

9-1 Grade Descriptors



'We ensure that pupil well-being and good pupil progress are at the heart of what we do in all our work.'



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English Language

Reading

Grade 0 Pupils begin to produce basic responses to task although these will be undeveloped. They may make simple, basic comments about the writer's choice of language, form and structure and may begin to offer simplistic opinions about texts. They may begin to demonstrate some basic, simplistic understanding of the effect of language choices or simple structure on the reader/audience. Pupils begin to make simple links between texts drawing out some basic similarities and differences. They struggle to make some simple references to the texts in order to support interpretations, but these might not always be entirely relevant or accurate. Written expression is often clunky with frequent, basic SPAG errors. There will most likely be no subject specific vocabulary used in order to support interpretations.

Grade 1 Pupils begin to produce somewhat relevant responses to task although these may be undeveloped. They begin to explain briefly the writer's choice of language, form and structure and evaluate texts, demonstrating some basic understanding of the effect of language choices or simple structure devices on the reader/audience. They are able to make simple comparisons between texts drawing out basic similarities and differences. They begin to make some simple references to the texts in order to support interpretations, but these might not always be entirely relevant or accurate. Written expression is often clunky with frequent, basic SPAG errors. There will be little subject specific vocabulary used in order to support interpretations.

Grade 2 Pupils begin to produce somewhat relevant responses to task. They begin to explain the writer's choice of language, form and structure and evaluate texts, demonstrating some simple understanding of the effect of writer's methods on the reader/audience. Pupils are able to begin synthesising texts and make some simple comparisons. They begin to select references from the texts in order to support interpretations, but these might not always be entirely relevant. Written expression is sometimes clunky and inconsistent with some basic SPAG errors. There may be little subject specific vocabulary used in order to support interpretations.

Grade 3 Pupils produce somewhat relevant responses to task. They begin to explain the writer's choice of language, form and structure and evaluate texts, demonstrating some understanding of the effect of writer's methods on the reader/audience. Pupils are able to begin synthesising texts and make some clear, simple comparisons. Some references to texts are selected in order to support interpretations but these might not always be entirely relevant. Written expression is somewhat clear with occasional simple errors. They begin to use some subject specific vocabulary accurately in order to support interpretations.

Grade 4 Pupils produce clear and relevant responses to tasks. They explain the writer's choice of language, form and structure and evaluate texts with some clarity, demonstrating some understanding of the effect of writer's methods on the reader/audience. They are able to begin synthesising texts and make some clear comparisons. Some clear and relevant references to texts are selected in order to support interpretations and pupils are able to respond to tasks with some detail. Written expression is often clear with few basic errors. They begin to use some subject specific vocabulary accurately in order to support interpretations.

Grade 5 Pupils produce clear and somewhat detailed responses to tasks. They begin to analyse language, form and structure and evaluate texts in some detail, demonstrating a clear understanding of the effect of a range of writer's methods on the reader/audience. Pupils are able to begin synthesising texts and make clear, accurate comparisons. Clear and accurate references to texts are selected in order to support interpretations. Written expression is clear with few errors when tackling more complex vocabulary or punctuation. Subject specific vocabulary is used accurately in order to support interpretations.

Grade 6 Pupils produce precise and developed responses to tasks. They begin to analyse language, form and structure and evaluate texts offering some personal, developed responses. They demonstrate a precise and developed understanding of the effect of a range of writer's methods on the reader/audience. They are able to synthesise texts and make precise and developed comparisons. Precise and confident references to texts are

selected in order to support interpretation. Written expression is fluent and concise with few errors, even when tackling more complex vocabulary or punctuation. Subject specific vocabulary used accurately in order to clarify interpretations.

Grade 7 Pupils' work is beginning to show some insightful response. They will begin to analyse language, form and structure in some detail and evaluate texts in some depth offering personal responses. Students demonstrate some insightful understanding of the effect of a range of writer's methods on the reader/audience. Pupils are able to synthesise texts and make some perceptive comparisons. Some judicious references to texts are selected in order to develop interpretations and pupils are able to respond to tasks with some depth and critical analysis. Written expression is often sophisticated and somewhat engaging with few errors, even when tackling more complex vocabulary or punctuation. Subject specific vocabulary is used to develop interpretations.

Grade 8 Pupils' work is often perceptive and insightful. They are able to analyse language, form and structure in detail and evaluate texts in some depth offering insightful personal responses. Students demonstrate perceptive and insightful understanding of the effect of a range of writer's methods on the reader/audience. Pupils are able to synthesise texts and make some perceptive comparisons. Judicious references to texts are often selected in order to develop interpretations and pupils are able to respond to tasks with some depth and critical analysis. Written expression is often sophisticated and somewhat engaging with few errors, even when tackling more complex vocabulary or punctuation. They use subject specific vocabulary used purposefully to develop interpretations.

Grade 9 Pupils' work is consistently perceptive and insightful. They are able to analyse language, form and structure in detail and evaluate texts in depth offering insightful and original personal responses. Students consistently demonstrate perceptive and insightful understanding of the effect of a range of writer's methods on the reader/audience Pupils are able to synthesise texts and make detailed perceptive comparisons. Judicious references to texts are selected in order to develop interpretations and pupils are able to respond to tasks with depth and a high level of critical analysis. Written expression is sophisticated and engaging with few errors, even when tackling more complex vocabulary or punctuation. They use subject specific vocabulary used purposefully to develop interpretations.



Writing

Grade 0 Pupils may show some awareness of purpose, audience and form with limited control of register; vocabulary will be simplistic and basic with some appropriate choices being made. Writing will be undeveloped with few ideas linked and little awareness of whole text structure, however ideas may be grouped by content. There may be some evidence of pupils attempting basic punctuation such as full stops and capital letters, and some evidence of pupils attempting to use full sentences.

Grade 1 Pupils begin to show awareness of purpose, audience and form with a somewhat clear control of register; vocabulary may be simplistic but appropriate, and pupils begin to make conscious choices about the words being used. They begin to develop writing with some awareness of whole text structure and the signposting of openings and closings. Pupils use some paragraphs to control writing and order ideas. They use basic punctuation such as full stops and capital letters accurately and begin to use a wider range of sentence structures.

Grade 2 Pupils attempt to adapt writing for purpose, audience and form with some control of register. Pupils begin to use some interesting and appropriate vocabulary and may begin to make conscious choices about the words being used. They may attempt to use appropriate linguistic and structural devices but with a varying degree of effect. Pupils begin to develop writing in more detail and show some awareness of whole text structure, using signposting and discourse markers with some effect. Pupils begin to group ideas or paragraph with some accuracy in order to control writing and order ideas. They use basic punctuation such as full stops and capital letters accurately and begin to use commas accurately to demarcate clauses. They attempt to use a wider range of sentence structures with some variation of sentence openers but not necessary in an attempt to create specific effects.

Grade 3 Pupils show an increasing understanding of purpose, audience and form with a sustained control of register. Pupils use increasingly interesting and appropriate vocabulary and begin to make sustained conscious choices about the words being used. They use increasingly appropriate linguistic and structural devices but with a varying degree of effect. They develop writing with increasingly detailed ideas and show a sustained awareness of whole text structure, using some signposting and discourse markers to guide the reader through their writing with some level of accuracy. Pupils begin to paragraph accurately to order ideas but not necessarily in order to create specific effects. They use basic punctuation with increasing accuracy and begin to use a wider range of punctuation such as exclamation marks, semi-colons and brackets. Pupils begin to use a develop range of sentence structures and lengths throughout their response but not necessarily in an attempt to create specific effects.

Grade 4 Pupils effectively adapt writing for purpose, audience and form with a clear and developing control of register. They use interesting and appropriate vocabulary and make conscious choices about the words being used. They use appropriate linguistic and structural devices with a varying degree of effect, and this is generally sustained throughout the whole response. Pupils develop writing in more detail and show an awareness of whole text structure, using signposting and discourse markers to create a fluent and clear response. Pupils begin to control writing and paragraph accurately to order ideas, but not necessarily in order to create specific effects. They use basic punctuation accurately and use wider range of punctuation such as exclamation marks, semi-colons and brackets with some conscious choice of punctuation to create specific effects. They use a developing range of sentence structures and lengths to create specific effects

Grade 5 Pupils consistently and successfully adapt writing for purpose, audience and form with a clear and consistent control of register. Pupils use interesting and successful vocabulary and make conscious choices about the words being used. They use linguistic and structural devices with success, and this is generally sustained throughout the whole response. Pupils develop writing in more detail and begin to consciously consider whole text structure, using signposting and discourse markers to guide the reader through their writing successfully. Pupils control writing and paragraphing accurately and begin to use paragraphing to create specific effects. They use basic punctuation accurately and use a wider range of punctuation such as exclamation marks, semi-colons and brackets, making successful choices about punctuation to create specific effects. Pupils use a range of sentence structures and lengths in order to consciously create specific effects.

Grade 6 Pupils consistently and coherently adapt writing for purpose, audience and form with a consistent and sophisticated control of register. They consistently use sophisticated and successful vocabulary and make conscious choices about the words being used. They use sophisticated linguistic and structural devices with success consistently throughout the whole response. They develop writing in detail and consciously consider whole text

structure, using signposting and integrated discourse markers to create a coherent and engaging response. Pupils control writing and paragraphing accurately and consistently use paragraphing to create specific effects. They use punctuation accurately and use a wider range of punctuation such as exclamation marks, semi-colons and brackets consistently, making sophisticated choices about punctuation to create specific effects. Pupils use a range of sentence structures and lengths in order to consistently create specific effects.

Grade 7 Pupils write consistently to match purpose and audience. They use a wide range of vocabulary and consciously craft linguistic devices which are effective and varied. They use consistently coherent paragraphs with integrated discourse markers. They use varied and effective structural features. In terms of technical accuracy, writing is effective with an accurate use of sentence demarcation. There is evidence of accurate use of punctuation and sentence forms with controlled grammatical structures. There is evidence of consistently accurate spelling including complex words and a confident range of vocabulary is used that is effective.

Grade 8 Pupils' register is convincingly matched to audience and purpose. They use extensive and ambitious vocabulary with conscious crafting of linguistic devices. They use an extensive range of structural features and writing is highly engaging with a range of developed complex ideas. Pupils also evidence consistently coherent use of paragraphs with integrated discourse markers and writing is consistently accurate with a wide range of sentence demarcation and evidence of conscious punctuation. With regard to technical accuracy, there is evidence of consistently accurate and wide-ranging use of sentence forms used. In terms of grammatical structures, Standard English is consistently accurate. They include consistently accurate and wide-ranging use of spelling, including complex words and use of ambitious vocabulary.

Grade 9 Pupils show a mature and sophisticated understanding of purpose, and assuredly match task to audience. Pupils use sophisticated and ambitious vocabulary and consciously craft linguistic devices which are effective and compelling. Pupils use fluent and coherent paragraphs with seamlessly integrated discourse markers. Pupils use varied and inventive use of structural features. Overall, writing is compelling, incorporating a range of developed complex ideas. In terms of technical accuracy, writing is consistently accurate and with a convincing use of sentence demarcation. There is evidence of consistently accurate use of punctuation and sentence forms with convincing grammatical structures. There is evidence of consistently accurate and convincing use of spelling including complex words and a range of ambitious vocabulary that is compelling and engaging. A level 9 student has a clear natural flair with their writing.



Technical Accuracy

Grade 0 Pupils use very basic and occasional sentence demarcation with some basic punctuation. The spelling of high frequency words is accurate and the pupil demonstrates some awareness of the need for Standard English. Events or ideas are sometimes in an appropriate order.

Grade 1 Pupils use straightforward sentences which are mostly demarcated accurately. There is some accurate use of punctuation and spelling is beginning become more secure. Standard English is beginning to be used more frequently. Some attempts are made to organise ideas logically but overall direction is not always clear.

Grade 2 Pupils' sentence demarcation is mostly secure and mostly accurate and they demonstrate some control of a range of punctuation. There is some accurate spelling of more complex words, with frequent use of Standard English and general control of grammatical structures. Ideas are organised simply, generally with a logical sequence.

Grade 3 Pupils' sentence demarcation is mostly secure and mostly accurate and they demonstrate the ability to use a range of punctuation with general accuracy. Spelling across their response is generally accurate, including complex and irregular words. Standard English is used appropriately with some controlled grammatical structures. Ideas are structured clearly with logical sequence.

Grade 4 Pupils' sentence demarcation is mostly secure and mostly accurate. They use a range of punctuation with some deliberate attempts to create effects, mostly accurately. Spelling is consistently accurate, including complex and irregular words. The pupil uses Standard English appropriately with controlled grammatical structures. Ideas are coherent and well structured.

Grade 5 Pupils' sentence demarcation is consistently secure and accurate. They use a wide range of punctuation accurately with a consistent awareness of creating effects. Spelling is consistently accurate, including some ambitious vocabulary. Their use of Standard English is consistently accurate with clear control of complex grammatical structures. Ideas are consistently well sequenced and signal the overall structure of the text.

Grade 6 Pupils' sentence demarcation is highly controlled. They use a range of punctuation imaginatively and with a high level of accuracy. There is also a high level of accuracy of spelling, including ambitious vocabulary. Standard English is used consistently and appropriately and there is a secure control of complex grammatical structures. Ideas are structured imaginatively and in a well-controlled manner to guide the reader.

Grade 7 Pupils' sentence demarcation is highly controlled and they use punctuation judiciously to craft sentences for effect. Spelling is virtually error free. There is a thoroughly accurate use of Standard English with sophisticated control of grammatical structures. Their response is ambitious, accomplished and effectively structured throughout.

Grade 8 and 9 Pupils demonstrate exceptional quality in their responses across all descriptors.



Spoken Language

Grade 0 Pupils are audible, intelligible and produce simple responses to ideas and questions when guided. In drama, this helps in creating characters and roles.

Grade 1 Pupils can express straightforward ideas, information and feelings and provide simple responses to straightforward questions. Language is sometimes appropriate to setting. They listen and respond simply in discussions. In drama, they convey straightforward ideas about characters and scenarios.

Grade 2 Pupils can express ideas, information and feelings with an attempt to adapt language to meet the needs of the audience or group. They listen to questions and feedback and provide an appropriate response. They contribute when prompted to discuss. In drama, they begin to adapt speech, gesture, and movement to relate different roles and scenarios.

Grade 3 Pupils express themselves clearly, using a range of vocabulary, and attempt to structure their talk to suit purpose and audience. They use Standard English where appropriate. They will respond in some detail to feedback and questions. They contribute to discussions in groups of varying sizes. In drama, they consistently adapt speech, gesture, and movement to relate different roles and scenarios.

Grade 4 Pupils express more challenging ideas, information and feelings, using a wider range of vocabulary with confidence. They organise their talk to meet the needs of the audience and respond formally, in detail, to feedback and questions. They attempt to take on a variety of roles in discussion. In drama, they convincingly use speech, gesture, and movement in adapting roles and exploring ideas and issues.

Grade 5 Pupils consistently explore and express more challenging ideas linked to topic, audience and context. They express themselves confidently using both a competent range of vocabulary and interesting structures. They respond and elaborate upon questions and feedback effectively. They take a lead and involve others in discussions. In drama, there is a sustained and convincing use of speech, gesture and movement in adapting roles and exploring ideas and issues.

Grade 6 Pupils express sophisticated ideas, information and feelings using a refined repertoire of vocabulary. They use an effective range of strategies to engage the audience or group and provide some perceptive responses to feedback. They are productive in discussion and can take on a range of roles whilst summarising and moving discussions forward. In drama, they explore complex ideas and issues through insightful choice of speech, gesture, and movement; establishing roles and applying dramatic approaches with confidence.

Grade 7 Language is used accurately, eloquently and skilfully. The speech itself and following discussion blends seamlessly and maintains the audience's interest throughout. The speaker is able to elicit an engaged response from the audience. In a discussion, the candidate confidently deals with a change in direction and the response extends the subject matter. In drama, pupils deepen responses to ideas and issues by exploiting dramatic approaches and techniques creatively and experimenting with complex roles and scenarios.

Grade 8 and 9 Pupil's work is of an exemplary nature. Judiciously selected vocabulary and devices have been used to sustain and engage the audience, in all scenarios. Delivery in all areas of the speech and discussion is enthusiastic, eloquent, confident and convincing.

English Literature

Grade 0 Pupils' written responses lack accuracy in terms of the text, though they are able to give some verbal commentary on the text studied.

Grade 1 Pupils provide limited responses and there may be some inaccuracies in understanding of the text. They are unlikely to include relevant references from the text, but there may be an attempt to support ideas with references.

Grade 2 Pupils' responses are likely to be narrative and/or descriptive in approach. They may include awareness of the task and provide appropriate reference to text; there will be simple



identification of method with possible reference to subject terminology. They make simple comments or responses to context, usually explicit.

Grade 3 Pupils provide responses which are relevant and supported with some explanation. It will include some focus on the task with relevant comments and some supporting references from the text. They will include identification of effects of deliberate choices made by writer, with some reference to subject terminology. They have awareness of some contextual factors.

Grade 4 Pupils provide responses which are likely to be explanatory in parts. They focuses on the full task with a range of points exemplified by relevant references from the text. They will include identification of effects of a range of writer's methods supported by some relevant terminology. Explanation of some relevant contextual factors will be evident.

Grade 5 Pupils respond with clarity and consistency. They can provide a focused response to the full task which demonstrates clear understanding. They use a range of references effectively to illustrate and justify explanation with clear explanation of the effects of a range of writer's methods, supported by appropriate use of subject terminology. They demonstrate clear understanding of ideas, perspectives and contextual factors.

Grade 6 Pupils respond with clarity and consistency. There will be elements of the work that is more thoughtful and developed. They will demonstrate a considered approach to the range of references chosen to illustrate and justify the interpretation. They will include clear and detailed explanation of the effects of a range of writer's methods, supported by apt use of subject terminology. Their examination of ideas, perspectives and contextual factors might begin to include alternative perspectives and insight into deeper meanings.

Grade 7 Pupils provide responses which are thoughtful, detailed and developed. They take a considered approach to the full task with references integrated into interpretation. There will be a detailed examination of the effects of language and/or structure and/or form, supported by apt use of subject terminology. They examine ideas, perspectives and contextual factors, possibly including alternative interpretations and deeper meanings.

Grade 8 Pupils provide responses which start to demonstrate elements of exploratory thought and/or analysis of writer's methods and/or contexts. They sustain a convincing, informed personal response to explicit and implicit meanings of texts. They include sustained evidence of perceptive critical analysis of the ways in which writers use language, form and structure, supported by predominantly judicious and well-integrated textual references. They show a perceptive understanding of how contexts shape texts and responses to texts make illuminating comparisons between texts.

Grade 9 Pupils provide responses which are likely to be critical, exploratory and contain well-structured arguments. They take a conceptualised approach to the full task, supported by a range of judicious references. There will be a fine grained and insightful analysis of language, form and structure, supported by judicious use of subject terminology. Exploration of the effects of writer's choices will be critical. They include convincing exploration of one or more ideas, perspectives, contextual factors and interpretations.

Mathematics

Number

Grade 0 Pupils read, write and order integers up to 2 digits. They recognise differences in quantities and use ordinal numbers to describe the position of objects, people or events. They round integers to the nearest 10. They complete simple addition and subtraction calculations and begin to recall and use multiplication facts in the 2, 5 and 10 multiplication tables. They identify the value of digits up to 100 and recognise odd and even numbers. They recognise when fractional amounts have been shaded on diagrams and can shade half of a diagram. They can state which has a bigger share when comparing the shading on two simple diagrams. They describe fractions as "parts of". They count values of money and express these as decimals.

Grade 1 Pupils read, write and order integers up to 4 digits, including negative numbers. They round integers to the nearest 10, 100 or 1000. They recall multiplication facts up to 10 x 10 and derive the corresponding division facts. They use mental methods to find remainders after division and use efficient written methods to add, subtract integers and multiply and divide 2 or 3 digit numbers by a single digit number. They multiply and divide integers by powers of ten. They begin to use order of operations and understand and use inverse operations. They write decimals using tenths and hundredths and identify the value of digits up to 1000. They use the symbols <,> and \neq in the context of integers and decimals and can multiply any integer by powers of 10. They identify squares of numbers up to 10^2 , odd and even numbers, the first 10 prime numbers, factors and multiples. They use fraction notation and mathematical terms such as numerator and denominator to describe fractions. They recognise simple equivalent fractions. They use decimal notation for tenths and hundredths and partition decimals in contexts of money or measurements. They express $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{4}$ and tenths and hundredths as fractions and decimals. They multiply simple decimals and calculate with simple fractions. They use decimal notation to record measurements and begin to convert metric units of measurement.

