viewpoint is created. I can explore how a technique achieves an effect e.g. soliloquy	I begin to analyse how texts draw on earlier works. I can comment on how the text relates to the time it was written.
<b>1</b> <b>2</b>	I can spot a range of ideas and information. I can use relevant quotes with clear explanation.	I can draw intelligent conclusions from clues in the text.	I can make specific comments about how a writer structures the text	I can find examples of language to interest the reader. I can spot language tricks and their effect on the reader.	I can make comments to explain the writer’s purpose. I can explain the effect on the reader in detail.	I can discuss how a text’s meaning has changed over time. I can explore how different conventions were used by writers at different periods.
<b>3</b> <b>4</b>	I can find and understand the main ideas, events and characters. I can support my comments with good quotes.	I can begin developing my comments with more explanation.	I can make fuller comments about how the writer structures their ideas. I can explain presentation techniques.	I am beginning to develop my comments about the writer’s use of language. I can describe the effect of word choices.	I can spot the main purpose clearly. I can develop my comments about what the writer thinks and the effect on the reader.	I can identify some similarities and differences between similar texts. I can give some explanation of how context affects meaning.
<b>5</b>	I can find the main ideas, events and characters. I can find quotes to prove my ideas.	I can make simple comments based on clues in the text.	I can make simple comments about how the writer structures their ideas. I can spot basic presentation.	I can make simple comments about how language works. I can make simple comments about the actual words used.	I can spot the main purposes. I can make simple comments about what the writer thinks and how the reader feels.	I can identify features common to different texts. I can make simple comments about how the writer or reader’s context may affect meaning.

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### Y8 English Writing Grid

<b>IZK</b>	<b>AF1 – write imaginative, interesting, and thoughtful texts</b>	<b>AF2 – produce texts which are appropriate to task, reader, and purpose</b>	<b>AF3 – organise and present whole texts effectively, sequencing, and structuring information, ideas and events</b>	<b>AF4 – construct paragraphs and use cohesion within and between paragraphs</b>	<b>AF5 – vary sentences for clarity, purpose, and effect</b>	<b>AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences</b>	<b>AF7 – select appropriate and effective vocabulary</b>	<b>AF8 – use correct spelling</b>
<b>1</b>	I can use imaginative and original English in a wide range of form and styles	I can successfully control the appropriate level of formality in my writing.	I use techniques to keep the reader interested. I manage information, ideas, and events skilfully.	I use paragraphs to link meaning and purpose. I craft individual paragraphs for imaginative and stylistic effect.	I use a variety of sentence types for intended effect.	I use a range of techniques to shape sentences for effect.	I use ambitious and imaginative vocabulary.	Spelling is correct throughout including ambitious and complex words.
<b>1</b> <b>2</b>	I can control my writing imaginatively. I use a variety of forms. I write with a convincing point of view.	I can control purpose throughout the text. I can switch between formal and informal writing.	I can control and sequence my writing. I can lead the reader clearly through my ideas.	My paragraphs support meaning and purpose. I use links within paragraphs.	I use simple, compound, and complex sentences. I use sentence techniques to clarify meaning.	I use a full range of punctuation. I make few errors.	I choose appropriate words for purpose and audience. I use ambitious words.	My writing is generally correct. Some ambitious words are misspelt.
<b>3</b> <b>4</b>	I choose relevant ideas and develop them with some detail	I write clearly and consistently, relating to purpose. I use a good style to keep the reader interested.	I structure my work clearly into paragraphs. I can create links between paragraphs.	I use paragraphs to show change of time, topic, person, or place.	I use complex sentences. I use connectives. I use verbs to add detail.	I use a range of punctuation confidently. I use commas to show clauses.	I choose intelligent words for effect. I am beginning to use more ambitious words.	I can spell most difficult words correctly. I sometimes make mistakes with phonetic spelling.
<b>5</b>	I use ideas that fit the task. I develop some of my ideas. I create a viewpoint all the way through.	I make the main purpose of my writing clear.	I put linked ideas together.	I can organise my ideas into some paragraphs. I can use basic connectives.	I can begin sentences with –ed, -ing or -ly words. I am beginning to use long and short sentences for effect.	I can usually use speech marks, commas, and question marks correctly.	I can choose words which fit the topic.	I can spell all simple words and some more difficult words correctly.