Grade 2 Pupils order, add and subtract positive and negative integers, with or without a number line. They round decimals to the nearest integer or one decimal place and can compare and order decimals up to 2 decimal places. They multiply and divide 3 digit by 2 digit integers and use simple divisibility tests. They use order of operations, including brackets and inverse operations and can use calculators to solve simple arithmetic problems. They add, subtract, multiply and divide positive and negative integers, using efficient mental and written methods. They recall multiplication facts up to 12 x 12 with confidence and quickly derive division facts. They can create simple prime factor "trees" or "ladders". They multiply any integer by powers of 10 and understand and use decimal notation and

place value. They use efficient written methods to add and subtract. They recognise square numbers to at least 12 x 12 and corresponding roots and use the square and square root keys on a calculator. They recognise and use multiples, factors, primes, common factors and highest common factors and lowest common multiples in simple cases. They use the bracket, square, square root, sign change and memory keys on a calculator. They multiply and divide decimals with up to 2 places by single digit integers. They use fractions to describe parts of shapes and use



diagrams to compare two or more simple fractions. They understand and use decimal notation and place value. They add and subtract fractions with common denominators and express a given number as a fraction of another, using very simple numbers. They multiply a fraction by an integer and calculate simple fractions of quantities and measurements. They simplify fractions by cancelling and identify equivalent fractions and recognise equivalent fractions and decimals. They use efficient written methods to add and subtract integers and decimals and use mental methods to multiply and divide simple decimals by one digit integers. They convert one metric measure to another.

Grade 3 Pupils add, subtract, multiply and divide decimals and integers, including any number between 0 and 1. They round positive numbers to any given power of 10 and decimals to the nearest whole number or one or two decimal places. They use order of operations, including brackets, with more complex calculations. They can convert fractions to decimals, using division, without the use of a calculator. They use squares, positive and negative square roots, cubes and cube roots and index notation for small positive integer powers. They use multiples, factors, common factors, highest common factors and lowest common multiples and primes. They use the function keys of a calculator for sign change, brackets, powers and roots as well as using the memory key and can interpret the display in context. They know and use numbers raised to the power of zero. They find equivalent fractions and equivalent fractions and decimals. They use efficient written methods to add and subtract integers and decimals of any size, including those with differencing numbers of decimal places. They convert between mixed numbers and improper fractions and add and subtract fractions, including those involving mixed numbers, by writing them with a common denominator. They multiply and divide an integer by a fraction. They compare fractions, using inequality signs and order fractions by using a common denominator. They calculate fractions of amounts and recall fraction to decimal conversions. They multiply and divide by 0.1 and 0.01. They use a calculator to enter and work with fractions.

Grade 4 Pupils use positive, negative and decimal numbers of any size, the laws of arithmetic, order of operations, including brackets, and inverse operations. They round decimals to any given number of decimal places or significant figures and use to make estimates. They understand the effects of multiplying or dividing by numbers between 0 and 1 and multiply and divide by any integer power of 10. They understand the difference between positive and negative square roots and recall the cubes of 1,2,3,4,5 and 10. They use index notation for integer powers and know and use index laws for multiplication and division of positive integer powers, fractions and powers of powers. They recognise powers of 2,3,4 and 5. They find the reciprocal of an integer, decimal or fraction. They convert large and small numbers into standard form and vice versa. They use prime factor decomposition to write a number as a product of primes and to find highest common factors and lowest common multiples. They use a calculator efficiently and appropriately for complex calculations, knowing not to round during intermediate steps. They use the power and root keys on a calculator. They simplify, add, subtract, multiply and divide fractions and mixed numbers and multiply and divide mixed numbers by integers or vice versa. They use fractions to find sizes of categories, for example from pie charts. They identify upper and lower bounds. They convert between fractions and decimals and recognise recurring decimals and convert simple fractions to recurring decimals, using a calculator. They express a given number as a fraction of another, find equivalent fractions and compare. They find fractions of amounts in context, to solve problems. They use a calculator efficiently and appropriately, knowing not to round at intermediate stages.

Grade 5 Pupils use index notation for integer powers, including negative powers. They use the square, cube and power keys (including x^y) on a calculator and estimate powers and roots of any given number, by considering the values it must lie between. They use index laws to simplify and calculate the value of numerical expressions involving multiplication and division of integer powers, fractional and negative powers and powers of a power. They use brackets and hierarchy of operations up to and including with powers and roots in brackets or raising brackets to powers or taking roots of brackets. They add, subtract, multiply and divide in standard form, with and without a calculator. They carry out multiple calculations involving decimals, in order to solve a problem. They write bounds as error intervals.

Grade 6 Pupils recall that $n^0=1$, $n^{-1}=1/n$, $n^{1/2}=\sqrt{n}$ and $n^{1/3}=\sqrt[3]{2}$ for any positive integer n. They use a calculator to find $x^{1/y}$. They understand that the inverse operation of raising a positive number to a power of n is raising the result of this operation to the power of 1/n. They solve problems, including those in context, involving highest common factors and lowest common multiples. They understand surd notation and simplify surd expressions involving squares. They can rationalise denominators of simple surds. They calculate the upper and lower bounds of an expression involving the four operations, including in real life situations. They convert a fraction to a recurring decimal and vice versa and find the reciprocal of an integer, decimal or fraction.

Grade 7 Pupils solve problems involving a range of index laws. They find the value of calculations using indices, including positive, fractional and negative indices. Pupils find the upper and lower bounds of more complex calculations involving perimeters, areas and volumes of 2D and 3D shapes. They decide whether or not a fraction can be written as a terminating or recurring decimal by writing the denominator in terms of its prime factors.

Grade 8 and 9 Pupils understand and use rational and irrational numbers. They simplify expressions involving surds, including expressions with brackets and factorisation. They solve problems involving surds and rationalise surds in more complex expressions and equations.

Algebra

Grade 0 Pupils find missing numbers in arithmetic number problems. They follow instructions involving adding and subtracting numbers. They begin to recognise sequences involving odd and even numbers.

Grade 1 Pupils begin to use letters and symbols to represent numbers. They write simple expressions and simplify by gathering like terms. They use simple formulae expressed in words and symbols, using substitution of positive integers. They can solve simple, one-step linear equations using an appropriate method. They recognise, describe and extend simple number sequences, including those involving odd and even numbers and the Fibonacci sequence. They recognise sequences from diagrams and draw then next in the sequence. They use function machines to find terms of a sequence. They plot coordinates in the first quadrant.

Grade 2 Pupils use notation and symbols correctly to write expressions. They understand the difference between expressions, equations and formulae. They simplify linear algebraic expressions by collecting like terms and multiply together simple expressions, using index notation where appropriate. They multiply a constant over a bracket and substitute positive integers into linear expressions and formulae. They derive a simple formula and construct simple linear equations with unknown on one side. They describe integer sequences using the term to term definition and find a term, or number of terms in the sequence using a rule. They recognise sequences involving special number types such as triangular, square and cube numbers. They show and interpret inequalities on number lines and identify integer values that satisfy an inequality. They identify and plot points in all four quadrants.

Grade 3 Pupils select an expression, equation, formula or identity from a list and understand the symbols "not equal to" and the identity sign. They use index laws in algebraic simplification. They simplify expressions involving brackets and substitute positive and negative numbers into expressions. They construct and solve linear equations with integer coefficients, with unknowns on one or both sides, with and without brackets. They rearrange simple equations and solve angle or perimeter problems involving algebra. They generate terms of a linear sequence and find and use the nth term. They solve simple inequalities. They solve two inequalities in x, find the solution sets and compare them to see which value satisfies both. They use the correct notation to show inclusive and exclusive inequalities. They plot and draw graphs of y=a, x=a, y=x and y=-x.

Grade 4 Pupils represent and interpret problems in algebraic or graphical form and use index laws in algebra. They argue mathematically to show expressions are equivalent. They factorise algebraically by taking out single and multiple common factors. They substitute positive and negative numbers into more complex expressions and in simple cases, change the subject of a formula. They construct and solve linear equations and inequalities with integer or fractional coefficients, with or without brackets and negatives which result in a positive or negative solution. They solve a range of problems involving algebra. They generate sequences, involving negatives, fractions and decimals. They find, use and justify the nth term as well as using the nth term to determine if a number is in a given sequence. They continue a quadratic sequence and use the nth term to generate terms. They identify and interpret the gradient of a line segment and y-intercept and find the equation of a line in the form y=mx+c. They find the coordinates of midpoints of a line segment, from a given diagram and given coordinates.

Grade 5 Pupils find the equation of a straight line through two given points. They recognise and derive lines and equations of lines from a range of given facts, including properties of parallel lines. They draw and interpret straight line graphs for real life situations such as ready reckoner graphs, conversion graphs, fuel bills and fixed charge and cost per item. They draw and interpret distance-time and velocity-time graphs. They find approximate solutions to linear and quadratic equations from a graph. They draw graphs of reciprocal functions. They recognise a linear, quadratic, cubic, reciprocal and circle graph from its shape. They expand double brackets of the form (ax+b)(cx+d) and change the subject of a formula which contains unknowns on both sides. They solve quadratic equations of the

form $x^2 + bx + c = 0$ by factorisation. They find exact solutions of two simultaneous equations in two unknowns, using elimination or substitution or with the use of a graph.

Grade 6 Pupils calculate the length of a line segment, given the coordinates of the end points. They find coordinates of points identified by geometrical information. They identify and interpret the gradient of a straight line from an equation of the form ax + by = c and plot graphs given equations of this form. They derive an equation in the form

ax+ by =c from a linear graph. They understand how to find gradients of lines parallel and perpendicular to a given linear equation. They interpret graphs of quadratic functions from real-life problems and can find the nth term of a quadratic sequence. They interpret rates of change seen in graphs representing containers filling and emptying and financial contexts. They solve inequalities graphically. They also solve quadratic inequalities, by factorising and sketching the graph to find critical values. They set up, factorise (including by completing the square and using the quadratic formula) and solve quadratic expressions of the form ax^2+bx+c . They find approximate solutions to simultaneous equations formed from one linear and one quadratic using a graphical approach. They also solve simultaneous equations representing a real life situation and interpret the solution in the context of the problem. They begin to solve algebraic fractions.

EXAMPLE: $ac^2 + bz + c = 0$ $\left(x+\frac{b}{2}\right)^2 - \left(\frac{b}{2}\right)^2 + c = 0$ $x^{2} + 10x + 10 = 0$ 1) $\left(x + \frac{10}{2}\right)^2 - \left(\frac{10}{2}\right)^2 + 10 = 0$ $(\infty + 5)^2 - (5)^2 + 10 = 0$ $(\infty + 5)^2 - 25 + 10 = 0$ $(5C+5)^2 - 15 = 0$ $(x + s)^2 = 15 \longrightarrow x + s = + - J15$ DC = -5 + JIS70 x=-5-115

Grade 7 Pupils find and use the equation of a line of best fit on a scattergraph. They explore the gradients of parallel lines and lines perpendicular to each other and interpret and analyse straight line graphs and generate equations of lines parallel and perpendicular to them. They use graphs to calculate various measures such as unit price, average speed, distance, time, acceleration. They use the function notation and find for example, f(x)+g(x), f(x)-g(x), 2f(x) and f(3x) algebraically. They find the inverse of a linear function and for the two functions f(x) and g(x), they find g(x). They interpret and analyse transformations of graphs, including linear, quadratic and cubic functions and write the functions algebraically. They draw circles using the equation $x^2+y^2=r^2$, where the centre is the origin and can also derive the equation of a circle. They solve quadratic inequalities and equations which may require rearranging, by factorisation, completing the square, and using the quadratic formula in which the coefficient of the quadratic term is greater than 1. They expand the product of three or more binomials. They use iteration with simple converging sequences. They solve exactly, by elimination of an unknown, two simultaneous equations in two unknowns, where one is linear and the second is linear or quadratic. They find, graphically, the intersection points of a given straight line with a circle. They solve more complex algebraic fractions.

Grade 8 and 9 Pupils find the equation of a tangent to a circle at a given point. They estimate the area under a quadratic or other graph by dividing it into trapezia. They interpret the gradient of linear or non-linear graphs and estimate the gradient of a quadratic or non-linear graph at a given point by sketching the tangent and finding its gradient. They interpret the gradient of linear and non-linear graphs in curved time-distance and velocity-time graphs. They use gradients of tangents to estimate speed and acceleration from non-linear graphs. They sketch a graph of a quadratic function, by factorising or by using the quadratic formula, identifying roots, y-intercepts and turning points. They identify from a graph, if a quadratic has any real roots. They consider cases of linear simultaneous equations that have no solution or an infinite number of solutions.

Geometry

Grade 0 Pupils recognise straight lines and curves. They understand the concept of turning and recognise corners which are right angles. They distinguish between triangles, quadrilaterals and circles, by reference to the type or number of sides each has. They differentiate between 2D and 3D shapes. They recognise, count, sort or match and name simple polygons, including common quadrilaterals and copy or extend simple sequences involving shapes. They compare sizes of shapes or groups of shapes, using simple language, comparing one dimension such as height or weight. They indicate whole numbers on a scale and can measure and draw, using at least one metric unit. They count squares to find areas of simple shapes. They show awareness of time in relation to their experience, for example significant times in their day. They know the days of the week and the calendar months. They know how many days are contained in each month. They recognise and describe simple shapes.

Grade 1 Pupils estimate, measure and draw lengths and acute and obtuse angles. They describe angles as turns, use degrees and understand clockwise and anti-clockwise. They know that there are 360° in a full turn, 180° in half a turn and 90° in a quarter turn. They estimate the size of angles on a straight line and at a point and begin to calculate angles in triangles and quadrilaterals. They identify and mark parallel and perpendicular lines. They draw circles and arcs, to a given radius or diameter. They draw sketches of simple shapes, including simple isometric representations of 3D solids and know key terms such as faces, edges and vertices, using these to visualise, name and make simple 3D models and nets. They know and use compass directions and interpret, with appropriate accuracy, numbers on a range of measuring instruments. They recognise, visualise, name and identify symmetry in 2D shapes and use mathematical language to describe properties of quadrilaterals. They distinguish when shapes have been rotated or reflected. They indicate given values on a scale, including decimal value. They recognise and describe rectangles, triangles and circles using their basic properties. They estimate areas by counting squares and derive and use the formula for the area of a rectangle. They measure the length and width of a shape and calculate simple perimeters of rectangles and triangles. They convert units within one system of measurement. They recognise and draw simple tessellations.

Grade 2 Pupils use the correct mathematical vocabulary, notation and labelling conventions for lines, angles and shapes. They recognise, measure, draw and estimate sizes of acute, obtuse and reflex angles. They calculate angles on straight lines, at a point and in a triangle and recognise vertically opposite angles. They draw accurate diagrams and constructions, including parallel and perpendicular lines, squares and rectangles, and simple nets, plans and elevations and isometric drawings. They distinguish between equilateral, isosceles, scalene and right angled triangles. Pupils visualise, draw and describe reflections in a mirror line and rotate shapes around a given centre. They describe and transform 2D shapes using single translations and enlarge 2D shapes on grids, without a centre of enlargement. They identify, visualise and draw nets of common 3D shapes and recognise and name regular and irregular polygons. They use co-ordinates in the first quadrant to draw and locate shapes. They convert between metric units and make sensible estimates of a range of measures in everyday settings. They begin to find perimeters of trapezia, parallelograms and shapes made from rectangles. They recall and use the formulae for the area of rectangles and simple triangles and begin to calculate surface areas of cubes and cuboids. They identify, name and draw parts of circles.

Grade 3 Pupils understand and use the angle properties of quadrilaterals, equilateral triangles and isosceles triangles. They understand proofs that the angle sum of a triangle is 180° and of a quadrilateral is 360°. They recall and use properties of angles at a point, on a straight line, right angles, vertically opposite angles, alternate and corresponding angles. They use a ruler and compass to construct the perpendicular bisector of a given line, the perpendicular from a point to a line, angle bisectors and triangles, given the lengths of the 3 sides. They can follow a given set of instructions to draw and construct simple loci and regions. They create scale drawings and use and represent simple bearings, plans and elevations. They transform shapes using reflection and translation and complete enlargements and rotations around a given centre. They use mathematical language to fully describe each method of transformation. They identify congruent shapes by eye. They identify all lines of symmetry on 2D shapes and name horizontal and vertical equations of lines of symmetry. They recognise and name a variety of polygons. They derive, recall and use formulae to calculate area and perimeter of triangles, parallelograms, trapezia and circles as well as compound shapes made from these. They begin to use formulae to calculate circumferences and areas enclosed by circles. They calculate the surface area of 3D shapes which involve triangular and rectangular faces. They also calculate the volume of cuboids. They identify similar and congruent shapes and solve geometric problems using side and angle properties of triangles and special quadrilaterals.

Grade 4 Pupils understand and use the angle properties of parallel lines and can explain how to find, calculate and use interior and exterior angles of regular and irregular polygons. They understand a proof that the exterior angle of a triangle is equal to the sum of the interior angles at the other two vertices. They use a ruler and compasses to construct perpendiculars and right angled triangles. They draw and describe simple regions satisfying a combination of loci. Draw more complex 3d shapes in isometric and as 2d projections. They recognise and state the bearing between two points and given the bearing of A from B, can calculate the bearing of



B from A. Using accurate and scaled drawings, they solve more complex bearing problems, including those involving simple loci. They describe and complete combinations of transformations on a coordinate grid. They draw and describe translations of a 2D shape by a vector and identify the centre of enlargement, by drawing. They understand the impact that transformations have on dimensions. They identify planes of symmetry on 3D shapes. Solve real life problems involving areas and perimeters of 2D shapes. They represent information graphically using column vectors. They use their understanding of column vectors to find the sum and difference of two vectors and the scalar multiple of a vector. They understand and apply Pythagoras' Theorem to find side lengths of a right-angled triangle and solve problems, rounding answers to an appropriate degree of accuracy. They calculate area and perimeter of circles, semi circles and quarter-circles; recalling the formulae, using the pi button on their calculators and giving answers in terms of pi. They recognise and calculate various parts of circles, including arc lengths, angles and areas of sectors. They begin to calculate volume and surface area of complex solids, including prisms cylinders, spheres, pyramids and cones. They use estimation to form assumptions and use these to evaluate solutions. They convert between metric area and volume measures and between measures of volume and capacity. They create diagrams accurately and translate scale drawings into real life. They begin to use geometric reasoning to understand similarity of triangles and solve angle problems involving congruence. They use a range of constructions to accurately draw perpendiculars, bisectors, 90° and 45° angles and to locate simple loci and regions.

Grade 5 Pupils classify quadrilaterals by their geometric properties. They use the symmetry property of an isosceles triangle to show that the base angles are equal and solve problems involving missing angles in isosceles triangles, explaining in full the angle facts used. They calculate angle sums of regular and irregular polygons and use their knowledge to find the number of sides in a polygon, given information about the exterior and interior angles. They solve problems involving parallel lines, providing clear, mathematical reasons for their methods. They understand, draw, measure, locate and use bearings to solve problems. They use a range of constructions to locate more complex loci and regions. They use their understanding of column vectors to find the sum and difference of two vectors and the scalar multiple of a vector and identify parallel column vectors, (involving algebraic terms). They use and apply Pythagoras' Theorem to solve problems, leaving answers in surd form. They understand, use and recall the trigonometric ratios to find angles and lengths in 2D shapes and solve simple problems. They find angles of elevation and depression. They know the exact values of the most common trigonometric ratios. They confidently recall and apply formulae to calculate area, perimeter and volume problems including circles and compound shapes. They solve problems involving surface area, volume of cylinders, sphere, cones and composite solids. They compare lengths, areas and volumes of two shapes using ratios. They convert between all units of measure, including imperial measures. They identify scale factor of enlargement through an understanding of similarity and apply an understanding of similarity to find missing dimensions in similar 2d and 3d shapes. They prove congruence and similarity and use these geometric inferences.

Grade 6 Pupils calculate angles of regular and irregular polygons and use these to solve problems such as justifying how shapes will tessellate and working out interior angles of patterns. They use the side and angle properties of compound shapes made up of triangles, lines and quadrilaterals and involving algebraic expressions. They use constructions to solve loci problems, including those involving bearings. They describe the changes and invariance achieved by combinations of transformations. They enlarge 2D shapes using a negative scale factor. They use Pythagoras' Theorem to solve 3D problems and calculate the length of a vector. They calculate the resultant of two vectors. They recall and use the trigonometric ratios to solve more complex 2D problems, involving Pythagoras' Theorem and bearings. They calculate perimeters and area of composite shapes made from circles and parts of

circles combined with parts of polygons, leaving answers in terms of pi. They find surface areas and volumes of compound solids constructed from prisms, pyramids and spheres and recall and use relevant formulae. They deduce length, area and volume scale factors, convert between them and understand the effect on perimeter, area and volume of solids. They solve angle problems by first proving congruence and show that any figure is congruent to its image under translation, rotation and reflection.

Grade 7 Pupils find and describe regions satisfying a combination of loci, including in 3D. They form and solve equations and problems involving more complex shapes and solids, involving more complex shapes and solids, including segments of circles and frustums of cones. They use formal geometric proof for the similarity of two given triangles and circle theorems. They use trigonometric ratios and Pythagoras' Theorem to solve 3D problems. They use the trigonometric rules (sine and cosine rules) to calculate the area, sides and angles of any triangle and to solve problems involving 3D shapes and bearings. They recognise, sketch and interpret simple trigonometric graphs.

Grade 8 and 9 Pupils select and apply construction techniques and an understanding of loci to draw graphs based on circles and perpendiculars of lines. They recognise, sketch and interpret graphs of trigonometric functions and recognise and apply transformations to graphs. They produce geometrical proofs to prove points are collinear and vectors or lines are parallel.