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### Y9 English Reading Grid

<b>IZK</b>	<b>AF2 – understand, describe, select, or retrieve information, events or ideas from texts and use quotation and reference to text</b>	<b>AF3 – deduce, infer, or interpret information, events or ideas from texts</b>	<b>AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</b>	<b>AF5 – explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level</b>	<b>AF6 – identify and comment on writers’ purposes and viewpoints, and the overall effect of the text on the reader</b>	<b>AF7 – relate texts to their social, cultural, and historical traditions</b>
<b>1</b>	I can bring knowledge from outside the text to develop an argument. I can choose precise quotes to back up my point.	I can develop intelligent conclusions, from clues in the text, making insightful connections between them.	I can analyse how structure develops the writer’s purpose.	I can make precise, perceptive comments about how language is being used. I can develop my ideas of why particular words are chosen for their effect on the reader.	I begin to comment on writer’s purpose and how effective it is. I can analyse how viewpoint is created. I can explore how a technique achieves an effect e.g. soliloquy	I begin to analyse how texts draw on earlier works. I can comment on how the text relates to the time it was written.
<b>2</b>	I can spot a range of ideas and information. I can use relevant quotes with clear explanation.	I can draw intelligent conclusions from clues in the text.	I can make specific comments about how a writer structures the text	I can find examples of language to interest the reader. I can spot language tricks and their effect on the reader.	I can make comments to explain the writer’s purpose. I can explain the effect on the reader in detail.	I can discuss how a text’s meaning has changed over time. I can explore how different conventions were used by writers at different periods.
<b>3</b>						
<b>4</b>	I can find and understand the main ideas, events and characters. I can support my comments with good quotes.	I can begin developing my comments with more explanation.	I can make fuller comments about how the writer structures their ideas. I can explain presentation techniques.	I am beginning to develop my comments about the writer’s use of language. I can describe the effect of word choices.	I can spot the main purpose clearly. I can develop my comments about what the writer thinks and the effect on the reader.	I can identify some similarities and differences between similar texts. I can give some explanation of how context affects meaning.
<b>5</b>	I can find the main ideas, events and characters. I can find quotes to prove my ideas.	I can make simple comments based on clues in the text.	I can make simple comments about how the writer structures their ideas. I can spot basic presentation.	I can make simple comments about how language works. I can make simple comments about the actual words used.	I can spot the main purposes. I can make simple comments about what the writer thinks and how the reader feels.	I can identify features common to different texts. I can make simple comments about how the writer or reader’s context may affect meaning.

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### Y9 English Writing Grid

<b>IZK</b>	<b>AF1 – write imaginative, interesting, and thoughtful texts</b>	<b>AF2 – produce texts which are appropriate to task, reader, and purpose</b>	<b>AF3 – organise and present whole texts effectively, sequencing, and structuring information, ideas, and events</b>	<b>AF4 – construct paragraphs and use cohesion within and between paragraphs</b>	<b>AF5 – vary sentences for clarity, purpose, and effect</b>	<b>AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences</b>	<b>AF7 – select appropriate and effective vocabulary</b>	<b>AF8 – use correct spelling</b>
<b>1</b>	I can use imaginative and original English in a wide range of form and styles	I can successfully control the appropriate level of formality in my writing.	I use techniques to keep the reader interested. I manage information, ideas, and events skilfully.	I use paragraphs to link meaning and purpose. I craft individual paragraphs for imaginative and stylistic effect.	I use a variety of sentence types for intended effect.	I use a range of techniques to shape sentences for effect.	I use ambitious and imaginative vocabulary.	Spelling is correct throughout including ambitious and complex words.
<b>2</b>	I can control my writing imaginatively. I use a variety of forms. I write with a convincing point of view.	I can control purpose throughout the text. I can switch between formal and informal writing.	I can control and sequence my writing. I can lead the reader clearly through my ideas.	My paragraphs support meaning and purpose. I use links within paragraphs.	I use simple, compound, and complex sentences. I use sentence techniques to clarify meaning.	I use a full range of punctuation. I make few errors.	I choose appropriate words for purpose and audience. I use ambitious words.	My writing is generally correct. Some ambitious words are misspelt.
<b>3</b>	I choose relevant ideas and develop them with some detail	I write clearly and consistently, relating to purpose. I use a good style to keep the reader interested.	I structure my work clearly into paragraphs. I can create links between paragraphs.	I use paragraphs to show change of time, topic, person, or place.	I use complex sentences. I use connectives. I use verbs to add detail.	I use a range of punctuation confidently. I use commas to show clauses.	I choose intelligent words for effect. I am beginning to use more ambitious words.	I can spell most difficult words correctly. I sometimes make mistakes with phonetic spelling.
<b>4</b>	I use ideas that fit the task. I develop some of my ideas. I create a viewpoint all the way through.	I make the main purpose of my writing clear.	I put linked ideas together.	I can organise my ideas into some paragraphs. I can use basic connectives.	I can begin sentences with –ed, -ing or -ly words. I am beginning to use long and short sentences for effect.	I can usually use speech marks, commas and question marks correctly.	I can choose words which fit the topic.	I can spell all simple words and some more difficult words correctly.
<b>5</b>								