Probability

Grade 0 Pupils can understand and use basic mathematical terminology to describe probabilities in real life situations, (including likely and unlikely).

Grade 1 Pupils can place the probability of events on a scale from impossible to certain and find probabilities based on equally likely outcomes in simple contexts. They list outcomes for single events systematically. They discuss events using terms such as likely, unlikely, certain and impossible.

Grade 2 Pupils understand that probabilities can be displayed on a numerical scale from 0 to 1. They identify all possible mutually exclusive outcomes of a single event and find the probability of a simple event using theoretical probability. They list all outcomes for combined events. They write simple probabilities as fractions or decimals and can illustrate these on a probability scale. They understand that probabilities sum to 1 and can work out probabilities from frequency tables. They begin to make simple estimates regarding the number of times an event will occur. They interpret two way tables.

Grade 3 Pupils write probabilities using a range of techniques, including fractions, decimals and percentages. They understand and use the knowledge that the probability of an event happening added to the probability of that event not happening adds to 1. They understand the difference between theoretical and experimental probability and understand the terms mutually exclusive and exhaustive. They draw two-way tables, sample spaces and Venn diagrams and calculate simple probabilities from them. They understand that random processes are unpredictable and understand that better estimates of probability are obtained by increasing the number of times an experiment is repeated.

Grade 4 Pupils understand the terms fair and bias and can identify bias when given relative frequency. Pupils use tree diagrams to calculate relative frequency and probabilities of multiple events. Pupils can use theoretical probability to calculate the expected frequency of a result. They find missing probabilities from a list or table and understand and apply the addition rule for two mutually exclusive events.

Grade 5 Pupils understand how to use relative frequency to estimate the number of times an event will occur. They find a missing probability from a two-way table, including using algebraic terms. They create simple Venn diagrams and tree diagrams to display given data and use these to calculate simple probabilities. They understand the notation associated with Venn diagrams, including universal sets ξ , sets ξ , net set $\Omega \cap \Omega$.

Grade 6 Pupils understand conditional probabilities and decide if two events are independent. Pupils understand and use the product rule to calculate possible outcomes and therefore probabilities. Using knowledge of independent and dependent events they use the *and* rule and the *or* rule to calculate probabilities of multiple events. Pupils can compare theoretical probabilities, experimental data and use these to find relative frequencies from samples of different sizes.

Grade 7 Pupils calculate probabilities of a combination of events using tree diagrams, including selection with or without replacement.

Grade 8 and 9 Pupils use probability of events not happening to calculate the probability of a combination of events using tree diagrams. They calculate conditional probabilities using the *and* rule and by creating tree diagrams. They create and use a Venn diagram to calculate conditional probabilities.

Ratio and Proportion

Grade 0 Pupils recognise half, quarter and three quarters of amounts. They convert a half and a quarter to fractions and percentages. They recognise units of speed.

Grade 1 Pupils recognise and use percentages and fractions to describe proportions of a whole and other quantities. They find simple equivalent fractions, decimals and percentages. They understand percentages as proportions of hundred. They recognise and use simple ratio and proportions and begin to write ratios in their simplest form. They are able to write a simple ratio as a fraction. They begin to appreciate the concept of variable relationships such as time. They read from speedometers and complete simple average speed, distance and time calculations.

Grade 2 Pupils use fractions and percentages to describe parts of shapes. They recall and find equivalent fractions, decimals and percentages and calculate with each. They calculate simple fractions and percentages of quantities without a calculator e.g. 50%, 25% and multiples of 5% and 10%. They multiply a fraction by an integer and express a smaller number as a fraction of another. They write, interpret, simplify and compare ratios using ratio notation. They divide a quantity into two parts using ratios. They understand the difference between ratio and proportion and use proportion in simple contexts such as recipes and simple best buy problems. They understand and use compound measures such as pressure, density and speed.

Grade 3 Pupils express one given number as a percentage of another and find a fraction or percentage of a quantity, using a calculator where appropriate. They convert between fractions, decimals and percentages in order to make comparisons. They calculate quantities after a given simple percentage increase or decrease, and calculate percentage profit and loss and percentage change. They write ratios in the form 1:n or n:1 and solve contextual ratio and proportion problems, using the unitary method. They divide quantities into two or more parts in a given ratio and use ratio to find one quantity when the other is known. They understand where scale and ratio are used in real life situations. They use a variety of measures, including conversion between metric speed measures, currency conversions, rates of pay and best value.

Grade 4 Pupils apply knowledge of percentages to solve real-life situations such as VAT, profit and loss, simple interest and tax, with the use of calculators (including percentages greater than 100%). They begin to use a multiplier to increase or decrease by a percentage and calculate compound interest. They recognise when fractions or percentages are needed to compare proportions. They compare two ratios (including comparisons of length, area and volume of two shapes) and calculate ratios in a range of contexts. They begin to recognise and use direct and inverse proportion, including graphically. Application of knowledge to more complex problems is evident with more complex formula with variables such as acceleration, density, speed and pressure. They convert between metric speeds with two unit changes. They understand, draw and interpret distance time graphs.

Grade 5 Pupils confidently convert between fractions, decimals and percentages and apply knowledge of percentages to solve more complex real-life problems which could include income tax and profit or loss. They calculate and use a multiplier for repeated proportional change such as compound interest and depreciation. They calculate percentage change following repeated changes. They find original amounts, given a final amount after a percentage increase or decrease. They understand and use direct and inverse proportion to solve problems by setting up equations and recognise and interpret these graphically. They use ratios to solve a range of more complex problems and can write ratios as fractions and as linear functions. They solve more complex real life problems involving multiple steps that encompass other topics. They understand and use compound measures and convert between metric speed, density and pressure measures.

Grade 6 Pupils understand and use the fact that fractions are more accurate in calculations than rounded percentage or decimal equivalences. They use calculators effectively to solve reverse percentage calculations. Pupils set up and use formal equations to solve direct and inverse proportion problems, which may include x squared and x cubed relationships. They use given kinematics formulae to calculate for examples, speed and acceleration.

Grade 7 Pupils solve more complex and contextual proportion problems including for quantities proportional to the square, cube or other power of another quantity. They solve problems using inverse proportion, both mathematically and graphically. They understand the effect of enlargement on angles, perimeter, area and volume of shapes and solids.

Grade 8 and 9 Pupils set up, solve and interpret the answers in growth and decay problems and calculate rates of change.

Statistics

Grade 0 Pupils identify the most common outcomes on bar charts and pictograms. They create sets of tally marks to represent given totals. They collect data from their surrounding environment and begin to be able to display the results in simple charts.

Grade 1 Pupils represent data in tally charts and frequency tables. They draw and interpret simple pictograms, bar charts, line graphs, Venn and Carroll diagrams. They use the mode and the range to describe discrete sets of data. They plot co-ordinates in first quadrant and read graph scales in multiples.

Grade 2 Pupils construct frequency tables for gathering discrete data, grouped where appropriate in equal class intervals. They find the mode, mean, median and range for a set of listed discrete of data and the modal class for the grouped discrete data. They interpret and find the mode from a bar chart. They construct composite bar charts, line graphs and vertical line graphs and simple pie charts using simple fractions and percentages (1/2, ¼ etc) and multiples of 10%. They interpret simple tables such as mileage charts.

Grade 3 Pupils complete and construct two-way tables for recording discrete data and use them to find probabilities and proportions. They draw and interpret simple pie charts, stem and leaf diagrams (including back to back) and time series graphs. They draw histograms with equal class widths, frequency polygons and simple scatter diagrams. They know which charts or graphs to use for different types of data sets. They find the mean, mode, median and the range from the frequency tables for discrete data and can identify the mode and range from bar charts. They understand the meaning of sample, census and population. They understand and apply terms to describe correlation. They recognise and interpret seasonal and cyclic trends in context.

Grade 4 Pupils demonstrate a developed understanding of correlation and are able to draw a line of best fit by inspection on scattergraphs and use it to make predictions. They draw and interpret pie charts and box plots. They calculate the mean of grouped data using mid-intervals and understand why this is an estimate. They also find the modal class, range and the class interval containing the median. They recognise the advantages and disadvantages between measures of average, understand the effect of the mean, mode and median and can solve problems using them. They compare distributions using a variety of averages and the range. They identify mistakes and inappropriate questions on questionnaires. They can also describe the advantages and disadvantages of census and sampling; know different sampling methods that can be used to collect a set of data and understand when a sample can be biased. They design and recognise appropriate questionnaires that are free from bias and know when to use inequalities as their options. They understand and use statistical terms such as causation, association, dependence, response, interpolation and extrapolation.

Grade 5 Pupils use mean, median, mode and range to compare, using context, two distributions represented in a number of ways. They understand the limitations of the predictions made using the line of best with scatter diagrams and can comment on the reliability of the predictions with reasons. They recognise and interpret correlation, using context and are able to identify outliers on scattergraphs, understanding the impact of extreme values. They recognise that two-way tables can be used to solve problems and are able to do so. They recognise different types of data, including qualitative, quantitative, discrete and continuous data and know which diagrams are appropriate to represent each.

Grade 6 Pupils create and interpret cumulative frequency diagrams. They can find the quartiles and IQR from a list of data, stem and leaf diagrams and cumulative frequency curves and represent the data on box plots. They compare two box plots and cumulative frequency curves and can find the top and bottom 25% using the concept of LQ and UQ. They calculate and use stratified samples.

Grade 7 Pupils understand frequency density and draw and interpret histograms with equal and unequal class widths. They are also able to complete a frequency table from a given histogram. They calculate moving averages to identify seasonality and trends in time series, using them to make predictions.

Grade 8 and 9 Pupils interpret histograms with unequal class widths and can estimate the median using these. They use gradients of tangents of chords and curves to ascertain rates of change.

General: Fluency and Problem Solving

Grade 0 Pupils require support to solve simple problems. They recognise patterns, particularly in everyday life, and may start to make predictions based on these. They use simple estimates, relating to size and volume.

Grade 1 Pupils have limited confidence.

Grade 2 Pupils have increasing ability to use and apply standard techniques applicable to grade 1 mathematics. They accurately recall facts, terminology and definitions and use and interpret notation correctly. They accurately carry out routine procedures or set tasks requiring multi-step solutions.

Grade 3 Pupils show increasing confidence to reason, interpret and communicate mathematically. For some grade 3 topics and most lower grade topics, they make deductions, inferences and draw conclusions from mathematical information. They construct chains of reasoning to achieve a given result and interpret and communicate information accurately. They assess the validity of an argument and critically evaluate a given way of presenting information.

Grade 4 Pupils show increasing independence when solving problems within mathematics and other contexts. For most grade 3 topics and some grade 4 content, they translate problems in mathematical and non-mathematical contexts into a process or a series of mathematical processes. They make and use connections between different parts of mathematics and interpret results in the given context of the problem. They evaluate solutions to identify how they may have been affected by assumptions made.

Grade 5 Pupils have higher confidence. They show fluency on lower grade mathematics and a developing ability to make and solve problems.

Grade 6 Pupils have an extensive ability to use and apply standard techniques. For grade 5 mathematics content, accurately recall facts, terminology and definitions and use and interpret notation correctly. They accurately carry out routine procedures or set tasks requiring multi-step solutions.

Grade 7 Pupils have extensive ability to reason, interpret and communicate mathematically. For most topics, pupils make deductions, inferences and draw conclusions from mathematical information. They construct chains of reasoning to achieve a given result and interpret and communicate information accurately. They present arguments and proofs and assess the validity of an argument and critically evaluate a given way of presenting information.

Grade 8 Pupils have extensive ability to solve problems within mathematics and in other contexts. For most topics, pupils translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes. They make and use connections between different parts of mathematics and interpret results in the given context of the problem. They evaluate methods used, results obtained and solutions to identify how they may have been affected by assumptions made.

Grade 9 Pupils have extensive ability to solve problems within mathematics and in other contexts. For all topics, pupils translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes. They make and use connections between different parts of mathematics and interpret results in the given context of the problem. They evaluate methods used, results obtained and solutions to identify how they may have been affected by assumptions made.



Science

Grade 0 Pupils recall some key words and their meanings, with prompts. They can describe simple similarities and differences in the phenomena they observe. They can answer basic recall questions in familiar contexts. They can recall some practical activities carried out and with support, select some appropriate pieces of equipment for a task. They can identify a hypothesis and a conclusion. They can select and use a small number of basic formulae from a list. With support, pupils can identify simple patterns from a graph or data table.

Grade 1 Pupils recall some key words and their meanings. They can describe simple similarities and differences in the phenomena they observe. They can answer basic recall questions in familiar contexts. Pupils can recall some practical activities carried out and select some appropriate pieces of equipment for a task. They can identify a hypothesis and a conclusion. They can recall and use a small number of basic formulae. Pupils can identify simple patterns from a graph or data table.

Grade 2 Pupils apply skills (including suitable communication, mathematical and technological skills), knowledge and understanding in basic contexts. They show some understanding of the nature of science and its applications. They can explain straightforward models of phenomena, events and processes. They can use a select range of skills and techniques, answer scientific questions with a good range of vocabulary, and solve straightforward problems and tests. Pupils also begin to recognise simple interrelationships between science and society. Pupils can recall practical experiments they carried out and select appropriate equipment for a specific task. They have a basic understanding of hypotheses, evidence, theories and explanations. They can recall that models may be used in science but may not link this to specific examples. They can use basic skills to test hypotheses and answer scientific questions. They can

recall and use some basic formulae. Pupils recognise and describe simple patterns and begin to link in scientific explanations for these.

Grade 3 Pupils can occasionally communicate scientific knowledge and understanding from the course of study. For example, facts, definitions, and explanations. They occasionally use scientific and technical knowledge, terminology, and conventions appropriately to show understanding of the nature of science and its applications. Pupils can occasionally apply appropriate communication, mathematical, and technical skills in a range of practical contexts. This includes making links between hypotheses, evidence, theories, and explanations. They understand models are used in science to explain phenomena. They can occasionally apply their understanding to connect theory with particular contexts. They can usually make sense of connections within data. They can recall and use the majority of simple formulae. Pupils can occasionally analyse information and ideas to interpret and evaluate. They can usually make judgements and draw conclusions from a range of quantitative and qualitative data and information. They can occasionally understand basic limitations of evidence and develop ideas to improve experimental procedures.



Grade 4 Pupils recall, select and communicate secure knowledge and understanding of a relatively wide range of concepts in science. Pupils demonstrate sound knowledge and understanding, which can be applied to a range of scientific processes. They use scientific and technical knowledge, terminology and conventions appropriately most of the time, showing an understanding of scale in terms of time, size and space. They can apply appropriate skills, including communication, mathematical and technological skills. Pupils can apply knowledge and reasoning to carry out a range of practical tasks (PAGs). They recognise, understand and apply links between hypotheses, evidence, theories and explanations, in most cases. They use models to explain phenomena, events and processes in most cases. Using appropriate methods, sources of information and data, they apply their skills to answer scientific questions, solve problems and test hypotheses. Pupils can recall and apply the majority of scientific equations. They can use the majority of complex formulae, rearrange and use the majority of simple formulae. Pupils often analyse, interpret and evaluate a range of quantitative and qualitative data and information. They understand some of the limitations of evidence and develop arguments with some supporting explanations. They can draw the majority of the conclusions consistent with the available evidence.

Grade 5 Pupils recall, select and communicate secure knowledge and understanding of science. Pupils demonstrate extensive knowledge and understanding, which can be applied to various scientific processes. They use scientific and technical knowledge, terminology and conventions appropriately, showing understanding of scale in terms of time, size and space. They apply appropriate skills, including communication, mathematical and technological skills. Pupils can apply knowledge and reasoning to carry out a range of practical tasks, (PAGs). They recognise, understand and apply links between hypotheses, evidence, theories, and explanations. They use models to explain phenomena, events and processes. Using appropriate methods, sources of information and data, they apply their skills to answer scientific questions, solve problems and test hypotheses. Pupils can recall and apply the majority of scientific equations. They can use complex formulae and rearrange and use simple formulae. Pupils analyse, interpret and evaluate a range of quantitative and qualitative data and information. They understand some of the limitations of evidence and develop arguments with supporting explanations. They draw conclusions consistent with the available evidence.

Grade 6 Pupils recall, select and communicate accurate knowledge and detailed understanding of science. They demonstrate a broad understanding of the nature of science, its laws, its applications, and the influence of society on science and science on society. They understand how relationships between scientific advances and their ethical implications have benefits and risks associated with them. They use scientific and technical knowledge, terminology and conventions appropriately and consistently, showing a good understanding of scale in terms of time, size and space. They apply appropriate skills, including communication,



mathematical and technological skills, knowledge and understanding effectively in a range of practical and other contexts. They are able to link the relationships between hypotheses, evidence, theories and explanations and make effective use of models to explain phenomena, events and processes. They use a range of appropriate methods, sources of information and data regularly, applying relevant skills to address scientific questions, solve problems and test hypotheses. Pupils can correctly recall and use the majority of formulae for calculations. They can rearrange the majority of these formulae when required. Pupils analyse, interpret and accurately evaluate a wide range of quantitative and qualitative data and information. They evaluate information to develop arguments and explanations taking account of the limitations of the available evidence. They make reasoned judgments and draw evidence-based conclusions. Pupils can apply higher level mathematical skills to analyse the majority of the evidence provided.

Grade 7 Pupils recall, select and communicate precise knowledge and a detailed understanding of science and its applications. Pupils can recall and explain the effects and risks of scientific developments and their applications on society, industry, the economy and the environment. They demonstrate a clear understanding of why and how scientific applications, technologies and techniques change over time, and the need for regulation and monitoring. They use terminology and conventions appropriately and consistently. They apply appropriate skills, including communication, mathematical and technological skills, knowledge and understanding effectively to a wide range of practical contexts, and to explain applications of science. They apply a comprehensive understanding of practical methods, processes and protocols to plan and justify a range of appropriate methods to solve practical problems. They apply appropriate skills, including mathematical, technical and observational skills, knowledge and understanding in a wide range of practical contexts. They follow procedures and protocols consistently, evaluating and managing risk and working accurately and safely. Pupils can correctly use the full range of complex formulae for calculations. They can recall all the formulae needed for calculations. Pupils analyse and interpret critically a broad range of quantitative and qualitative information. They reflect on the limitations of the methods, procedures and protocols they have used and the data they have collected, and can evaluate information systematically to develop reports and findings. They make reasoned judgments consistent with the evidence to develop substantiated conclusions. Pupils can apply higher level mathematical skills to analyse evidence provided.

Grade 8 Pupils are able to communicate precise knowledge and detailed understanding of the full range of concepts from biology, chemistry and physics. Pupils will be able to answer questions/tasks using their applied knowledge in written, numerical, theoretical, practical, ethical, social, economic and environmental scenarios. Pupils should be able to relate scientific advances to the ethical implications of the scientific advances, and be able to analyse and evaluate the associated risks and benefits. Pupils should select appropriate, scientific, technical knowledge, and associated terminology and conventions to demonstrate a consistently detailed understanding of scale, (size, time and space). Pupils are able to adapt, modify and enhance experimental procedures with justifications. They are also able to apply and demonstrate appropriate skills (communication/mathematical/ technological). Pupils should also be able to apply these skills to other scenarios. Pupils can recall and manipulate both simple and complex mathematical formulae. Pupils should be able to formulate and test hypotheses and link this to evidence, theories and explanations, alongside using models to explain phenomena, events and processes. Emphasis should be placed upon the pupil's ability to use and synthesise skills such as interpreting, evaluating, problem solving, judging, drawing conclusions and modifying/improving experimental procedures. Pupils are able to critically evaluate quantitative and qualitative data and develop arguments and explanations, taking into account limitations of the available evidence. Pupils can comprehensively apply higher level mathematical skills to analyse evidence provided.

Grade 9 Pupils apply principles and abstract concepts in familiar contexts and in contexts outside those experienced during lessons. They are able to link together appropriate facts, principles and concepts from all areas of the specification. They can devise and plan experimental and investigative activities, selecting appropriate techniques and demonstrating safe and skilful practical techniques. They make observations and measurements with precision

and record these methodically. They can explain significant trends and patterns shown by complex data presented in tabular or graphical form. They are able to translate successfully data that is presented as prose, diagrams, tables or graphs from one form to another. Pupils can recall and manipulate both simple and complex mathematical formulae. They are able to interpret, explain and critically and systematically evaluate any statements and conclusions they make. They can also carry out all of the calculations and use complex mathematical techniques to analyse data and explain scientific phenomena. Pupils can comprehensively apply higher level mathematical skills to analyse evidence provided.



History

Knowledge and Understanding (AO1)

Grade 0 Pupils are starting to write simple statements, but these may contain inaccuracies or errors.

Grade 1 Pupils are able to write a simple statement using relevant detail such as a correct date, name or context that relates to the question.

Grade 2 Pupils are able write a paragraph and are using terms such as "sixteenth century" or "Middle Ages" in correlation to their knowledge and the question. There may be limited organisation (ie. no use of PEE or PEEL, or another structure relevant to the question).