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## Geography

Grade boundaries: [KS3 General Grade Boundaries](#)

**Year 7 and Year 9 (Mr Benjamin Cottam)**

**Year 8 (Mr Jason Henthorn)**

Types of assessments: classwork, tests, homework, and effort/attitude

Frequency:

1<sup>st</sup> half year: (approximately) - 2 formal written tests at the end of each unit, homework assessments on a weekly/fortnightly basis - 2 graded presentations, and 1 grade for class participation/notebook quality

2<sup>nd</sup> half year: (approximately) - 2 formal written tests at the end of each unit, homework assessments on a weekly/fortnightly basis, 2 graded presentations, 1 grade for class participation, and 1 grade for the end of year exam (3x weighting).

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## German Language

Grade boundaries: [KS3 General Grade Boundaries](#)

Types of assessments: Tests (70%); Quizzes (15%); Projects, homework, classwork (15%)

**Year 7, 8, 9 (Ms Zuzana Ivanova)**

Frequency:

1<sup>st</sup> half year (approximately): short grammar/vocab tests on weekly or biweekly basis, unit tests, 3 tests, and 5 small grades for homework, with the average of these grades going into the system.

2<sup>nd</sup> half year (approximately): short grammar/vocab tests on weekly or biweekly basis, unit tests, 3 tests, and 5 small grades for homework, with the average of these grades going into the system.

**Year 7, 8, 9 (Ms Jana Mosatova)**

Frequency:

1<sup>st</sup> half year: (approximately) - 3 formal written tests at the end of each chapter, homework assessments, vocabulary, and grammar quizzes, speaking assessments, 2-3 graded project works, 3 grades for the quality of notebook, and 4 grades for class participation

2<sup>nd</sup> half year: (approximately) - 3 formal written tests at the end of each chapter, 1 end of year test with a triple weight, homework assessments, vocabulary and grammar quizzes, speaking assessments, 2-3 graded project works, 3 grades for the quality of notebook, and 4 grades for class participation

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## History

Grade boundaries: [KS3 General Grade Boundaries](#)

### **Year 7BC (Mr Jason Henthorn), Year 7ZI (Mr Benjamin Cottam)**

Types of assessments: Tests, homework, classwork, class participation and effort

Frequency:

1<sup>st</sup> half year: (approximately) - 2 formal written tests, 2 homework assessments, 4 classwork grades, and 2 participation and effort grades

2<sup>nd</sup> half year: (approximately) - 2 formal written tests, 5 classwork grades, 1 end of year test, 3 homework assessments, and 3 participation and effort grades

### **Year 8 and Year 9 (Mr Jason Henthorn)**

Types of assessments: In class written assessments, homework projects, and end of year exam

Frequency:

1<sup>st</sup> half year: (approximately) - mid and end of topic in class assessments, 2 homework projects, 1 grade for the quality of notebook, and 1 grade for class participation

2<sup>nd</sup> half year: (approximately) - mid and end of topic in class assessments, 1 end of year test with a triple weight, 1 homework assessment, and 1 grade for class participation

Assessment Criteria:

**Grade 1** – Exceptionally high standard of work demonstrating a high level of skill. Work will be consistently accurate and clearly understood.

**Grade 2** – Very good level standard of work on most occasions. Skills are well developed, and work is generally accurate. Student will show a good understanding of topics covered.

**Grade 3** – A fair standard of work with some good knowledge understanding. Some details are given in the answer. The work will be mostly accurate, and the student skills will be satisfactory.

**Grade 4** – Some knowledge and a grasp of the content. Work may contain some inaccuracies. There may be gaps in knowledge or underdeveloped skills.

**Grade 5** – Simple knowledge of basic information. May often be misconceptions. Poorly organised answers, with almost no specialist words, limited skills demonstrated.

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## Mathematics

### **Year 7, Year 8 and Year 9ZH (Ms Zoe Higginbotham)**

### **Year 9DW (Mr Mike Sanderson)**

Grade boundaries: [KS3 General Grade Boundaries](#)

Frequency:

1<sup>st</sup> half year: Grade will be calculated using an average score from all completed tests, attitude to learning marks and occasional classwork grades.

2<sup>nd</sup> half year: Grade will be calculated using an average score from all completed tests, attitude to learning marks and occasional classwork grades, plus an end of year examination covering the whole year's work.

End of unit testing frequency: once or twice per month

Attitude to learning marks: once per half term

Weighting: all formal tests (weight x 1)  
end of year exam (weight x 3)  
attitude to learning mark (weight x 1)

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## Music

**Teacher: Ms Mila Gundelj**

Types of assessments: Performance (double weight), singing, playing an instrument, tests, homework, classwork, and ATL (Attitude to Learning)

Grade boundaries: [KS3 General Grade Boundaries](#)

**Grade 1** – Is working above the expected standard of work and attitude. Shows interest in Music and participates in discussions. Work is consistently accurate, able to apply theory in practice independently.

**Grade 2** – Very good standard of work, most of the time, in line with expectations. Skills reasonably well developed. Work is mostly accurate. Very good understanding of the work and practice covered.

**Grade 3** – Good standard of work, most of the time. Continues with a good level of progress. There is often a good understanding of work covered. Sometimes struggles with practice/theory.

**Grade 4** – Working below an expected standard and the level of progress is slower. Work contains inaccuracies and may often be incomplete. Only some of the practice/theory has been understood.

**Grade 5** – Difficulty completing much of the work and is working significantly below expectations. Skills are slow to develop and learns passively. Work is often incomplete.

Frequency:

### **Year 7, Year 8**

1<sup>st</sup> half year: (approximately) - 1 grade for performance - double weight, 1 grade for singing, 1 grade for homework/classwork, 1 grade for test, and 3 grades for ATL (Attitude to Learning)

2<sup>nd</sup> half year: (approximately) - 1 grade for performance - double weight, 1 grade for playing an instrument, 2 grades for homework/classwork, 1 grade for test, and 3 grades for ATL (Attitude to Learning)

### **Year 9**

1<sup>st</sup> half year: (approximately) - 1 grade for performance - double weight, 1 grade for playing an instrument, 1 grade for homework/classwork, 1 grade for test, and 3 grades for ATL (Attitude to Learning)

2<sup>nd</sup> half year: (approximately) – 1 grade for performance - double weight, 1 grade for playing an instrument, 2 grades for homework/classwork, 2 grades for tests, and 3 grades for ATL (Attitude to Learning)

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## Participation grade (PSHE)

Grades are awarded by the class teacher once every half term. Under normal circumstances, these grades are based on a wider range of factors, such as participation in clubs, school events and assemblies. However, as we are not running our full programme at the moment, the criteria below will be used for at least the first half year.

Criteria:

IZK Grade	Participation
1	<p style="text-align: center;"><b><u>Excellent</u></b></p> <ul style="list-style-type: none"> <li>• Actively participates in all PSHE lessons</li> <li>• Listens respectfully to the views of other students</li> <li>• Works well in groups and pairs</li> <li>• Completes all tasks requested by the Class Teacher</li> <li>• Has a positive influence on the class</li> </ul>
2	<p style="text-align: center;"><b><u>Very Good</u></b></p> <ul style="list-style-type: none"> <li>• Actively participates in most PSHE lessons</li> <li>• Listens to the views of other students</li> <li>• Works well in groups and pairs</li> <li>• Completes almost all tasks requested by the Class Teacher</li> <li>• Usually has a positive influence on the class</li> </ul>
3	<p style="text-align: center;"><b><u>Good</u></b></p> <ul style="list-style-type: none"> <li>• Participates in some PSHE lessons</li> <li>• Listens to the views of other students but is not always focused</li> <li>• Works well in groups and pairs with teacher support</li> <li>• Completes most tasks requested by the Class Teacher</li> <li>• Has a positive influence on the class but not consistently</li> </ul>
4	<p style="text-align: center;"><b><u>Satisfactory</u></b></p> <ul style="list-style-type: none"> <li>• Occasionally participates in some PSHE lessons</li> <li>• Listens to the views of other students but is not always focused</li> <li>• Struggles to work effectively in groups and pairs but can do so with support.</li> <li>• Sometimes completes tasks requested by the Class Teacher</li> <li>• Can be a positive influence but needs support and guidance to achieve this</li> </ul>
5	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>• Rarely participates in PSHE lessons</li> <li>• Does not listen respectfully to the views of other students</li> <li>• Does not work well in groups and pairs</li> <li>• Rarely completes all tasks requested by the Class Teacher</li> <li>• Has a negative influence on the class</li> </ul>