Grade 3 Pupils are able to write more than one relevant PEE or PEEL paragraph and show confident use of knowledge, relevant to the period (dates, names, factors) in all paragraphs. They may omit analysis. *In order to get at least a 3.3, pupils must be using AO1 in conjunction to another assessment objective that is linked to the question they are answering.*

Grade 4 Pupils are able to write two or more relevant PEE or PEEL paragraphs, showing confident use of knowledge relevant to the period (dates, names, factors) in all paragraphs and draw on concepts to make comparisons or inferences in their knowledge within the period of their question. They show confidence in at least one paragraph, developing ideas in relation to concepts/interpretations or sources that relate to the question. Vocabulary may not be used appropriately and they may be prone to over describe or use too much narration. Their answer may lack organisation.

Grade 5 Pupils are able to write two or more PEE or PEEL paragraphs. They use knowledge in conjunction to other assessment objectives and start to adapt their vocabulary based on the question criteria and context. They will still tend to do one or more of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis and have unsupported opinions.

Grade 6 Pupils are able to write two or more PEE or PEEL paragraphs. They show examples of independent learning (research) in conjunction to other assessment objectives and adapt their vocabulary based on the question criteria and context. Analysis is used in relevance to the concepts that match the question type. Writing may show some evidence of logical planning. They will still tend to do one or more of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 7 Pupils are able to write two or more PEE or PEEL paragraphs. The paragraph choices will show logical planning using concepts linked to the question. They have shown confidence with independent learning in conjunction to other assessment objectives and are adapting their vocabulary based on the question criteria and context. Analysis is used in relevance to the concepts that match the question type and is being consistently used. They will still tend to do one or more of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 8 Pupils write a response that is mostly concise and follows a writing structure that is mostly relevant to the question. There is application of their own research beyond the classroom. Knowledge used is mostly accurate, relevant and sophisticated but can be unfocused. Vocabulary is subject specific and used with conceptual terms. They could still be doing one or more of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 9 Pupils write a response that is concise and follows a writing structure that is relevant to the questions. There is evidence of their own research completed beyond the classroom. Knowledge used is accurate, relevant and sophisticated. Vocabulary is subject specific and used with conceptual terms. They may use a lot of generalisations, or have only used three concepts, may also be prone to narration

Using Historical Second Order Concepts (AO2)

Grade 0 Pupils' written work is either limited, contains inaccuracies or errors or has little relevance to the question. They are able to identify either a cause, consequence, change, continuity or convey a sense of significance. However, their response is not directly linked to the question.

Grade 1 Pupils are able to identify either a cause, consequence, change, continuity or convey a sense of significance, and the response can be linked to the question. In order to get above a 1.8, pupils must be using AO1 in conjunction with AO2.

Grade 2 Pupils are able identify and explain, in a paragraph more than one cause, consequence, change, continuity or convey a sense of significance and the response can be linked to the question that relates to the question. There may be limited organisation (ie. no use of PEE or PEEL, or another structure relevant to the question).

Grade 3 Pupils are able identify and explain, in more than one PEE or PEEL paragraph, two or more second order concepts. They are beginning to categorise causes, link causes, describe more than one consequence and describe trends and impacts on social groups.

To be graded 4 or above, pupils have to be able to write in formal paragraphs, generally using PEEL, but not restricted to.

Grade 4 Pupils are confident in a particular AO2 concept. They are starting to identify using factors. They are also able to use AO1 selectively, syncing together with AO2 concepts. They are able to categorise AO2 concepts in different ways (e.g. political, economic, and social). They may still be doing any of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.



Grade 5 Pupils are confident in explaining more than one AO2 concept. They begin to categorise/organise their response using factors. They are also able to use AO1 selectively, syncing together with AO2 concepts. They might be using hierarchic methods to evaluate their AO2 concepts. They will still be doing the following, but to a lesser degree: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 6 Pupils are confident in explaining more than one AO2 concept. Pupils are able to categorise/organise using factors. They are also able to use AO1 selectively to strengthen their AO2 concepts. They might be using hierarchic methods to evaluate their AO2 concepts. They may be able express the complexities of AO2 concepts (e.g. events have multiple causes and consequences). AO2 language is used confidently. They may still be doing any of the

following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 7 Pupils are able to construct an argument using more than one AO2 concept. They are able to organise their answer using factors. They are also able to use AO1 selectively to strengthen their AO2 concepts and relate it in parts to the question. They might be using hierarchic methods to evaluate their AO2 concepts. They may be able express the complexities of AO2 concepts and apply contextual information such as events having multiple causes and consequences. AO2 language is used confidently. They may still be doing any of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 8 Pupils are able to construct an answer that is analytical and uses multiple AO2 concepts. The explanation is linked to the questions. There is a sustained argument that is logical. There is a range of AO1 knowledge given in support, which is mostly accurate. They may still be doing one or more of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 9 Pupils are able to construct an answer that is analytical and uses multiple AO2 concepts. The explanation is consistently linked to the questions. There is a clear sustained argument, which is coherent and logical. All AO1 is executed in support of the AO2 concepts. They may still be doing one or more of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Analysing and Evaluating Sources (AO3)

Grade 0 Pupils' written work is either limited, contains inaccuracies or errors or has little relevance to the question.

Grade 1 Pupils will be able to list one simple inference from the source. (A paraphrased inference).

Pupils are unable to advance to level two without using AO1 context.

Grade 2 Pupils are beginning to describe more than one simple inference without paraphrasing.

Grade 3 Pupils are able to demonstrate basic evaluation of the source using NOP or contextual information to show some understanding.

For pupils to move beyond a 3.5, they have to be able to explain the message of the source.

Grade 4 Pupils are able to demonstrate some relevant evaluation of the source using NOP or satisfactory contextual information to make a simple judgement on inferences. They may still be doing any of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 5 Pupils are able to demonstrate relevant evaluations using NOPT or satisfactory contextual information to make a basic judgement on inferences, which can be mostly applied to the question. They may still be doing any of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 6 Pupils are able to demonstrate relevant evaluations using NOPT and good contextual information and attempt to support judgements on inferences which can be somewhat applied to the question. They are able to demonstrate confident use of AO3 language. They may still be doing any of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 7 Pupils are able to demonstrate relevant evaluations using NOPT and specific contextual information to support judgements on inferences, which can be applied to the question. They are able to demonstrate confident use of AO3 language. They may still be doing any of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 8 Pupils are able to analyse and evaluate using NOPT and multiple sources. This means that pupils are able to draw upon some similarities and differences supporting their judgements with relevant NOPT or contextualised

knowledge, which is mostly relevant to the question. They may still be doing any of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 9 Pupils are able to analyse and evaluate using NOPT and multiple sources as well as excellent contextualised knowledge in order to sustain and demonstrate a secure understanding of utility and understanding in direct correlation to the question asked. They may still be doing any of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Analysing and Evaluating Interpretations (AO4)

Grade 0 Pupils' written work is either limited, contains inaccuracies or errors or has little relevance to the question.

Grade 1 Pupils are able to identify the view of the interpretation.

Grade 2 Pupils describe the view of the interpretation.

To get beyond a grade 2.8, pupils must use AO1.

Grade 3 Pupils either agree or disagree with the interpretation and attempt to make a generalised comment.

Grade 4 Pupils either agree or disagree with the interpretation and support their view with relevant contextualised information.

To be graded 4 or above, question types will need to be taken into consideration. Teacher judgement on use of the relevant AOs involved in the question is essential.

Grade 5 Pupils have made relevant attempts to agree and disagree with the interpretation supporting their argument with a valid comment relevant to context of the interpretation. They are also attempting to explain why the interpretation could be valid. They may still be doing any of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 6 Pupils have analysed the interpretation supporting or challenging the interpretation with good contextualised knowledge of the interpretation. They will make unsupported comments on the provenance of the interpretation. They may still be doing any of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 7 Pupils have analysed the interpretation supporting or challenging the interpretation with secure contextualised knowledge of the interpretation. They begin to make an evaluation on provenance, not necessarily directly linked to the question. They may still be doing any of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 8 Pupils are able to challenge or support the interpretation using a range of specific contextual knowledge. Pupils are beginning to develop an evaluation based on provenance (purpose and tone) of the interpretation. They may still be prone to: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.

Grade 9 Pupils are able to challenge and support the interpretation using a range of precise contextual knowledge. Question dependant pupils will also be able to develop a judgement based upon the provenance of the interpretation. They may still be prone to: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.



Geography

Knowledge

Grade 0 Pupils have basic place knowledge. Specifically, they can label their home town and region on a map of UK. They understand and can explain the difference between Great Britain, the United Kingdom and the British Isles. They recognise shapes of continents and are able to label these accurately on a world map. They can also label oceans accurately on a world map. They are able to locate the British Isles on different maps and can locate the Equator and Greenwich Meridian.

Grade 1 Pupils are beginning to recognise and recall more places regionally, nationally and globally with independence. They can name and locate key lines of latitude and Greenwich Meridian.

Grade 2 Pupils can recognise human and physical features of places with independence. They can identify similarities and differences and are able to memorise more key places than for grade 1; accurately recalling and identifying them.

Grade 3 Pupils are able to memorise and retain more knowledge of key places at different scales than grade 2. They can identify, describe and give some named examples of processes.

Grade 4 Pupils are beginning to make more detailed references to case study material to illustrate processes taking place. They can explain how the physical and human processes studied work.

Grade 5 Pupils show a solid sense of place and are able to describe distributions and patterns. They can explain how physical and human processes work with confidence, using key terms with some fluency and accuracy. Case study references are more detailed and used without prompting.

Grade 6 Pupils have a good knowledge of required locations at all scales. They can explain the formation of a range of processes effectively, following a chronological order. Case study references use actual facts and figures to provide evidence.

Grade 7 Pupils have a very good knowledge of required locations at all scales plus wider locational awareness. They can explains the formation of a range of processes effectively following a chronological order. Case study references use many and specific facts and figures to provide evidence and are used with consistently without prompting.

Grade 8 Pupils have an excellent knowledge of required locations at all scales plus wider locational awareness. They

explain the formation of a range of processes effectively following a chronological order. Case study references use many and specific facts and figures to provide evidence and are used consistently without prompting.

Grade 9 Pupils demonstrate standards

and expectations as described at grade 8 but are able to perform these to an exceptional level.



Understanding

Grade 0 Pupils state the difference between continent, country, region and county. They can describe places, features from maps, photographs and diagrams albeit using very limited and given terminology.

Grade 1 Pupils recognise very simple relationships between people and the environment. They can describes places or features using limited key terminology with some independence. They are developing basic understanding of why places have different climates or weather.

Grade 2 Pupils recognise simple links between people and the environment. They can describe basic geographical patterns. They describe how simple processes affect places and people. They are beginning to use more key terminology with some accuracy. They can recall, define and repeat some basic key ideas. They understand the terms local, regional, national and global and recognise that these may affect how people respond to issues or events.

Grade 3 Pupils recognise that peoples' use of the environment might conflict with each other. They can state similarities and differences. They are able to make links between the physical and human environment. They can discuss human and physical features. They are able to discuss and begin to explain ways that people can affect the environment. Appropriate key terminology is used within their descriptions and explanations.

Grade 4 Pupils can suggest why people organise and manage spaces and places as they do. They demonstrate an understanding that people have different opinions about locations depending on their own experiences of them or ideas about them. They can compare and contrast how different places change over time due to uneven economic, social and technological change and can link ideas together. They use key terminology within explanations independently.

Grade 5 Pupils can examine why people organise and manage spaces and places as they do and can compare and contrast peoples' different opinions about locations. They recognise interconnection and suggest explanations for how these links effect what places are like. They can review how places change over time from economic, social and technological viewpoints. They are able to assess advantages and disadvantages of these changes. They use key terminology accurately, appropriately and with independence to demonstrate sound understanding.

Grade 6 Pupils can formulate hypotheses and assess why people organise and manage spaces and places as they do. Can examine peoples' different opinions about locations. Links and assesses a range of physical and human factors and suggests how these links effect what places are like. Can evaluate evidence to explain why places change over time. Assesses how and why economic, social and technological change is uneven and affect places differently Demonstrates a secure understanding of the connection between environments and the need for sustainability on a personal to local to regional, national, international and global level. They use key terminology fluently and with independence to demonstrate good understanding.

Grade 7 Pupils can formulate hypotheses and assess why people organise and manage spaces and places as they do. They can critically examine peoples' different opinions about locations depending on their own experiences of them or ideas about them. They are able to link and assess a range of physical and human factors and suggest how these links effect what places are like. They can evaluate evidence or factors and propose how places might change over time. They can investigate, examine and assess how and why economic, social and technological change is uneven and understand how this can affect places differently. They demonstrate a deep understanding of the connection between environments and the need for sustainability on a personal to local to regional, national, international and global level. They use key terminology fluently and with independence to demonstrate very good understanding.

Grade 8 Pupils can formulate hypotheses and assess why people organise and manage spaces and places as they do and can critically examine peoples' different opinions about locations depending on their own experiences of them or ideas about them. They link and assess a range of physical and human factors and suggest how these links effect what places are like. They can evaluate evidence or factors and propose how places might change over time. They investigate, examine and assess how and why economic, social and technological change is uneven and understand how this can affect places differently. They demonstrate a deep understanding of the connection between environments and the need for sustainability on a personal to local to regional, national, international and global

level. They use key terminology fluently and cross reference to extensive case studies to argue, expand, defend and/or justify personal viewpoints to demonstrate excellent understanding.

Level 9 Pupils demonstrate standards and expectations as described at grade 8 but are able to perform these to an exceptional level.

Application

Grade 0 Pupils can follow a simple route and give simple directions. They demonstrates how to use an atlas to look information up. They are beginning to use clues from resources to respond to simple problems or questions. They may often require prompting and show limited independence.

Grade 1 Pupils can makes his or her own basic descriptive statements. They can arrange, list and name simple features and processes. They can identify and match very simple features independently. They can give directions and follow a route. They use an atlas to find places or information and use latitude and longitude. They work with increasing independence.

Grade 2 Pupils identify and select relevant information to reach basic conclusions with simple reasons.

Grade 3 Pupils explain what is in resources and identify geographical patterns. They begin to offer reasons for their own views, using geographical terms and make simple judgements. They ask questions of the sources and are beginning to spot bias.

Grade 4 Pupils link the theory and ideas learned to the information or issue given. They explore the information given and break it into parts suggesting why it is important. They sort information into relevant groups. They are able to compare and contrast different pieces of information. They ask more questions about the information. They evaluate sources of evidence, making valid interpretations which lead to valid judgements.

Grade 5 Pupils evaluate the information given and assess what is important based on their knowledge of the key idea. They investigate and research further in order to answer their own questions raised. They evaluate sources of evidence critically, drawing findings together and offering solutions and subsequently make more reasoned judgements.

Grade 6 Pupils evaluate the information given and assess what is important based on their knowledge of the key idea. They investigate and research further in order to answer their own questions raised. They evaluate sources of evidence critically and respond to bias to make judgments. They build solutions to issues or problems based on well-reasoned arguments using the information given.



Grade 7 Pupils evaluate the information given, assess what is important based on knowledge of the key idea and can rank in order of priority. They investigate and research further to answer their own questions raised. They evaluate sources of evidence critically and respond to bias to make judgments. They build solutions to issues or problems based on well-reasoned arguments using the information given and drawing on knowledge.

Grade 8 Pupils evaluate the information given, assess what is important based on knowledge of the key idea and can rank in order of priority directly linking to theory. They investigate and research further to reject or accept answer their own hypotheses and questions. They evaluate sources of evidence critically and responds to bias to make judgments. They build solutions to issues or problems based on well-reasoned arguments using the information given and drawing on extensive wider knowledge.

Grade 9 Pupils demonstrate standards and expectations as described at grade 8 but are able to perform these to an exceptional level.

Skills

Grade 0 Pupils can identify land and sea on maps. They can find places using simple clues from maps or resources for example by using the shape of coastlines to locate towns. They can look up information and read simple graphs or diagrams. They can use latitude and longitude from simple resources. They can use four figure grid references. They identify simple relief patterns.

Grade 1 Pupils can use basic map, graphical and literacy skills. They can find simple information with some guidance. They can carry out a simple project with guidance. They can use information given in graphs or diagrams. They can use four and six figure grid references. They use and interpret scale. They can describe relief using contours, layer shading. They can use basic latitude and longitude.

Grade 2 Pupils use Ordinance Survey maps and atlases with some confidence. They are able to sort, classify, report and discuss information from a variety of maps, graphs, diagrams and tables. They are beginning to show ability to organise their own investigations or enquiries.

Grade 3 Pupils are beginning to quote evidence within their answers. They use connectives to offer simple explanations. Solid map skills practised. They are able to draw diagrams to show processes which include annotations and descriptions.



Grade 4 Pupils use connectives to offer developed explanations. They are beginning to use advanced map skills. Use of numbers, graphs, diagrams and photographs is accurate and now applied to back up their responses. They are able to draw diagrams to show processes which include annotations, descriptions and explanations. Spelling, punctuation and grammar is sound.

Grade 5 Pupils cross reference and use this to back up responses. They use connectives confidently to offer deeper explanations. They use advanced map skills. They accurately use all types of information and support this with evidence of further calculations to back up responses. Spelling, punctuation and grammar is good.

Grade 6 Pupils use a range of skills accurately and consistently within all aspects of work. Their writing is excellent and spelling, punctuation and grammar is very good. They demonstrate ability to use advanced map skills.

Grade 7 Pupils use sophisticated data presentation techniques which are accurately interpreted and analysed. They devise and carry out geographical enquiries methodically and independently, suggesting hypotheses to test. Spelling, punctuation and grammar is excellent.

Grade 8 Pupils use exceptional data presentation techniques which are accurately interpreted and analysed. Advanced map, graphical, numerical and literacy skills are used without prompting and evidenced in all work.

Level 9 Pupils demonstrate standards and expectations as described at grade 8 but are able to perform these to an exceptional level.

Modern Foreign Languages

Grade 0 Pupils recognise cognates and connectives. They understand and use familiar words and short phrases and use recognisable spelling and pronunciation. They give basic information on familiar themes and recognise opinions. They copy, repeat and understand single words or chunks of language with some accuracy. With some support, and using memorised phrases, they write, say and understand short sentence with a high degree of accuracy. They understand, ask and respond to simple high-frequency questions.

Grade 1 Pupils use recognisable or largely accurate pronunciation and intonation of familiar words and phrases. They give and justify simple opinions. With some support, and using a few memorised phrases, they begin to write, say and understand short sentences with more than one connective and more than one simple opinion with more accuracy. They ask and respond to a number of simple questions in one conversation. They give justifications for an opinion, giving more than one reason for an opinion. They recognise first, second, third person singular and recognise and use simple intensifiers.

Grade 2 Pupils translate longer sentences into and out of the target language. They identify key points and detail in a longer text. They use longer sentences to inform, narrate and describe in one time frame. They give and justify a wider range of opinions, both agreeing and contrasting ideas. With little support, they write, say and understand a range of structured opinions and justifications. They use other negative structures with a high degree of accuracy. They use two verbs together in a sentence. They recognise a variety of time clues and verbs in time frames other than the present. They independently understand, say and write a meaningful paragraph of forty words using a variety of subject pronouns in response to a set question, following bullet points in the target language.

Grade 3 Pupils use a wider variety of language across a range of themes to narrate, describe and inform across two time frames. They cope with some unfamiliar vocabulary. They use knowledge of sound patterns to pronounce new words and read with some fluency. With little support, they de-construct longer sentences and paragraphs in two time frames using both high frequency regular verbs and irregular verbs. With little support, they construct longer sentences and paragraphs in two time frames with only one or two mistakes. They recognise and use modal verbs in the full paradigm and infinitive. They recognise and use simple comparatives. They recognise, understand and copy a third time frame and related time clues. With little support, they build a paragraph of sixty to seventy words using two time frames, a variety of subjects, connectives, opinions, adjectives, intensifiers, negatives and verb structures. They accurately select, copy and use appropriately a third time frame from resources.

Grade 4 Pupils ask for and give information in a variety of contexts. They write, say and understand longer sentences and paragraphs in three time frames on familiar topics, which include time clues, descriptions, connectives, simple and structured opinions, all subjects, modal verbs, negatives, comparative and superlatives. They use extended responses and develop and use strategies to de-code unfamiliar words in familiar contexts. They are confident in pronunciation and are able to answer planned and unplanned questions with good intonation and fluency. They show a willingness to engage with challenging material, adapted from original sources and demonstrate resilience when attempting unfamiliar context such as unpredictable spoken questions. They use high frequency complex verb structures. They recognise high frequency imperfect tense structures. They confidently write ninety words in three time frames on the full range of themes.

Grade 5 Pupils use extended responses, covering a wider range of themes. They use longer sentences which provide extra detail and reference to at least three time frames. They generally demonstrate accurate pronunciation and more sustained conversation. They recognise and use the imperfect tense of regular and irregular verbs in longer listening or reading texts, alongside the other time frames. They show consistent success in reading or listening to authentic literary texts. They write, say and understand longer sentences and paragraphs in four time frames on familiar topics, which include time clues, descriptions, connectives, simple and structured opinions, all subjects, modal verbs, negatives, comparative and superlatives. They use high frequency complex verb structures and are able to de-code unfamiliar language within a familiar context. They demonstrate resilience when attempting unfamiliar context such unpredictable spoken questions. They attempt to write one hundred and fifty words in four time

frames, using a wide variety of more complex language. They recognise the simple future tense of regular and high frequency irregular verbs.

Grade 6 Pupils develop extended responses with a greater variety of vocabulary and structures. They use greater language awareness to help with longer texts on unfamiliar themes, with more confidence. They recognise and understand the similarities and differences between conditional and future tenses and recognise how dreams and aspirations can be described. They recognise and use the simple future of regular and high frequency irregular verbs. They recognise and use different time frames in combination in longer listening or reading texts and show consistent success in reading/listening to authentic literary texts. They confidently recognise and use more complex structures in longer sentences with a variety of time frames, opinions, justifications and subjects. They recognise and decode how opinions are justified and contrasted and use more complex structures in longer sentences with a variety of time frames. They narrate, describe and extend their own and others' points of view. They confidently write one hundred and fifty words in response to a target language question.

Grade 7 Pupils read and listen to more complex and extended texts, identify opinions and justifications also by inference. They initiate and sustain detailed conversations. They manipulate complex language in speaking and listening. They speak and write fluently in response to target language questions across a full range of themes. They naturally extend, develop, narrate or describe without significant support or prompting with some hesitation. They recognise the structure of the pluperfect tense and understand how it is used in conjunction with other past tenses. They consistently attempt complex structures and sophisticated vocabulary with a high degree of accuracy. They confidently summarise ideas, evaluate and analyse complex issues and express and justify opinions. They recognise and use perfect infinitive and similar structures.

Grade 8 Pupils demonstrate a strong control of reading and listening materials in complex languages across all themes. Where language is unfamiliar or involves conceptually challenging ideas, they use prior knowledge to decode meaning and structure meaningful answers. They demonstrate mastery of grammar, syntax and vocabulary in written and spoken language and consistently seek out opportunities to improve language skills.



Computer Science

Grade 0 Pupils reproduce examples of tasks and repeat content demonstrated with support, but do not retain the knowledge. They can recall simple facts and label parts of a computer.

Grade 1 Pupils can recall and state a range of facts about computer systems. They can identify the inputs and outputs of a computer system using the input-process-output model. They can access a programmable device to carry out simple instructions into a correct sequence and can access a programmable device to carry out simple instructions in a text based language, (Scratch, Microbit, Blocks, Python). They are able to recognise that there are different file types and sizes, (Doc, PDF, PPT, XLS, JPG, GIF, HTML, MP3, MP4). They also recognise the importance of being safe online. They can determine the purpose of an algorithm and express a simple flow chart. They can convert from denary to binary in simple 8 bit numbers. They can understand why computers are connected in a network.

Grade 2 Pupils can draw storyboards or other diagrams to describe processes, using a range of symbols. They understand what an algorithm is, what algorithms are used for and be able to interpret algorithms (flowcharts, pseudo code, written descriptions, program code.) They recognise the different data types, (integer, float, real, character, Boolean, string), and when they might be used. They can solve simple problems using software and with the use of programming languages, (adding integers, simple variables). They can describe the functions of computer components and various digital devices and can convert binary into decimal with little or no help. They can identify the differences between file formats and sizes, (bit, byte, kilobyte, megabyte, gigabyte, terabyte). They are able to convert between binary and denary whole numbers (0–255). They can describe the differences between wired and wireless methods of connectivity. They understand the input-process-output model, understand that computers use binary to represent data (numbers, text, sound, graphics) and program instructions.

Grade 3 Pupils can explain how a computer system uses the Fetch – decode – execute cycle, understand the function of the hardware components of a computer system (CPU, main memory, secondary storage, input and output devices) and how they work together. They can understand the need for embedded systems and their functions and understand the function of different types of main memory (RAM, ROM, cache.) They understand the purpose of a given algorithm and how an algorithm works and can define keywords and terms related to the principles and concepts of computer system (simple definitions), including abstraction, decomposition, logic, algorithms and data representation. They can read a sequence of instructions and predict what the result will be. They understand characteristics of network topologies (bus, ring, star, mesh) and can explain why we must be accurate when working with computers. They can label and explain different types of networks, (LAN, WAN, MAN, VPN, PAN). They can

program, using the sequence selection and iteration, (variables, input, print, if, elif, else, while loops). They can recognise an Integrated Development Environment and describe the benefits of using it. They understand the characteristics of different levels of programming language, including low-level language. They can explain the need for different file sizes and type, and introduce compression, (lossy and lossless). They can explain the different ways to keep them safe online, (malware, antivirus, spyware, Trojans, worms, SPAM). They understand why hexadecimal notation is used and are able to convert between hexadecimal and binary.



Grade 4 Pupils can explain how data, such as numbers, sound and images, are physically stored on a computer system. They are able to construct truth tables for a given logic statement (AND, OR, NOT) and understand how sound, an analogue signal, is represented in binary. They are able to plan, create, test and evaluate a solution to a problem that a computer could solve using abstraction and decomposition. They can understand how to create an algorithm to solve a particular problem, making use of programming constructs (sequence, selection, iteration) and

using appropriate conventions (flowchart, pseudo-code, written description, draft program code). They confidently use variables, lists and simple procedures, in a wide range of programs and recognise similarities between programs, and the ways in which they can be solved. They can take a problem and divide it into its main sub-problems. They can use programming languages to read and write to a text file. They can understand the one and two-dimensional array. They understand overflow and why it happens. They can confidently complete a bubble and merge sort on data. They confidently use search and sort in a high-level programming language. They can analyse the purpose and functionality of systems software, including the operating system, and reveal an understanding of the characteristics of systems architectures, including CPU architecture, Von Neumann and the role of the components of the CPU in the fetch-execute cycle. They can compare the main and contemporary secondary storage and ways of storing data on devices including magnetic, optical and solid state, explaining data capacity and calculation of data capacity requirements. They understand the function of different types of main memory (RAM, ROM, cache) and know what an operating system is and how it manages files, processes, hardware and the user interface. They can explain the benefits and drawbacks of network topologies. They can explain the concept of network protocols, including Ethernet, Wi-Fi, TCP/IP, HTTP, HTTPS, FTP and email protocols and layers. They understand different forms of cyberattack (based on technical weaknesses and behaviour) including social engineering (phishing, shoulder surfing), unpatched software, USB devices, digital devices and eavesdropping. They understand the environmental impact of technology (health, energy use, resources) on society.

Grade 5 Pupils can explain how data, such as numbers, sound and images, are physically stored on a computer system and are able to plan, create, test and evaluate a solution to a problem that a computer could solve. They can understand how to perform binary arithmetic (add, shifts; logical and arithmetic), understand the concept of overflow and how computers represent and manipulate numbers (unsigned integers, signed integers; sign and magnitude, two's complement). They understand the benefit of producing programs that are easy to read and are able to use techniques (comments, descriptive names; variables, constants, subprograms, indentation) to improve readability and to explain how the code works. They confidently use variables, lists and simple procedures, in a wide range of programs and recognise similarities between programs, and the ways in which they can be solved. They can take a problem and divide it into its main sub-problems. They can use programming languages to read and write to a text file. They understand the need for, and how to use, global and local variables when implementing subprograms. They can analyse the purpose and functionality of systems software, including the operating system, and reveal an understanding of the characteristics of systems architectures, including CPU architecture, Von Neumann and the role of the components of the CPU in the fetch-execute cycle. They understand what is meant by high-level and low-level programming languages and understand their suitability for a particular task. They can compare the main and contemporary secondary storage and ways of storing data on devices including magnetic, optical and solid state, explaining data capacity and calculation of data capacity requirements. They understand how data is stored on physical devices (magnetic, optical, solid state) and understand the concept of storing data in the 'cloud' and other contemporary secondary storage. They can explain the concept of network protocols, including Ethernet, Wi-Fi, TCP/IP, HTTP, HTTPS, FTP and email protocols and layers. Understand the role of and need for network protocols (Ethernet, Wi-Fi, TCP/IP, HTTP. HTTPS, FTP, email POP3, SMTP, IMAP). They can understand what is meant by the internet and how the internet is structured (IP addressing, routers). They can understand the one and twodimensional array. They understand overflow and why it happens. They can confidently complete a bubble and merge sort on data. They can confidently use search and sort in a high-level programming language. They are able to differentiate between types of error in programs (logic, syntax, runtime) and determine what value a variable will hold at a given point in a program (trace table). Pupils can create an algorithm to solve a particular problem, making use of programming constructs (sequence, selection, iteration) and using appropriate conventions (flowchart, pseudo-code, written description, draft program code). They understand the ethical impact of using technology (privacy, inclusion, professionalism) on society.

Grade 6 Pupils can discuss the ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy and cybersecurity. They can evaluate the risks of cybersecurity: forms of attack, (based on technical weaknesses and behaviour), methods of identifying vulnerabilities and ways to protect software systems, (during design, creation, testing and use). They correctly use procedures and functions with parameters in programs and take solutions to one problem, divide them into all sub-problems and show results using diagrams. They can understand the usage of interpreters and compilers and what scenario they may be used for. They can solve problems using logic circuits (including trace table). They can use a two dimensional array and are able to determine the strengths and weaknesses of a program and suggest improvements. They are able to write code that reads/writes from/to a text file. They can understand how the choice of algorithm is influenced by the data

structures and data values that need to be manipulated. They understand the legal impact of using technology (intellectual property, patents, licensing, open source and proprietary software, cyber-security) on society. They understand the concept of a stored program and the role of components of the CPU (control unit; CU), arithmetic/logic unit (AL), registers, clock, address bus, data bus, control bus in the fetch-decode-execute cycle (the Von Neumann model) know what an operating system is and how it manages files, processes, hardware and the user interface. They understand the function of the hardware components of a computer system (CPU, main memory, secondary storage, input and output devices) and how they work together. They understand that data can be transmitted in packets using layered protocol stacks (TCP/IP) and understand security issues associated with the 'cloud' and other contemporary storage.

Grade 7 Pupils know how instructions can be written efficiently, and are able to describe the efficiency of programs. They can test the different modules/functions of programs as they are developing them, reflect on the results and then improve them, using appropriate security techniques, (including validation and authentication). They can write programs in a text-based language like Python and are able to create their own data structures and simple models for a complex problem. They are able to define an outline of a solution in terms of functions and global values. They are able to design and use test plans and test data (normal, boundary, erroneous) understand the concept of passing data into and out of subprograms (procedures, functions). They use a systematic approach to problem solving, including the use of decomposition and abstraction, and make use of conventions, such as pseudocode and flowcharts. They can distinguish the uses and differences of object code and source code, (open source, proprietary, custom written, off the shelf). They understand the purpose and functions of utility software (managing, repairing and converting files; compression; defragmentation; backing up; anti-virus, anti-spyware). They understand the concept of a stored program and the role of components of the CPU (control unit (CU), arithmetic/logic unit (ALU), registers, clock, address bus, data bus, control bus) in the fetch-decode-execute cycle (the Von Neumann model). They evaluate the fitness for purpose of algorithms in meeting specified requirements efficiently using logical reasoning and test data. They understand the importance of network security and use appropriate validation and authentication techniques (access control, physical security and firewalls). They understand methods of identifying vulnerabilities including penetration testing, ethical hacking, commercial analysis tools and review of network and user policies.

Grade 8 Pupils can discuss the need for efficiency when creating / developing software, (memory intensive programs). They can independently follow a programming methodology in order to create an accurate, detailed model for a complex problem and analyse real world problems and develop low-level and high level plans for a solution. They understand the benefits of using subprograms and be able to write code that uses user-written and pre-existing (built-in, library) subprograms. They critically evaluate the programs developed (including comprehensive validation – normal, boundary and erroneous), ensuring that they have been written so that they are unlikely to cause errors, (black box and white box testing). They understand how to code an algorithm in a high-level language. They understand what is meant by an assembler, a compiler and an interpreter when translating programming languages and know the advantages and disadvantages of each. They understand how to protect software systems from cyber-attacks, including considerations at the design stage, audit trails, securing operating systems, code reviews to remove code vulnerabilities in programming languages and bad programming practices,

modular testing and effective network security provision.

Grade 9 Pupils can independently select appropriate programming constructs for specific tasks, taking into account ease of use and suitability for the target audience. They independently write efficient programs for others to use and apply advanced debugging procedures. They analyse, use and simplify complex data structures, for example, normalisation. They demonstrate an understanding of the relationship between complex real life and the algorithm, logic and visualisations when programming



Business Studies

Grade 0 Pupils are unable to fulfil a grade 1 description.

Grade 1 Pupils show a basic understanding of some of the theory covered. They can apply some of this knowledge to basic business situations, using some basic concepts and theories. There are the beginnings of basic analysis and some basic conclusions are stated, which are occasionally backed up by evidence.

Grade 2 Pupils show developing knowledge and understanding of some of the theory covered. They can apply some of this knowledge to simple business situations, using some terms, concepts, theories and methods to address basic problems and issues. They are beginning to select, organise, interpret and use simple information from a few sources to analyse basic problems and issues. They can make judgements and present simple conclusions that are sometimes supported by evidence.

Grade 3 Pupils show knowledge and understanding of some of the theory covered. They can make fair attempts to apply their knowledge to real business situations, showing some understanding of the terms, concepts, theories and methods used to address problems and issues. They make a reasonable attempt to select, organise, interpret and use simple information from a variety of sources to analyse problems and issues. They can make judgements and simple conclusions that are often supported by evidence.

Grade 4 Pupils show a knowledge and understanding of much of the theory covered. They can apply their business knowledge to real situations. They have a fair understanding of, and can use, a number of appropriate terms to address problems and issues. They select, organise and interpret appropriate information from a range of sources and can analyse problems and issues with some success. They can draw conclusions and make judgements that are, for the most part, based on evidence.

Grade 5 Pupils show a knowledge and understanding of most of the theories covered. They can apply their business knowledge and understanding, using appropriate terms accurately to address business problems and issues. They select, organise, interpret and use information from a variety of sources to analyse problems and issues with some accuracy. They make reasoned judgements and present conclusions that are supported by evidence from a variety of sources.

Grade 6 Pupils show a knowledge and understanding of almost all the theory covered. They can apply this knowledge, using appropriate business terms, to real business situations and solve problems and issues with reasonable accuracy. They select, organise, interpret and use information from a variety of sources to analyse problems and issues with increasing accuracy. They make accurate and appropriately reasoned judgements and conclusions that are supported by evidence from a variety of sources.



Grade 7 Pupils demonstrate an indepth knowledge and critical understanding of the full range of theories covered. They can apply this knowledge and critical understanding, using terms, concepts, theories and methods effectively to address problems and issues. They select and organise information from a wide variety of sources, interpret and use information effectively to analyse problems and issues with a high degree of accuracy. They begin to evaluate evidence before making reasoned judgements and present conclusions accurately and appropriately.

Grade 8 Pupils demonstrate an in-depth knowledge and critical understanding of the full range of theories covered. They also take an interest in business outside normal class work, showing a greater critical understanding and knowledge of the wider world. They use terms, concepts, theories and methods effectively to address problems and issues. They select and organise information from a wide variety of sources, and interpret and use information effectively to analyse problems and issues with a high degree of accuracy. They demonstrate excellent evaluation skills, making reasoned judgements, and present conclusions accurately and appropriately.

Grade 9 Pupils demonstrate an in-depth knowledge and critical understanding of the full range of theories. They also take an interest in business outside normal class work, and they can apply this knowledge and critical understanding, using terms, concepts, theories and methods effectively to address problems and issues. They demonstrate the ability to create well-structured and balanced arguments concerning current affairs which are affecting businesses both nationally and globally. They select and organise information from a wide variety of sources, and interpret and use information effectively to analyse problems and issues with a high degree of accuracy. They demonstrate excellent evaluation skills, making reasoned judgements, and present conclusions accurately and appropriately. Suitable advice or solutions are submitted with appropriate, detailed and supported evidence which helps to justify their responses.



Dance

Grade 0 Pupil performances at this level show very limited corporeal awareness. Their performance is likely to consist of frequent inaccuracies in the ability to replicate action content, limited dynamic skill present in the work and no understanding of what constitutes a performance. Their creative work at this level, is comprised of very basic action choices. There is limited ability to select movements which communicate a theme or idea clearly, consequently work is unclear in terms of intention and lacks interest for the audience. Analysis of professional, peer and pupil choreography is very limited; consisting predominantly of what was liked and disliked in work. They will need further support to make analytical judgements informed by evidence from the dance work.

Grade 1 Pupil performances at this level will demonstrate a basic application of performance skills. They show some ability to extend their work, but this is not consistent. There will be limited use of focus, projection and facial expressions. Their choreography work shows an ability to select basic actions which have explicit links to a given stimulus or dance idea. At times, they use transitions to link ideas together. Their dances sometimes use basic choreographic features and devices. Their analysis of professional, peer and pupil choreography and performance is basic. Their areas of strength and improvement are identified with some reference to the dance. They demonstrate an emerging ability to discuss the constituent features of dance.

Grade 2 Pupil performances at this level will demonstrate the emerging ability to learn and replicate some more complex movement sequences. There may still be some omissions but there is an improved ability to demonstrate corporeal awareness and performance skills. Their creative work at this level, links basic action choices to a stimulus, however actions are linked with transitions and elements of movement such as levels and dynamics. The elements of movement are beginning to be considered in greater detail, alongside basic choreographic features and devices. They begin to link choreographic choices and the constituent features of dance to the audiences' interpretation of the dance. The statements they use, are however simplistic and lack detailed reference to the dance work. They show an ability to interpret choreography.

Grade 3 Pupil performances at this level are beginning to show the stylistic features of taught repertory or performance work. Their technical skills are sound but there are still some errors. Extension, focus, projection and dynamics are more consistently applied. Energetic output is sustained for the duration of a performance. Choreography at this level is beginning to show an ability to select and explore movement linked to a chosen stimulus. Their choreography is structured and ordered and simple choreographic devices are used within dance work. Their dances begin to communicate the dance idea. Their work at this level shows an ability to comment on professional, peer and personal dance work using key subject terminology. They can refer to the constituent features in a professional dance work and comment on the effects upon the audience.

Grade 4 Pupil performance at this level is characterised by the ability to accurately reproduce taught sequences or repertory; demonstrating the required stylistic features and often communicating the choreographic intention. Their technical application is sound. Their choreography shows an ability to select some interesting actions that make more creative links to a stimulus. At times their work is fluid with clear transitions and the completed dance will have a beginning, middle and end with some elements of highlight and climax. Their written work at this level, shows an ability to analyse



and interpret a dance piece with some ability to describe the constituent features and effects upon the audience. Analysis of practical work is accurate and refers to examples to support ideas.

Grade 5 Pupil performance at this level is characterised by the ability to consistently reproduce taught sequences or repertory; demonstrating the required stylistic features and communicating the choreographic intention for the majority of a performance. Their technical application is sound. Their choreography shows an ability to select interesting actions that make creative links to a stimulus. Their work is fluid with clear transitions and completed dances have a beginning, middle and end with elements of highlight and climax and choreographic development. At this level pupils can analyse and interpret a dance piece referring to movement examples, the constituent features and effects upon the audience, to discuss their own opinions related to dance. Pupils can confidently use subject terminology to reflect upon their work.

Grade 6 Pupil performance at this level is characterised by the ability to confidently reproduce taught sequences or repertory; demonstrating the required stylistic features and communicating the choreographic intention for the entirety of a performance. Their technical application is confident and their choreography shows an ability to select very interesting actions that make creative links to a stimulus. Their work is fluid with clear transitions and completed dances have an appropriately chosen structure and confident use of choreographic devices. At this level, informed ideas concerning professional works are developed through the confident analysis of choreography, intention and constituent features. Dance terminology is applied to performance, choreography and theory work confidently.



Grade 7 Pupil performance at this level is characterised by the ability to confidently reproduce taught sequences or repertory; demonstrating the required stylistic features and communicating the choreographic intention sensitively for the entirety of a performance. Their technical application is of a high standard. Their choreography is comprised of highly interesting and appropriate action choices, with actions being developed through a considered selection of chorographic devices. Choreography at this level considers the effective use of the stage space and dancer relationships to effectively communicate the dance idea. They articulate analytical statements which are founded upon an insightful reading of professional, peer and personal dance works. The constituent features and choreography are interpreted, with personal opinion centred on dance terminology.

Grade 8 Pupil performance at this level is characterised by the ability to reproduce taught sequences or repertory; demonstrating the required stylistic features and communicating the choreographic intention sensitively and with a sense of artistry for the entirety of a performance. Their technical application is of an excellent standard. Their performances are engaging. Their choreography is comprised of highly interesting and inventive action choices, with actions being developed through a considered selection of chorographic devices. Their choreography at this level considers the effective use of the stage space and dancer relationships to effectively communicate the dance idea. They articulate analytical statements which are founded upon an insightful reading of professional, peer and personal dance works. The constituent features and choreography are interpreted, with personal opinion centred on dance terminology. Pupils are able to fully justify opinions and ideas with strong links to relevant dance works.