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## Physical Education (PE)

**Teachers: Mr Peter Hodossy and Ms Natalia Kollarova**

**Grade boundaries:** [KS3 General Grade Boundaries](#)

There are 3 basic considerations in determining each student's Physical Education grade. Students need to demonstrate the following during each PE lesson:

- 1. Preparedness for Class (weight 33%)**
  - Be on time
  - Have appropriate PE kit including appropriate footwear
  
- 2. Attitude to Learning, Effort, Participation, Responsible Behaviour, Sportsmanship (weight 45%)**
  - Be in control of their body during physical activity
  - Use equipment and move throughout space in a safe and controlled manner
  - Be respectful during group discussions and when others share ideas
  - Practice tasks that the teacher specified
  - Move in relation to strategy
  - Be engaged in all activities
  - Give their best performance
  - Show persistence when task is difficult
  - Spend time wisely to improve their performance
  - Make contributions to class by offering ideas
  - Competency in a variety of movement patterns
  - Apply rule interpretation and knowledge
  - Encourage good play by others
  - Allow others to experience success
  - Demonstrate leadership and work well with others
  - Provides peers with positive and corrective feedback
  - Compromise, problem solve and collaborate to resolve conflicts
  
- 3. Skills and Knowledge (weight 22%)**
  - Game play
  - Skill test
  - Performance task
  - Application of concepts learnt
  - Psychomotor skills

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## Physics

**Teacher: Ms Matina Lala**

**Grade boundaries:** [KS3 General Grade Boundaries](#)

**Types of assessments:** Tests (weight 1), homework (weight 0.5-1), projects (weight 1), practical work (weight 1), notebook quality (weight 0.5), and participation ATL (Attitude to Learning) (weight 0.25-0.5)

**Frequency:**

### **Year 7**

1<sup>st</sup> half year: (approximately) – 3 formal written tests, 2 projects, 1 practical work, 2 homework assessments, and 3 ATL grades

2<sup>nd</sup> half year: (approximately) – 2 formal written tests, 1 end of year test with a triple weight, 1 project, 2 homework assessments (weight 0.25-1), and 2 ATL grades

### **Year 8 and Year 9**

1<sup>st</sup> half year: (approximately) - 2 formal written tests at the end of each chapter, 1 homework assessment, 1 practical work, and 3 ATL grades

2<sup>nd</sup> half year: (approximately) – 2 formal tests, 1 end of year test with a triple weight, 1 project, 1 homework assessment, and 2 ATL grades

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## Slovak Language and Literature

**Teachers: Year 7 (Ms Libusa Bednarikova, Ms Anna Rybarova)**

**Year 8, Year 9 (Ms Gabriela Jurikova, Ms Lucia Paukova)**

Typy hodnotenia, ich percentuálne hodnotenia a váha

Typ hodnotenia	Percentuálne hodnotenie	Váha
Kontrolný diktát	10 %	1
Kontrolná slohová práca	15 %	1
Test	35 %	1
Beseda	10 %	1
Pravopisné cvičenie	10 %	0.5
Domáca úloha	5 %	0.5 (nikedy aj 0.25)
Samostatná práca (referáty)	10 %	0.5
Päťminútovka	5 %	0.25