Grade 9 Pupil performance at this level is characterised by the sophisticated ability to reproduce taught sequences or repertory; demonstrating the required stylistic features and communicating the choreographic intention sensitively and with a heightened sense of artistry for the entirety of a performance. Their technical application is of an excellent standard. Their performance is highly engaging and their choreography is comprised of sophisticated and inventive action choices, with actions being developed through a considered selection of chorographic devices. Choreography at this level considers the effective use of the stage space and dancer relationships to sophisticatedly communicate the dance idea. No action or element of the choreography could be described as surplus in communicating the idea. They articulate analytical statements which are founded upon an insightful reading of professional, peer and personal dance works. The constituent features and choreography are interpreted, with personal opinion centred on dance terminology. Pupils are able to fully justify opinions and ideas with strong links to relevant dance works. They are able to synthesise ideas, evaluating why choreographers have made certain choices.



Design Technology

Grade 0 Pupils can list differences between given products and can identify given products similar to their own. They use given ideas and make adaptations and can apply some basic presentation skills. They use tools safely. They categorise hand tools and can use them safely with support and understand associated risks. They identify their level of confidence with a given task. They verbalise basic, non-subject specific descriptive words that relate to the work of others.

Grade 1 Pupils can describe the appearance and function of an existing given product and can describe differences between products. They can produce your own version of a given idea using



written instruction. They may need written or verbal support to understand the given brief. They can produce their own version of a given idea using a template or with verbal support and create basic secondary designs. They know the names of some tools, can use them safely and can explain basic safety requirements of hand tools and some machinery with support and with increasing accuracy. They can explain risks of machinery. They can describe and justify their level of confidence with a given task and begin to suggest possible improvements.

Grade 2 Pupils can work with a given design brief with support, analysing the brief, secondary sources and user needs to create a basic list of design criteria. They can use the secondary sources to select an existing product and find information. A small list of user needs and interests are gathered. They are able to create a small number of simple design ideas, with links made to research and design briefs. They can use tools safely to produce incomplete or basic assemblies that require correction or refinement. They can use jigs and templates to measure, mark and process materials with support. They can use some subject specific terms and descriptive language to evaluate and justify their work and can suggest possible improvements.

Grade 3 Pupils analyse the design brief, secondary sources and user needs to develop basic design criteria, with increasing justification. They can create a range of some creative ideas appropriate for the design brief, which reflect the majority of the design criteria. They label with appropriate materials groups for the design, including some justification. They can use tools and machinery to produce basic assemblies that require refinement without the aid of jigs and templates. They use hand tools to mark and measure with increasing accuracy. They can identify errors made during the manufacturing process at the end of a piece of work.

Grade 4 Pupils can analyse the design brief, secondary sources and user needs to develop and justify a detailed design specification. They create a range of appropriate designs in response to the design specification. They annotate with detailed response to the design specification and include justification. They manufacture a challenging product, with varying levels of functionality. They produce a product with a fine tolerance of fit. They use other people's opinions subjectively to evaluate their work and test how well the product meets some of the design specification.

Grade 5 Pupils identify some opportunities for the development of designs within the prescribed context. They carry out research and investigation, generally linked to the context, and where appropriate, the work of past/present professionals and companies. They carry out a partially effective analysis of information, though needs, wants and values of potential users may not have not been fully considered. They identify some problems or opportunities which partially inform the development of possible design briefs. They analyse and evaluate an existing product using some areas of ACCESSFM. They consider some design strategies and techniques and apply an iterative design process to generate and communicate a range of basic initial ideas. They identify social, moral and/or economic factors with some attempt to relate these to the context and potential user(s). They make some use of testing to evolve ideas and to refine their design decisions. They develop a proposal, including satisfactory details of materials,



dimensions, finishes and/or production techniques, which address the main requirements of the design brief and specification. They demonstrate satisfactory use of skills/techniques to communicate ideas and proposals to a third party. They communicate key details of a sequence for manufacture and testing of their final prototype. They work with materials and components to partly complete the manufacture of their prototype, with consideration of a schedule. They use making skills and processes to produce a satisfactory, partially functioning prototype that partially meets the requirements of the design specification and is generally fit for purpose. They demonstrate a basic understanding of the main working properties and performance characteristics of the specified materials and, where appropriate, demonstrated basic consideration of surface treatments/finishes. They select and safely used specialist tools, techniques, processes, equipment and machinery with consideration of accuracy, the prototype partially performs as intended and meets some aspects of the user's requirements. They perform a satisfactory analysis, evaluation and/or testing of their ideas and decisions whilst applying iterative design processes. They perform a satisfactory analysis, evaluation and/or testing of their final prototype. They identify the potential for some further development of their prototype.

Grade 6 Pupils identify a range of opportunities for the development of designs within the prescribed context. They undertake research and investigation with some relevance, linked to the context and where appropriate considered the work of past/present professionals and companies. They analyse and evaluate an existing product using most areas of ACCESSFM and consider the majority of the needs, wants and values of a potential user or client. They identify some problems or opportunities which partially inform the development of possible design briefs. They use some design strategies and applied an iterative design process to generate a range of initial ideas which demonstrate some consideration of requirements. They identify and consider social, moral and economic factors which are partially relevant to the context and potential user(s). They make use of testing to evolve ideas and to refine their design decisions. They develop a proposal, including satisfactory details of materials, dimensions, finishes and/or production techniques, which address the priority requirements of the design brief and specification. They demonstrate a good use of skills/techniques to communicate ideas and proposals to a third party. They communicate a detailed sequence for manufacture and testing of their final prototype. They work with materials and components to partly complete the manufacture of their prototype, generally to a defined schedule. They use making skills and processes to produce a satisfactory, functioning prototype that partially meets the requirements of the design specification and is generally fit for purpose. They demonstrate a satisfactory understanding of the main working properties and performance characteristics of the specified materials and, where appropriate, demonstrated basic consideration of surface treatments or finishes. They select and safely used specialist tools, techniques, processes, equipment and machinery with a fair degree of accuracy, the prototype partially performs as intended and meets generally aspects of the user's requirements. They perform a basic analysis, evaluation and/or testing of their ideas and decisions whilst applying iterative design processes and with partial consideration of the views of potential users. They identify the potential for some further development of their prototype, including suggestions of how modifications could be made.

Grade 7 Pupils carry out a generally effective identification of opportunities for the development of designs within the prescribed context. They carry out relevant research and investigation, linked to the context and, where appropriate, the work of past/present professionals and companies. They complete more mostly effective analysis of information that reflects the needs, wants and values of potential users. They identify a range of problems/opportunities to inform the development of possible design briefs. They consider a range of design strategies, techniques and approaches and apply an iterative design process to generate and communicate a range of initial ideas which demonstrate consideration of requirements. They identify and consider social, moral and economic factors which are generally relevant to the context and potential user(s) and demonstrate clear and generally effective use of testing to evolve ideas and to refine their design decisions. They develop a proposal, including relevant details of materials, dimensions, finishes and production techniques, which address most requirements of the design brief and specification. They demonstrate a developed use of skills or techniques to clearly communicate ideas and proposals to a third party. They communicate relevant details of a logical sequence

and achievable timeline for the stages of production and testing of their final prototype. They work with appropriate materials and components to complete most aspects of the manufacture their prototype, generally to a defined schedule. They use appropriate making skills and processes to produce a good quality functioning prototype that generally meets most of the requirements of the design specification and is fit for purpose. They demonstrate a good understanding of the working properties and performance characteristics of the specified materials and, where appropriate, demonstrated consideration of surface treatments or finishes. They select and safely used specialist tools, appropriate techniques, processes, equipment and machinery with good accuracy to enable the prototype to perform as intended and meets the majority of the user's requirements. They complete a detailed analysis,

evaluation and testing of their ideas and decisions whilst applying iterative design processes. They perform a detailed analysis, evaluation and testing of the final prototype, with some consideration of the views of potential users. They respond to feedback and identified aspects for further development of their prototype, suggesting how modifications could be made. You can respond to feedback and identified aspects for further development of their prototype, with suggestions of how modifications could be made.



Grade 8 Pupils effectively identify opportunities for the development of designs within the prescribed context. They carry out effective, relevant research and investigation, clearly linked to the context and, where appropriate, the work of past/present professionals and companies. They perform a mostly effectively analysis of the needs, wants and values of potential users or clients. They identify a range of problems or opportunities to clearly inform the development of possible design briefs. They consider a range of design strategies, techniques and approaches and applied an iterative design process to generate and communicate a range of initial ideas which generally reflect requirements. They identify and consider social, moral and economic factors which are mostly relevant to the context and potential user(s). They develop a proposal, including comprehensive and relevant details of materials, dimensions, finishes and production techniques, which clearly addresses the majority of the requirements of the design brief and specification. They demonstrate skilled use of skills/techniques to clearly communicate ideas and proposals to a third party. They effectively communicate comprehensive and relevant details of a logical sequence and achievable timeline for the stages of production and testing of their final prototype. They work with appropriate materials and components to complete the majority of aspects of the manufacture their prototype, to a defined schedule. They use appropriate making skills and processes to produce a very good quality functioning prototype that meets the majority of the requirements of the design specification and is fit for purpose. They demonstrate an excellent understanding of the working properties and performance characteristics of the specified materials and, where appropriate, demonstrated consideration of surface treatments or finishes. They select and safely used specialist tools, appropriate techniques, processes, equipment and machinery with good accuracy and precision to enable the prototype to perform as intended and generally meet the user's requirements. They complete an objective analysis, evaluation and testing of their ideas and decisions and final prototype whilst applying iterative design processes and considering the views of potential users. They respond to feedback and identified the potential for further development of their prototype, suggesting how modifications could be made. They respond to feedback and identified the potential for further development of their prototype, with suggestions of how modifications could be made.

Grade 9 Pupils carry out a comprehensive and effective identification of opportunities for the development of designs within the prescribed context. They carry out comprehensive, relevant research and investigation, clearly linked to the context and, where appropriate, the work of past/present professionals and companies. They undertake an effective analysis of information that reflects the needs, wants and values of clients or potential users. They identify a range of problems or opportunities to clearly inform the development of possible design briefs. They consider a range of design strategies, techniques and approaches and apply an iterative design process to generate and communicate a range of initial ideas which fully reflect all requirements. They identify and consider social, moral and economic factors which are fully relevant to the context and potential user(s). They demonstrate clear, effective and detailed use of testing to evolve ideas and to refine their design decisions. They develop a proposal, including comprehensive and relevant details of materials, dimensions, finishes and production techniques, which clearly address all requirements of the design brief and specification. They demonstrate sophisticated use of skills or techniques to clearly communicate ideas and proposals to a third party. They clearly communicate comprehensive and relevant details of a logical sequence and achievable timeline for the stages of production and testing of their final prototype. They work with appropriate materials and components to complete all aspects of the manufacture of their prototype to a defined schedule. They use appropriate making skills and processes to produce a high quality functioning prototype that fully meets all requirements of the design specification and is fit for purpose. They demonstrate a comprehensive understanding of the working properties and performance characteristics of the specified materials and, where appropriate, demonstrated consideration of surface treatments or finishes. They select and safely use specialist tools, appropriate techniques, processes, equipment and machinery with excellent accuracy and precision to enable the prototype to perform as intended and fully meet the user's requirements. They complete a critical, objective analysis, evaluation and testing of their ideas, decisions and prototype whilst applying iterative design processes, taking into account the views of potential users. They respond to feedback and clearly identify the potential for further development of their prototype, with detailed suggestions for how modifications could be made.



Drama

Grade 0 In their knowledge of professional work, pupils understand that there are different roles in theatre. They understand that they are part of the production and are aware of the skills needed by one practitioner. In their rehearsal skills, they can list two or more performance skills, demonstrating at least two developments in their vocal work. They can comment on the work of others in class and demonstrate a basic contribution to the rehearsal process as a director.

In their acting skills and techniques, they are able to use body language to communicate character. They can communicate character relationships through lines selected, using gesture effectively.

In their evaluation and feedback, pupils can contribute some ideas in a basic way, understanding either positive or negative performance work and mentioning at least two weaknesses in a performance.

Grade 1 *In their knowledge of professional work,* pupils can give a basic example of a practitioner's role, responsibility or skill. They can give an example from a performance, giving a basic example of how two practitioners can work together in creating a piece of theatre.

In their rehearsal skills, pupils can understand the difference between skills and technique, demonstrating simple development of skills. Basic points are made on the use of the influence of others to develop skills and techniques. They demonstrate a limited contribution to the rehearsal process as an actor.

In their acting skills and techniques, pupils can make your character key in some parts to the piece in process, communicating aspects of relationships through facial expressions and is able to communicate emotion vocally. In their evaluation and feedback, they can contribute some ideas in detail in discussions in creation of work, commenting on one or more area of performance work that was positive. They can mention four or more weaknesses in a performance.

Grade 2 In their knowledge of professional work, pupils can give an example of a practitioner's role, responsibility or skill, using an example from one or more performance styles. They can outline relationships between practitioners within a piece of theatre with reference to one example, identifying some of the skills, approaches or processes that practitioners use to create performance work using a reference to one example of repertoire.

In their rehearsal skills, pupils can make two simplistic connections between the skills and techniques they used and the aims of the work demonstrating basic practical adaptation and development of skills. They are able to discuss in a limited way the influence of others to develop skills and techniques, demonstrating a limited contribution to the rehearsal process as a director and deviser.

In their acting skills and techniques, pupils can communicate ideas about their role through physical work and is able to link character's most distant relationships on stage and they are able to apply effective accent to a role. In their evaluation and feedback work, pupils can show limited evaluation of individual outcome of ideas through simple evaluation of key areas of group working together and they can provide basic ideas of further developments for a full performance.

Grade 3 *In their knowledge of professional work,* pupils can outline the roles, responsibilities and skills of practitioners, using examples from one or more performance styles. They are able to further outline the interrelationships between components used in performance, with reference to basic examples of repertoire. Pupils can understand some stylistic qualities of practitioners' work, using examples of performance from one or more performance styles. They are identifying the processes, skills and approaches used by practitioners to create performance work, with basic reference to examples of repertoire.

In their rehearsal skills, pupils are able to make superficial connections between the selected skills and techniques and the brief demonstrating limited practical adaptation and development of skills. They are able to show limited use of the influence of others to develop skills and techniques, demonstrating a limited contribution to the rehearsal process

In their acting skills and techniques, pupils are able to show limited delivery and communication of ideas through their role demonstrating limited ability to communicate with others. They are able to show limited application of skills and techniques according role.

In their evaluation and feedback work, pupils are able to show limited evaluation of individual contribution to ideas, development and outcome. They are able to demonstrate a limited and imbalanced evaluation of the group

development process and outcome, with tentative links to the brief, providing generic ideas relating to strengths and further development.

Grade 4/5 *In their knowledge of professional work,* pupils are able to describe the roles, responsibilities and skills of practitioners, using relevant examples across three performance styles, describing the interrelationships between components used in performance, with reference to relevant examples of repertoire. They are able to further describe the stylistic qualities of practitioners' work, with reference to relevant examples across three performance styles, exploring the processes, skills and approaches used by practitioners to create performance work, with relevant reference to examples of repertoire.

In their rehearsal skills, pupils are able to make appropriate connections between the selected skills and techniques and the brief, demonstrating appropriate practical adaptation and development of skills. They are able to apply the influence of others to develop skills and techniques, demonstrating an appropriate contribution to the rehearsal process.

In their acting skills and techniques, pupils are able to show appropriate delivery and communication of ideas through their role, demonstrating some ability to communicate with others and they show appropriate application of skills and techniques according to role.

In their evaluation and feedback, pupils can show appropriate evaluation of individual contribution to ideas, development and outcome with partially balanced evaluation of the group development process and outcome, with basic links to the brief, providing sound ideas relating to strengths and further development.



Grade 6/7 In their knowledge of professional work, pupils are able to discuss the stylistic qualities of practitioners' work using appropriate examples to justify how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles. They are able to discuss the interrelationships between processes, skills and approaches used by practitioners, with appropriate reference to examples of repertoire used to demonstrate how they contribute to performance work.

In their knowledge of rehearsal skills, pupils make clear connections between the selected skills and techniques and the brief demonstrating competent practical adaptation and development of skills. They are able to use the influence of others to develop skills and techniques, showing a competent contribution to the rehearsal process. In their acting skills and techniques, pupils are able to effectively deliver and communicate ideas through their role demonstrating competent ability to communicate with others. They are able to show effective application of skills and techniques according to role.

In their evaluation and feedback, pupils are able to complete competent evaluation of individual contribution to ideas, development and outcome. They are able to show effective and generally balanced evaluation of the group development process and outcome, with clear links to the brief providing effective ideas relating to strengths and further development.

Grade 8/9 In their knowledge of professional work, pupils are able to assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles. They are able to explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.

In their rehearsal skills, pupils are able to make secure connections between the selected skills and techniques and the brief, demonstrating effective practical adaptation and development of skills. They are able to effectively use the influences of others to develop skills and techniques showing an effective contribution to the rehearsal process.



In their acting skills and techniques, pupils are able to

show confident delivery and communication of ideas through their role, demonstrating assured ability to communicate with others. They are fluent in the application of performance skills and techniques according to role. *In their evaluation and feedback,* pupils show assured evaluation of individual contribution to ideas, development and outcome. They are able to be fluent and balanced in their evaluation of the group development process and outcome, with comprehensive links to the brief, providing perceptive ideas relating to strengths for further development.

Food Technology



Grade 0 Pupils can identify the food groups on the Eatwell guide with teacher assistance. They identify basic hygiene, health and safety rules to follow in a cooking environment. The meaning of the colours found on a food label can be identified. They choose and work with basic equipment with teacher supervision and guidance. Recipes are used to cook with basic skills but may need teacher assistance. They present products with support to demonstrate some accuracy and care. They demonstrate basic hygiene and safety with teacher intervention and are able to evaluate their product by identifying what went well using teacher support and intervention.

Grade 1 Pupils can identify the food groups on the Eatwell guide. They will be able to identify the environmental impact food has and the 4 C's in food technology. A basic food label can be read, identified and described in basic terms. They can identify, choose and work with basic equipment and are able to use a recipe to cook with basic skills with assistance if required. Products are presented while demonstrating very basic hygiene and safety skills. They can evaluate their product by identifying what went well.

Grade 2 Pupils can identify food groups and the six nutrients. They can identify and explain the 4 C's. Limited understanding of how seasons

affect fruit and vegetable availability is shown. They are able to identify, choose and work with the correct basic equipment for the correct purpose. They are able to use a recipe to cook with basic skills and need limited assistance. Products are presented with some accuracy and care while demonstrating basic hygiene and safety. Basic practical dishes could include omelette and bread rolls using a packet mixture. They are able to evaluate with a list what went well and identify possible improvements.

Grade 3 Pupils know the basic functions and sources of nutrients. They should demonstrate understanding of the 6R's and link this to the food industry. They will understand what staple foods are, can give examples and describe how food affects health. They are able to identify choose and work with some equipment showing some skills. Recipes are used to cook dishes with some skill and some occasional assistance. Dishes are presented showing some care and solve minor problems. Basic practical dishes could include cottage pie, spaghetti bolognaise using premade pasta and sauce and chicken stir fry. They are able to evaluate and test the suitability for consumers.

Grade 4 Pupils know what macro and micro nutrients are. They show clear understanding of food spoilage and environmental issues surrounding food. They are able to identify, choose and to work with some equipment showing some skill as well as demonstrate some accuracy and care. Recipes are selected to cook showing different skills and will have limited knowledge of function of ingredients. Medium demand practical dishes could include sausage rolls with handmade rough puff pastry, quiche Lorraine and cheese sauce. They are able to evaluate and solve problems as well as identify some improvements, to ensure suitability for consumers.

Grade 5 Pupils can produce a basic analysis of nutritional needs for specific groups. Knowledge and understanding of scientific principles in relation to food should be demonstrated. They are able to identify, choose and to work with a range of equipment showing skill as well as demonstrate some accuracy and care. Good levels of technical skill with a range of techniques are demonstrated consistently. They complete some quality control checks to ensure they display high levels of hygiene, health and safety. Appropriate dishes are selected to show understanding of how ingredients work and present them with precision. Medium demand practical dishes could include basic profiteroles and handmade pasta and sauce. They can analyse and evaluate dishes to complete a detailed sensory evaluation that is justified and supported with practical evidence.

Grade 6 Pupils demonstrate accurate and appropriate understanding of concepts, principles and properties of food science, cooking and nutrition. They confidently apply a range of technical skills to a range of equipment demonstrating accuracy and care. They can confidently plan, prepare, execute and present dishes with some degree of complexity. Good understanding of how ingredients work together in a range of dishes will be demonstrated consistently. Regular quality control checks are put in place to ensure they display high levels of hygiene, health and safety identifying hazards in their own practice. Complex practical dishes are made; these could include lasagne with handmade pasta and roux sauce, chicken pie with roux sauce and homemade rough puff pastry. They can evaluate and interpret outcomes drawing coherent conclusions relating to food choices, provenance and production.

Grade 7 Pupils demonstrate concise, accurate and relevant knowledge and understanding of concepts, principles and properties of food science, cooking and nutrition. They can confidently apply a range of complex technical skills to a range of equipment demonstrating accuracy and care. A wide range of complex technical skills and processes are confidently executed enabling them to plan, prepare and present complex dishes to a very good standard. They demonstrate how ingredients work with scientific understanding. Regular quality control checks are completed to ensure they display high levels of hygiene, health and safety identifying hazards in others practice as well as their own. Complex practical dishes are made; these could include eclairs with homemade choux pastry, filling and topping, fish pie with hand fillet fish, sauce making and mash potato piping. They can produce detailed sensory evaluations. They can interpret the results and outcomes drawing coherent conclusions relating to food choices, provenance and production.