Frekvencia hodnotenia: Vstupný test na začiatku školského roka s učivom z predchádzajúceho šk. roka, polročný test na polroku s polročným učivom, výstupný test na konci školského roka s celoročným učivom, 1/4 ročný a 3/4 ročný test, 4/5 kontrolných diktátov, 2 kontrolné slohové práce, vopred neohlásené desaťminútovky a doplnovačky, domáce úlohy

Stupnica hodnotenia:

Grade	Percentage
<b>1</b>	<b>88% +</b>
<b>2</b>	<b>87% - 75%</b>
<b>3</b>	<b>74% - 60%</b>
<b>4</b>	<b>59% - 45%</b>
<b>5</b>	<b>44% - 0%</b>

Stupnica hodnotenia kontrolného diktátu

0 chýb – 100%	9 chýb – 52%
1 chyba – 94%	10 chýb – 45%
2 chyby – 88%	11 chýb – 44%
3 chyby – 87%	12 chýb – 37%
4 chyby – 75%	13 chýb – 27%
5 chýb – 74%	14 chýb – 17%
6 chýb – 67%	15 chýb – 7%
7 chýb – 60%	16 chýb – 0%
8 chýb – 59%	

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## Slovak for foreigners

Teachers: **Years 7 and 8 (Ms Margita Blahova)**

**Year 9 (Ms Viktor Poncak)**

Types of assessments: Unit tests, topic tests, homework, class participation, quizzes (vocabulary, grammar), projects, speaking tasks, and writing tasks

Frequency:

Big tests are announced one week in advance. Quizzes are not announced. Tests are given after finishing a topic or a unit.

1 initial baseline test in September, 1 mid-term test in December/January, and 1 final test in May/June.

Grade boundaries:

Grade	Percentage
<b>1</b>	<b>85% +</b>
<b>2</b>	<b>84% - 70%</b>
<b>3</b>	<b>69% - 55%</b>
<b>4</b>	<b>54% - 45%</b>
<b>5</b>	<b>44% - 0%</b>

Grade weights

- Initial baseline test = 1
- Midterm test = 1.5
- Final test = 1.5
- Unit tests, speaking, writing = 1
- Quizzes (vocabulary, grammar), projects = 0
- Participation = 0.5

Criteria:

**Grade 1** – Positive attitude, active participation, deep knowledge, always prepared for the lesson, a good grasp of vocabulary, and no missing homework,

**Grade 2** – Active participation, positive attitude, very good knowledge, but sometimes missing homework

**Grade 3** – Sometimes active participation, sometimes negative attitude, good knowledge, and missing homework

**Grade 4** – Not active in class, negative attitude, poor knowledge, unable to work individually, and missing homework

**Grade 5** – Poor command of basic vocabulary and grammar, no participation, unable to work individually, and missing homework

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## Spanish Language

Teacher: **Mr. Jose Luis Sanchez Melgarejo**

Grade boundaries: [KS3 General Grade Boundaries](#)

Types of assessments: Quizzes, presentations, homework, classwork, and role-plays

Frequency:

1<sup>st</sup> half year: (approximately) - 3 grammar/ vocabulary quizzes per module (weight 0.5), 1 presentation per module (weight 0.5), and weekly homework (weight 1).

2<sup>nd</sup> half year: (approximately) - 3 grammar/ vocabulary quizzes per module (weight 0.5), 1 presentation per module (weight 0.5), 1 end of year test with triple weight, and weekly homework (weight 1).

Assessment criteria

**Grade 1:** Participates enthusiastically and appropriately in all activities (presentations and role-plays), always works diligently and on time (classwork and homework), always respects class rules and fosters a good learning environment (participation and effort). Demonstrates understanding and knowledge of the language (presentations and tests).

**Grade 2:** Participates enthusiastically and appropriately in most of the activities (presentations and role-plays). Usually works diligently and on time (classwork and homework), always respects class rules and models a good behaviour, often demonstrates understanding and knowledge off the language.

**Grade 3:** Participates appropriately in most of the activities. Generally, works diligently and on time (classwork and homework), accepts corrections and strives to improve his attitude, demonstrates certain understanding and knowledge of the language.

**Grade 4:** Participates in some of the activities, some of the work has been completed, acknowledges corrections, and takes responsibly for attitude, reaches minimum knowledge requirements.

**Grade 5:** Little participation and interest in the subject, difficulty completing much on the work on time, difficulty adjusting to classroom rules and expectations, limited understanding, and interest in the language.

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