Grade 8 Pupils demonstrate comprehensive, concise, accurate and relevant knowledge and understanding of concepts, principles and properties of food science, cooking and nutrition. A wide range of complex technical skills are confidently applied using a range of equipment demonstrating accuracy and care. They can apply precise and sophisticated technical skills and processes to a wide range of dishes. Pupils can plan, prepare and present dishes to an excellent standard. Pupils demonstrate how ingredients work with scientific understanding. Regular and consistent quality control checks are put in place to ensure they display high levels of hygiene, health and safety identifying hazards in others practice as well as their own. Complex practical dishes are made; these could include



ravioli with handmade pasta, filling and sauce and infused veloute sauce. They can create and compare sensory evaluations that critically analyse the results to draw well evidenced conclusions relating to food choice, provenance and production.

Grade 9 Pupils demonstrate and apply comprehensive, concise, accurate and relevant knowledge and understanding of concepts, principles and properties of food science, cooking and nutrition. A wide range of complex technical skills are confidently applied using a range of equipment which demonstrates complete accuracy and care. They can apply precise, sophisticated and complex technical skills and processes to a wide range of dishes. They can plan, prepare and present dishes to an excellent standard. They demonstrate how ingredients work with scientific understanding. Regular quality control checks are put in place independently to ensure they display high levels of hygiene, health and safety identifying hazards in others practice as well as their own. They are able to make a wide range of different more complex dishes with all elements handmade. They can create, compare and analyse sensory evaluations that critically analyse the results to draw well evidenced conclusions relating to food choice, provenance and production.

Media

Grade 0 Pupils are able to describe media texts. They are able to identify simple media terminology. Responses are limited and will lack any form of structure or organisation. Production work is likely to be basic and may lack relevance to the task. Work is unlikely to be fit for purpose. Work is unlikely to appeal to a potential audience. Pupils may not present work appropriately. Ideas will be unoriginal.

Grade 1 Pupils demonstrate minimal analysis of media products, focusing on a straight forward description. They make no reference to the intended meaning of the product. Points are generally unsupported by examples. They are able to identify media terminology but will lack the ability to apply it in context. They will be able to describe media processes within the theoretical framework but will not be able to apply in context. They make minimal judgements

and conclusions that are rarely supported by examples - the response lacks reasoning. Production work is likely to be basic and may lack relevance to the task. Work may be only partly fit for purpose. Work is unlikely to appeal to a potential audience. Some rudimentary forms and conventions may be used. Pupils may not present work appropriately. Ideas will be unoriginal.

Grade 2 Pupils demonstrate a limited attempt at media analysis which will be comprised mainly of description. No reference to the intended meaning of the



media product. Points are generally unsupported by examples. They use some media terminology occasionally but not in context. They how an understanding of media processes within the theoretical framework in a basic context They make very little reference to the social, political, economic or cultural context in which the product was created. Basic judgements and conclusions that are generally unsupported by examples - the response lacks reasoning. Production work is likely to be basic and may not clearly demonstrate an understanding of the requirements of the task. Ideas will be fairly unoriginal. Work is at least partly fit for purpose. Work will use some forms and conventions. Pupils may demonstrate a basic attempt to present the work appropriately.

Grade 3 Pupils are able to present a basic attempt at media analysis, although comments will lack explanation and utilise a lot of description. Pupils are occasionally able to support arguments with basic examples, although the link will not always be appropriate. They are able to use media terminology occasionally, although not always in the correct context and sometimes inaccurately. They show an understanding of media processes within the theoretical framework in a basic context. They show minimal knowledge and understanding of the social, political, economic or cultural context in which the product was created. Basic conclusions are drawn with limited evidence. Production work is likely to be simple and will demonstrate some understanding of the requirements of the task. Work is clearly fit for purpose. Work shows some understanding and engagement with the task and might have some limited appeal to a potential audience. Work will use some appropriate forms and conventions. Pupils will demonstrate an attempt to present the work appropriately. Pupils will be able to present a basic attempt to justify their decisions in their statement of intent, but will not be able to link their decisions explicitly to the key concepts.

Grade 4 Some satisfactory analysis, focuses more on the obvious aspects of how key concepts are used pupils are occasionally able to support arguments with at least partly-relevant evidence where required. They are able to use media terminology occasionally and with some accuracy. They show some understanding of media processes within the theoretical framework and can apply to media products. An understanding of some media theory is demonstrated. Pupils show some understanding of the social, political, economic or cultural context in which the product was created. Satisfactory conclusions are drawn with appropriate evidence. Production work will be satisfactory and generally demonstrates an understanding of the requirements of the task. Work is mainly fit for purpose. Work is appropriate to the task, may interest an intended audience and mostly uses appropriate forms and conventions. Material is presented appropriately. In their statement of intent, pupils are able to explain their decisions on production work. A satisfactory understanding of the key concepts is shown, pupils may be able to link some media theory but will lack precision and will require prompting.

Grade 5 Pupils are able to analyse media texts satisfactorily. Pupils are able to support arguments with appropriate evidence where required. They are able to use media terminology and with reasonable accuracy. They demonstrate a sound understanding of media processes within the theoretical framework and can apply to media products. Pupils will be able to discuss explicitly the relationship between these concepts in the context of the product. A good understanding of select media theory is demonstrated. Pupils show a satisfactory understanding of the social, political, economic or cultural context in which the product was created. Satisfactory conclusions are drawn with appropriate evidence. Production work will be satisfactory and will demonstrate an understanding of the requirements of the task. Work is clearly fit for purpose. Work is appropriate to the task, may interest an intended audience and demonstrate the use of appropriate forms and conventions. Material is well presented. In their statement of intent, pupils are able to explain their decisions on production work and link to the key concepts. Pupils may be able to link some media theory, but inconsistently and with some inaccuracies.

Grade 6 Pupils are able to analyse media texts effectively. Pupils are able to support arguments with appropriate, illustrative evidence where required. They are able to use media terminology with accuracy and usually in the correct context. Demonstrate a proficient understanding of media processes within the theoretical framework and can apply to media products. Pupils will be able to discuss explicitly the relationship between these concepts in the context of the product. Pupils show a good understanding of media theory and are occasionally able to link their ideas to the key concepts. Pupils show a good understanding of the social, political, economic or cultural context in which the product was created. Good conclusions are drawn with appropriate evidence. Production work demonstrates competence and some imagination. Work is clearly fit for purpose. Work would likely interest an intended audience and will use many appropriate conventions throughout. The material is presented effectively. In their statement of intent, pupils are able to justify their decisions on production work and demonstrate how the key concepts of will inform the creative process to a good standard. When required, pupils are able to link the work of theorists to their proposed production.

Grade 7 Good analysis of the product that is clear and generally engages with the more nuanced aspects of how media language is used. Focus on the intended meanings is mostly effective although lacks clarity in places pupils are able to support arguments with appropriate, illustrative evidence where required. They are able to use media terminology with accuracy and in the correct context. They demonstrate a good understanding of the theoretical framework and can apply to media products. Pupils will be able to confidently and explicitly discuss the relationship between these concepts in the context of the product. Pupils show a consistently good understanding of media theory and are occasionally able to explicitly link their ideas to the key concepts. Pupils make frequent, effective reference to the social, political, economic or cultural context in which the product was created. Good conclusions are drawn with appropriate evidence. Production work demonstrates competence and some imagination. Work is clearly fit for purpose. Work would likely interest an intended audience and uses many appropriate conventions throughout. The material is presented effectively and with care. In their statement of intent, pupils are able to justify their decisions on production work and demonstrate that the key concepts will inform the creative process to a consistently high standard. When required, pupils are able to link explicitly the work of theorists to their proposed production.

Grade 8 Pupils are able to analyse media texts convincingly and effectively. Pupils are able to support arguments with elucidated and illustrative evidence where required. They are able to use media terminology with high accuracy and consistently in the correct context. They demonstrate a good understanding of the theoretical framework and can apply this to media products. Pupils will be able to accurately discuss the relationship between the concepts in

the context of the product. Pupils can refer to the work of media theorists in their analysis and confidently link their ideas to the key concepts when prompted. Pupils show an excellent understanding of the social, political, economic or cultural context in which the product was created. Excellent conclusions are drawn with appropriate evidence. Production work demonstrates creativity and proficiency. Work is fit for purpose and engaged, would attract the interest of an intended audience and uses complex and appropriate conventions throughout. The material is presented skilfully. In their statement of intent, pupils are able to justify effectively their decisions on production work and to demonstrate that the key concepts have thoroughly informed the creative process. Pupils can refer to work of media theorists and there is evidence that this has underpinned their development of the product throughout the creative process.

Grade 9 Excellent analysis of the product that is detailed and critically engages with the nuanced aspects of how media language is used. Focus on the intended meanings is thorough and effective throughout. Excellent, astute judgements and conclusions that are consistently well supported by relevant examples. They have adopted media terminology into the natural language expressed in responses, and use with confident accuracy and consistency in the correct context. Excellent understanding and application of theoretical framework throughout. Pupil will be able to discuss fluently and accurately the relationship between concepts in the context of the product. Pupils can confidently refer to the work of media theorists in their analysis and will do so fluently, and without prompting. Consistently effective reference to the social, political, economic or cultural context in which the product was created. Excellent conclusions are drawn with appropriate evidence. Production work demonstrates flair, creativity and originality. Work is convincing, fit for purpose and engaged, would capture the interest of an intended audience and uses complex and appropriate conventions throughout. The material is presented skilfully to a near-professional standard. In their statement of intent, pupils are able to justify effectively their decisions on production work and demonstrate that the key concepts have convincingly and thoroughly informed the creative process. Pupils can confidently refer to work of media theorists and there is clear evidence that this has underpinned the development of the product throughout the creative process.

Music

Grade 0 Pupils can participate in simple singing tasks and can follow instructions when performing. They can make a limited contribution to a team composition and can recognise when music is loud or quiet. They demonstrate coordination on an instrument and can sing simply in ensemble. They show the ability to work in a team and are able to recognise simple instrument sounds. They perform simple patterns on untuned percussion instruments or by clapping and can repeat a basic two note ostinato. They order sounds in a cretive way and participate in a group composition process. They know some generic key words and recognise and understand one key word per topic. They are able to identify different sound sources.

Grade 1 Pupils can sing with some accuracy of pitch. They can share ideas in-group tasks and know some of the musical elements. They can repeat simple patterns on tuned or un-tuned instruments, by clapping or using percussion instruments. They can select appropriate sounds for composition and know some key words for a range of topics. They coach or support others when performing as part of an ensemble. They are able to explore repeating patterns and can recognise a range of instrumental sounds.



Grade 2 Pupils can sing in tune with reasonable fluency and

accuracy. They can share a range of ideas in group tasks and recognise and understand a range of musical elements. They keep in time with others and can work within a given time frame. They evaluate their work and can subsequently make some improvements to their own work. They can perform by ear or by using simple notation. They are able to perform simple parts on a keyboard using one finger or on a tuned percussion instrument using one beater. They can improvise repeated patterns and create simple compositions which have a sense of structure and can recognise a variety of instrument sounds knowing the instrument families. They recognise basic musical symbols such as treble clef and stave.

Grade 3 Pupils can sing in tune fluently, accurately and with expression. They are able to develop composition ideas in rehearsal time. They know the musical elements and can recognise SOME in listening tasks. They demonstrate reasonable confidence in performances and keep their own part going in a group performance. They create compositions that explore different sounds and musical elements and suggest improvements to their own work and the work of others. They know some notes on a musical stave as well as identifying notes on a keyboard with the aid of note guides. They can perform simple patterns on the keyboard or tuned percussion with reasonable fluency and accuracy and can improvise simple melodic and rhythmic phrases with a small set of given notes. They are able to compose using a variety of notations. They have a basic understanding of notation and can recognise rhythmic musical symbols such as crotchets and minims.

Grade 4 Pupils can sing with expression and clear diction. They demonstrate a high level of confidence in performance and can use tempo and dynamics creatively. They are able to identify different genres of music and their features in a listening task. They perform fluently and accurately on the keyboard or tuned percussion and know the notes of the keyboard without support. They can refine and improve work effectively in rehearsal developing initial ideas further. They have a reasonable grasp of treble clef notation. They perform pieces of music using appropriate notation and can maintain an appropriate role within an ensemble; such as leading, taking a solo or supporting. They are able to improvise melodic and/or rhythmic material within extended structures. They can consider successful or unsuccessful outcomes and can improve their own and others' work as well as evaluating how venue, occasion and purpose affect the way that music is created, performed and heard.

Grade 5 Pupils can sing alone with fluency, accuracy and confidence. They can sustain and develop musical ideas. They are able to describe and compare musical features in listening tasks using appropriate vocabulary. They can perform longer parts from memory and/or from music notations accurately and confidently and can make a significant contribution to a group. They have a good understanding of treble clef notation. They can perform two parts with fluency and accuracy on the keyboard or their own instrument. They show an awareness of the needs of others, demonstrating effective communication and support, in an ensemble task. They use relevant notations to plan and revise material and can compose music for different genres which explore musical features and devices. They explore the contexts, origins and traditions of different musical styles as well evaluating the success of their work and set realistic targets for refinement.

Grade 6 Pupils are able to sing solos, demonstrating excellent technique. They use rehearsal time effectively to refine material and can analyse music in detail using key words and musical terms. They can play from a musical score without the notes written to assist and can demonstrate chords and melodies and how they work together. They explore contrasts by exploiting the musical elements. They have a clear understanding of treble clef notation. They co-ordinate their own part with other performers, playing in time. They are able to perform longer parts with reasonable technical skill and expression using tempo, timbre, dynamics and phrasing. They create coherent compositions contributing developed ideas to individual and group tasks. They support others in composing complimentary parts. They evaluate how different contexts are reflected in their own work and the work of others.

Grade 7 Pupils play or sing more challenging parts following complex rhythms and play more than one part on an instrument. They extend developed ideas to meet the criteria of a stimulus and can write accurate descriptions using technical vocabulary to give detailed answers. They read a musical score coherently and without assistance. They develop highly imaginative and original compositions which explore advanced techniques. They read notation accurately. They are aware of their own role in a group and can make adjustments where necessary, including taking the lead where appropriate.

They adapt, improvise, develop, extend and discard musical ideas within chosen musical styles and can evaluate and make critical judgements about the use of musical conventions and other characteristics.

Grade 8 Pupils can perform extended pieces of music in different styles using relevant notations by ear. They make accurate use of notation including creating on musical software, if necessary. They display expert knowledge of key words for topics covered and musical terms and give detailed descriptions of musical features identified. They demonstrate outstanding performance skills showing high levels of confidence and technical ability. They explore a range of different styles, genres and traditions. They demonstrate expertise in reading scores and show a clear understanding of musical notation and symbols. They collaborate effectively with other performers showing an ability to direct an ensemble. They are able to compose extended, memorable pieces with a sense of direction and shape considering both melody and rhythm. They discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context and justifying the conclusions that have been drawn.



Physical Education- Core

Invasion Games

Grade 0 Pupils copy, repeat and explore simple skills with little control or co-ordination. They can attempt to link these in ways which may suit the activity. They can comment on their own or others actions. They talk about how to take part in physical activity and may attempt to comment on how their bodies feel during an activity. They struggle to work independently and with others in isolated practices and can suggest one idea about how to make changes.

Grade 1 Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these in ways that suit the activities, but lack consistency. They comment on their own performance in a straightforward manner, identifying simple strengths and weaknesses. They can participate safely in a practice and a small, competitive game. They work with others in isolated practices but struggle to transfer their understanding to competitive games. They can state one reason for the use of a warm-up and one reason why exercise is good for us.

Grade 2 Pupils copy, remember, repeat and explore simple actions with control and coordination. They begin to vary the skills and actions required in tasks and can sometimes link them in ways that suit the activities. They begin to show an understanding of simple tactics and basic strategies but find it difficult to apply this in the activity effectively. They can understand the differences between their own and others' performances and suggest basic improvements based on their own games. They understand and demonstrate how to take part in physical activity safely. They can describe two reasons why a warm-up is necessary, whilst being able to start planning and perform a simple warm-up activity. They work with others, devising simple ideas for practices and rules.

Grade 3 Pupils select and combine simple skills, actions and ideas appropriately, applying them with increasing levels of fluency, control and coordination. They begin to choose some advanced skills to attempt in practices and some competitive activities. They are able to select and apply a tactic and can see an outcome from this decision. They can see how their work is similar to and different from others' and use this understanding to start showing improvement in their own performances. They can participate and plan warm up relevant for an invasion game. At times, they are able to take the lead in pairs and small groups when carrying out practices, or when deciding on their own games, challenges, tactics and sequences. They can begin to identify principles of training and can comment on appropriate components of fitness relevant to the relevant invasion game.

Grade 4 Pupils link skills, techniques and ideas relevant to invasion games and apply them accurately and appropriately. When performing skills/techniques, they show precision, control and fluency. They begin to show the ability to use more complex skills when faced with different situations. They show that they understand tactics but struggle to develop their own successful strategies. They will begin to develop their analytical skills by comparing and commenting on skills, techniques and ideas used in their own and others' work and use this understanding to improve their performance in an isolated practice. They may struggle to successfully make changes in a competitive situation. They can suggest at least one method to be more successful in their own and others' work. They understand the key safety principles when preparing for an invasion game and can lead a small group warm-up, using the correct three phases. They can lead simple practices and activities for themselves and others. They can state at least two principles of training and components of fitness and relate them to the relevant invasion game.

Grade 5 Pupils select and combine complex skills, techniques and ideas relevant to invasion games and apply them accurately and appropriately in different isolated activities and competitive situations. They consistently show precision, control and fluency in a variety of simple skills and some complex skills. They can draw on what they know about strategy and tactics to produce effective outcomes. They show some ability in modifying and refining skills and techniques to improve their performance and adapt their actions in response to changing circumstances to generate a better outcome. They analyse and comment on skills, techniques and ideas and how these are applied in their



own and others' work, suggesting ways to improve. They plan, organise and lead practices and activities safely, helping others to improve their performance. They can describe and begin to explain at least three components of fitness and how they are relevant to invasion games.

Grade 6 Pupils select and combine complex skills, techniques and ideas and use them in a widening range of familiar and unfamiliar invasion game contexts; performing with consistent precision, control and fluency. They start to use imaginative ways to solve problems, overcome challenges faced in these invasion games. They are able to draw on what they know about strategy and tactics in response to changing circumstances, to start creating successful results. They analyse and begin to evaluate on how skills, techniques and ideas have been used in their own and others' work, in different aspects of performance. They can suggest a specific way to improve their own or others' performances. They understand how the different relevant components of fitness affect performance, and explain how different methods of training/exercise/principles of training, contribute to their fitness and health. They are capable of leading practices and activities linked to invasion games, applying the rules and regulations consistently and are able to reflect on their effectiveness, with teacher support.

Grade 7 Pupils select and combine advanced skills and techniques, adapting them accurately and appropriately to meet the demands of increasingly complex situations. They consistently show precision, control and originality. They apply the principles of advanced strategies and tactics in their own and others' work and modify them in response to changing circumstances and other performers. They analyse and evaluate in detail on their own and others' work as individuals and team members, showing that they understand how skills, tactics and fitness relate to the quality of the performance. They plan ways to improve their own and others' performances, and act on these decisions in order to bring about the improvements. They can explain the benefits of regular, safe and planned invasion games on physical, mental and social wellbeing. They take on different roles within invasion games, showing an ability to organise and communicate effectively, and to apply rules fairly and consistently; adhering to the regulations and codes of conduct for activities. They can explain and apply all relevant principles of training/components of fitness and methods of training to improve these areas when required. When leading practices and activities, they apply the rules and regulations consistently and are able to reflect on its effectiveness.

Grade 8 Pupils consistently distinguish between, and apply, advanced skills and techniques relevant to gymnastics; always showing high standards of precision, control and fluency. Drawing on what they know of the principles of advanced strategies and tactics, they apply them with proficiency, flair and originality in their own and others' work. When adapting and responding to changing circumstances and other performers, they maintain the quality of a performance. They critically evaluate their own and others' work, showing that they understand the impact of skills, strategy, tactics and fitness on the quality and effectiveness of performance in invasion games. They are able to use this information to plan and monitor ways in which their own and others' performances could be improved, acting on these decisions to bring about the improvements. They can explain and apply the principles of training/components of fitness and methods of training and explain and these can lead to an improvement in their own or others' performances. They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences.

Grade 9 Pupils consistently use advanced skills, techniques and ideas relevant to gymnastics with precision, control, fluency and originality. Drawing on what they know of the principles of advanced strategies and tactics, they consistently apply these principles with originality, proficiency and flair in their own and others' work. They are increasingly independent when finding imaginative, novel and different solutions to problems posed by themselves and others. They critically analyse and judge their own and others' work, showing that they understand how skills, strategy, tactics and fitness relate to and affect the quality and originality of performance in different physical activities. They reach judgements independently about how their own and others' performances could be improved, prioritising aspects for further development. They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work. They can lead independently, using correct technical knowledge, implementing rules correctly and safely relevant to invasion games. They are able to reflect and explain different advanced methods they could use to improve their weaknesses.

Gymnastics

Grade 0 Pupils can copy, repeat and explore simple balances or travelling movements with little control or coordination. They can attempt to link together these movements and balances these in ways which may suit the activity. They can comment on their own actions but lack depth in their answer. They talk about how to take part in physical activity and may attempt to comment on how their bodies feel during an activity. They struggle to work independently and with others in isolated practices.

Grade 1 Pupils are able to perform a number of movements, rotations and balances with reasonable control but struggle with more complex skills. They comment on their own performance in a straightforward manner, identifying simple strengths and weaknesses. They are able to put basic moves such as rotations and balances in order to make a sequence but struggle with control.

Grade 2 Pupils are able to perform a number of movements, rotations and balances with reasonable control showing increased precision, control and fluency. They are able to use apparatus but lack confidence and fluency when performing movements. Pupils show some understanding of methods of flight, but lack confidence and consistent control. They begin to show an understanding of basic compositional ideas but find it difficult to apply this in the activity effectively. Pupils can link together movements with reasonable precision. They can understand the differences between their own and others' performances and suggest basic improvements based on their own sequences. They can describe two reasons why a warm-up is necessary, whilst being able to start planning and perform a simple warm-up activity relevant to gymnastics.

Grade 3: Pupils select and combine simple travel movements, rotations, methods of flight and balances appropriately, applying them with increasing levels of fluency and coordination. Techniques and balances are performed using apparatus showing improved confidence. Pupils show understanding of methods of flight and can perform with increasing levels of coordination and fluency. Style and control are used on some occasions to provide a more fluent sequence. They link techniques and skills and apply them to my sequences using movements which flow together and are at the right pace. They are able to show signs of experimenting and can plan sequences and begin to help others with their work.

Grade 4 Pupils are able to link travel movements, rotations, balances and methods of flight and apply them accurately and appropriately. When performing travel movements, rotations and balances, they show precision, control and fluency. They begin to show the ability to use more complex skills when faced with equipment. They show that they understand how to compose an effective sequence. Pupils show a sound understanding of methods of flight performing with confidence, fluency and precision, but lack consistency. They will begin to develop their analytical skills by comparing and commenting on skills, techniques and ideas used in their own and others' work and use this understanding to improve their performance. They can suggest at least one method to be more successful in their own and others' work. They understand the key safety principles when preparing for gymnastics and can lead a small group warm-up, using the correct three phases. They can state at least two principles of training and components of fitness and relate them to gymnastics.

Grade 5 Pupils select and combine complex skills, techniques and ideas relevant to gymnastics and apply them accurately and appropriately in different isolated activities and competitive situations. They consistently show precision, control and fluency in a variety of simple skills and some complex skills. Pupils show a sound understanding of methods of flight consistently performing with confidence, fluency and precision. They show some ability in modifying and refining travel movements, rotations, balances and methods of flight to improve their performance, and adapt their actions in response to changing circumstances to generate a better outcome. They analyse and comment on travel movements, rotations, balances and methods of flight and how these are applied in their own and others' work, suggesting ways to improve. They plan, organise and lead practices and activities safely, helping others to improve their performance. They can describe and begin to explain at least three components of fitness and how they are relevant to gymnastics.

Grade 6 Pupils select and combine complex skills, techniques and ideas and use them in a widening range of familiar and unfamiliar gymnastic contexts; performing with consistent precision, control and fluency. They start to use imaginative ways to solve problems and overcome challenges posed by the teacher. They are able to draw on what they know about travel movements, rotations, balances and methods of flight in response to changing circumstances, to start creating successful results. They analyse and begin to evaluate on how simple and complex

skills have been used in their own and others' work, in different aspects of performance. They can suggest a specific way to improve their own or others' performances. They understand how the different relevant components of fitness affect performance and explain how different methods of gymnastics can contribute to their fitness and health. They are capable of leading practices and activities linked to gymnastics, applying the correct skills consistently. They are able to reflect on their effectiveness, with teacher support.

Grade 7 Pupils select and combine advanced skills and techniques relevant to gymnastics, adapting them accurately and appropriately to meet the demands of increasingly complex situations. They consistently show precision, control and originality in composed sequences or in vaults. They apply the principles of advanced gymnastic skills in their own and others' work and modify them in response to changing circumstances and other performers. They analyse and evaluate in detail on their own and others' work, showing that they understand how control, quality of skills and fluency relate to the quality of the performance. They plan ways to improve their own and others' performances, and act on these decisions in order to bring about the improvements. They can explain the benefits of regular, safe and planned gymnastic activities on physical, mental and social wellbeing. They take on different roles within gymnastics, showing an ability to organise and codes of conduct. They can explain and apply all relevant principles of training/components of fitness and methods of training to improve these areas when required. When leading practices and activities, they apply the correct gymnastic rules and regulations consistently and are able to reflect on its effectiveness.

Grade 8 Pupils consistently distinguish between, and apply, advanced skills and techniques relevant to gymnastics; always showing high standards of precision, control and fluency. Drawing on what they know of the principles of advanced gymnastic skills, they apply them with proficiency, flair and originality in their own and others' work. When adapting and responding to changing circumstances and other performers, they maintain an extremely high quality of performance. They critically evaluate their own and others' work, showing that they understand the impact of skills and fitness on the quality and effectiveness of performance in gymnastics. They are able to use this information to plan and monitor ways in which their own and others' performances could be improved, acting on these decisions to bring about the improvements. They can explain and apply the principles of training/components of fitness and methods of training and explain and how these can lead to an improvement in their own or others' performances. They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences.

Grade 9 Pupils consistently use advanced skills, techniques and ideas relevant to gymnastics with precision, control, fluency and originality. Drawing on what they know of the principles of advanced gymnastic skills, they apply them with proficiency, flair and originality in their own and others' work. They are very independent when finding imaginative, novel and different solutions to problems posed by themselves and others. They critically analyse and judge their own and others' work, showing that they understand how skills and fitness relate to and affect the quality and originality of performance in different physical activities. They reach judgements independently about how their own and others' performances could be improved, prioritising aspects for further development. They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work. They can lead independently, using correct technical knowledge, implementing rules correctly and safely relevant to gymnastics. They are able to reflect and explain different advanced methods they could use to improve their weaknesses.

Net Games

Grade 0 Pupils can copy, repeat and explore simple strokes and movements with little control or co-ordination. They can attempt to link these in ways which may suit the activity. They can comment on their own or other's actions. They talk about how to take part in physical activity and may attempt to comment on how their bodies feel during an activity. They struggle to work independently and with others in isolated practices and can suggest one idea about how to make changes.

Grade 1 Pupils copy, repeat and explore simple strokes and movements with basic control and coordination. They start to link these in ways that suit the activities, but lack consistency. They comment on their own performance in a straightforward manner, identifying simple strengths and weaknesses. They can participate safely in a practice and a gradient of the strength of the s

small, competitive game. They work with others in isolated practices but struggle to transfer their understanding to competitive games. They can state one reason for the use of a warm-up and one reason why exercise is good for us.

Grade 2 Pupils copy, remember, repeat and explore simple strokes and movements with control and coordination. They begin to vary the strokes and movements required in tasks and can sometimes link them in ways that suit the activities. They begin to show an understanding of simple tactics but find it difficult to apply this in the activity effectively. They can understand the differences between their own and others' performances of strokes and movements suggesting basic improvements based on their own performance. They understand and demonstrate how to take part in physical activity safely. They can describe two reasons why a warm-up is necessary, whilst being able to start planning and perform a simple warm-up activity. They work with others, devising simple ideas for practices and rules.

Grade 3 Pupils select and combine simple strokes and movements appropriately, applying them with increasing levels of fluency, control and coordination. They begin to choose some advanced strokes to attempt in isolated practices and some competitive activities. They are able to select and apply a tactic and can see an outcome from this decision. They can see how their work is similar to and different from others' and use this understanding to start showing improvement in their own performances. They can participate and plan a warm up relevant for a net game. At times, they are able to take the lead in pairs and small groups when carrying out isolated practices, or when deciding on their own games, challenges and tactics. They can begin to identify principles of training and can comment on appropriate components of fitness relevant to the relevant net game.

Grade 4 Pupils link skills, techniques and ideas relevant to net games and apply them accurately and appropriately. When performing skills/techniques, they show precision, control and fluency. Movement around the court/table is efficient and effective for the chosen stroke. They begin to show the ability to use more complex skills when faced with different situations. They show that they understand tactics and positioning but struggle to develop their own strategies which are successful. They will begin to develop their analytical skills by comparing and commenting on skills, techniques and ideas used in their own and others' work and use this understanding to improve their performance in an isolated practice. They may struggle to successfully make changes in a competitive situation but can suggest at least one method to try in their own and others' work. They understand the key safety principles when preparing for a net game and can lead a small group warm-up, using the correct three phases. They can lead simple practices and activities for themselves and others. They can state at least two principles of training and components of fitness and relate them to the relevant net game.

Grade 5 Pupils select and combine complex skills, techniques and ideas relevant to net games and apply them accurately and appropriately in different isolated activities and competitive situations. They consistently show precision, control and fluency in a variety of simple skills and some complex skills. Movement around the court/table is increasingly efficient and effective for the chosen stroke, often resulting in a successful outcome. They can draw on what they know about strategy and tactics to produce effective outcomes. They show some ability in modifying and refining skills and techniques to improve their performance and adapt their actions in response to changing circumstances to generate a better outcome. They analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work, suggesting ways to improve. They plan, organise and lead simple practices and activities safely, helping others to improve their performance. They can describe and begin to explain at least three components of fitness and how they are relevant to net games.

Grade 6 Pupils select and combine complex skills, techniques and ideas and use them in a widening range of familiar and unfamiliar net game contexts; performing with consistent precision, control and fluency. Movement around the court/table is efficient and effective for the chosen stroke. They start to use increasingly imaginative ways to solve problems posed to them, overcoming challenges faced in these net games. They are able to draw on what they know about strategy and tactics in response to changing circumstances, to start creating successful results. They analyse and begin to evaluate on how skills, techniques and ideas have been used in their own and others' work, in different aspects of performance. They can suggest a specific way to improve their own or others' performances. They understand how the different relevant components of fitness affect performance and explain how different methods of training/exercise/principles of training, contribute to their fitness and health. They are capable of leading practices and activities linked to net games, applying the rules and regulations consistently and are able to reflect on their effectiveness, with teacher support.

Grade 7 Pupils select and combine advanced skills and techniques, adapting them accurately and appropriately to meet the demands of increasingly complex situations. They consistently show precision, control and originality. They apply the principles of advanced strategies and tactics in their own and others' work and modify them in response to changing circumstances and other performers. Movement around the court/table is highly efficient and effective for the chosen stroke. They analyse and evaluate in detail on their own and others' work as individuals and team members, showing that they understand how skills, tactics and fitness relate to the quality of the performance. They plan ways to improve their own and others' performances, and act on these decisions in order to bring about the improvements. They can explain the benefits of regular, safe and planned net games on physical, mental and social wellbeing. They take on different roles within gymnastics, showing an ability to organise and communicate effectively, and to apply rules fairly and consistently; adhering to the regulations and codes of conduct for activities. They can explain and apply all relevant principles of training/components of fitness and methods of training to improve these areas when required. When leading practices and activities, they apply the rules and regulations consistently and are able to reflect on its effectiveness.

Grade 8 Pupils consistently distinguish between, and apply, advanced skills and techniques relevant to gymnastics; always showing high standards of precision, control and fluency. Drawing on what they know of the principles of advanced strategies/tactics, they apply them with proficiency, flair and originality in their own and others' work. Movement around the court/table is highly efficient and effective for the chosen stroke. When adapting and responding to changing circumstances and other performers, they maintain the quality of a performance. They critically evaluate their own and others' work, showing that they understand the impact of skills, strategy, tactics and fitness on the quality and effectiveness of performance in net games. They are able to use this information to plan and monitor ways in which their own and others' performances could be improved, acting on these decisions to bring about the improvements. They can explain and apply the principles of training/components of fitness and methods of training and explain and these can lead to an improvement in their own or others' performances. They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences.

Grade 9 Pupils consistently use advanced skills, techniques and ideas relevant to gymnastics with precision, control, fluency and originality. Drawing on what they know of the principles of advanced strategies and tactics, they consistently apply these principles with originality, proficiency and flair in their own and others' work. They are increasingly independent when finding imaginative, novel and different solutions to problems posed by themselves and others. Movement around the court/table is highly efficient and consistently effective for the chosen stroke. They critically analyse and judge their own and others' work, showing that they understand how skills, strategy, tactics and fitness relate to and affect the quality and originality of performance in different physical activities. They reach judgements independently about how their own and others' performances could be improved, prioritising aspects for further development. They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work. They can lead independently, using correct technical knowledge, implementing rules correctly and safely relevant to net games. They are able to reflect and explain different advanced methods they could use to improve their weaknesses.

Athletics

Grade 0 Pupils can copy, repeat and explore simple skills with little control or co-ordination. They can attempt to link these in ways which may suit the activity. They can comment on their own or others' actions. They talk about how to take part in physical activity and may attempt to comment on how their bodies feel during an activity. They struggle to work independently and with others in isolated practices and can suggest one idea about how to make changes.

Grade 1 Pupils copy, repeat and explore simple athletic techniques and actions with basic control and coordination. They start to link these in ways that suit the task, but lack consistency. They comment on their own performance in a straightforward manner, identifying simple strengths and weaknesses. They can participate safely in isolated practices. They work with others in isolated practices but struggle to transfer their understanding to competitive situation such as athletics events. They can state one reason for the use of a warm-up and one reason why exercise is good for us.

Grade 2 Pupils copy, remember, repeat and explore simple athletic techniques and actions with control and coordination. They begin to vary the techniques and actions required in practice tasks and can sometimes link them in ways that suit the individual event. They begin to show an understanding of simple tactics related to each event

but find it difficult to apply this in the activity effectively. They can understand the differences between their own and others' performances and suggest basic improvements based on their own games. They understand and demonstrate how to take part in the relevant athletic event safely. They can describe two reasons why a warm-up is necessary, whilst being able to start planning and perform a simple warm-up activity. They work with others, devising very simple ideas for practices and following all safety rules.

Grade 3 Pupils select and combine simple athletic techniques and actions appropriately, applying them with increasing levels of fluency, control and coordination. They begin to choose some advanced athletic techniques and actions to attempt in practices and in competitive events. They are able to select and apply a tactic when participating in an athletic competition and can see an outcome from this decision. They can see how their work is similar to and different from others' and use this understanding to start showing improvement in their own performances. They can participate and plan warm up relevant for an athletic event. At times, they are able to take the lead in pairs and small groups when carrying out practices. They can begin to identify principles of training and can comment on appropriate components of fitness relevant to the relevant invasion game.

Grade 4 Pupils link athletic techniques and actions and apply them accurately and appropriately. When performing skills/techniques, they show precision, control and fluency. They begin to show the ability to use more complex skills when faced with different situations. They show that they understand tactics but struggle to develop their own successful strategies. They will begin to develop their analytical skills by comparing and commenting on skills, techniques and ideas used in their own and others' work and use this understanding to improve their performance in an isolated practice. They may struggle to successfully make changes in a competitive situation. They can suggest at least one method to be more successful in their own and others' work. They understand the key safety principles when preparing for an invasion game and can lead a small group warm-up, using the correct three phases. They can lead simple practices and activities for themselves and others. They can state at least two principles of training and components of fitness and relate them to the relevant invasion game.

Grade 5 Pupils select and combine complex athletic techniques and actions and apply them accurately and appropriately in different isolated activities and competitive situations. They consistently show precision, control and fluency in a variety of simple skills and some complex skills. They can draw on what they know about strategy and tactics to produce effective outcomes in competitive events. They show some ability in modifying and refining techniques and actions to improve their performance and adapt these in response to changing circumstances to generate a better outcome. They analyse and comment on techniques and actions and how these are



applied in their own and others' work, suggesting ways to improve. When safe to do so, pupils can plan, organise and lead practices and activities safely, helping others to improve their performance. They can describe and begin to explain at least three components of fitness and how they are relevant to different athletic events.

Grade 6 Pupils select and combine complex athletic techniques and actions and use them in a widening range of familiar and unfamiliar athletic contexts; performing with consistent precision, control and fluency. They start to use imaginative ways to solve problems, overcoming challenges faced. They are able to draw on what they know about strategy and tactics in response to changing competitive athletic circumstances, to start creating successful results. They analyse and begin to evaluate on how techniques and actions have been used in their own and others' work, in different aspects of performance. They can suggest a specific way to improve their own or others' performances. They understand how the different relevant components of fitness affect performance and explain how different methods of training/exercise/principles of training, contribute to their fitness and health through athletics. When safe to do so, they are capable of leading athletic practices, applying the rules and regulations consistently and can reflect on their effectiveness, with teacher support.

Grade 7 Pupils select and combine advanced athletic techniques and actions, adapting them accurately and appropriately to meet the demands of increasingly complex situations. They consistently show precision, control and originality. They apply the principles of advanced strategies in their own and others' work and modify them in response to changing competitive circumstances and the performance of others. They analyse and evaluate in detail on their own and others' work as individuals and team members, showing that they understand how athletic techniques, actions and fitness relate to the quality of the performance. They plan ways to improve their own and others' performances, and act on these decisions in order to bring about the improvements. They can explain the benefits of regular, safe and planned athletic events on wellbeing. They take on different roles within athletics, showing an ability to organise and communicate effectively, and to apply rules fairly and consistently; adhering to the regulations and codes of conduct for events. They can explain and apply all relevant principles of training/components of fitness and methods of training to improve these areas when required. When leading practices and events, they apply the rules consistently and safely while being able to reflect on its effectiveness.

Grade 8 Pupils consistently distinguish between advanced athletic techniques and actions; always showing high standards of precision, control and fluency. When possible, they draw on what they know of the principles of advanced strategies in athletic competitions; they apply them with proficiency, flair and originality in their own and others' work. When adapting and responding to changing circumstances and other performers, they maintain the quality of a performance. They critically evaluate their own and others' work, showing that they understand the impact of techniques, actions and fitness on the quality and effectiveness of performance in athletics. They are able to use this information to plan and monitor ways in which their own and others' performances could be improved, acting on these decisions to bring about the improvements. They can explain and apply the principles of training/components of fitness and methods of training and explain and these can lead to an improvement in their own or others' performances. They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences.

Grade 9 Pupils consistently use advanced athletic techniques and actions with precision, control, fluency and originality. Drawing on what they know of the principles of advanced athletic strategies, they consistently apply these principles with originality, proficiency and flair in their own and others' competitive performances. They are increasingly independent when finding imaginative, novel and different solutions to problems posed by themselves and others. They critically analyse and judge their own and others' work, showing that they understand how athletic techniques, actions, tactics and fitness relate to and affect the quality and originality of performance in different physical activities. They reach judgements independently about how their own and others' performances could be improved, prioritising aspects for further development. They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work. They can lead independently, using correct technical knowledge, implementing rules correctly and safely relevant to athletics. They are able to reflect and explain different advanced methods they could use to improve their weaknesses.

Striking and Fielding

Grade 0 Pupils can copy, repeat and explore simple batting, bowling or fielding techniques with little control or coordination. They can attempt to link these in ways which may suit the activity. They can comment on their own or others actions. They talk about how to take part in physical activity and may attempt to comment on how their bodies feel during an activity. They struggle to work independently and with others in isolated practices and can suggest one idea about how to make changes.

Grade 1 Pupils copy, repeat and explore simple batting, bowling or fielding techniques with basic control and coordination. They start to link these in ways that suit the activities, but lack consistency. They comment on their own performance in a straightforward manner, identifying simple strengths and weaknesses. They can participate safely in a practice and a small, competitive game. They work with others in isolated practices but struggle to transfer their understanding to competitive games. They can state one reason for the use of a warm-up and one reason why exercise is good for us.

Grade 2 Pupils copy, remember, repeat and explore simple batting, bowling or fielding techniques with control and coordination. They begin to vary the strokes or fielding techniques required in tasks and can sometimes link them in ways that suit the activities. They begin to show an understanding of simple tactics relevant to batting, bowling or fielding techniques, but find it difficult to apply this in the competitive performance effectively. They can understand the differences between their own and others' performances of batting, bowling or fielding techniques suggesting basic improvements based on their own performance. They understand and



demonstrate how to take part in physical activity safely. They can describe two reasons why a warm-up is necessary, whilst being able to start planning and perform a simple warm-up activity. They work with others, devising simple ideas for practices and rules.

Grade 3 Pupils select and combine simple batting, bowling or fielding techniques appropriately, applying them with increasing levels of fluency, control and coordination. They begin to choose some advanced batting, bowling or fielding techniques to attempt in isolated practices and some competitive activities. They are able to select and apply a tactic and can see an outcome from this decision. They can see how their work is similar to and different from others' and use this understanding to start showing improvement in their own performances. They can participate and plan a warm up relevant for a striking and fielding game. At times, they are able to take the lead in pairs and small groups when carrying out isolated practices, or when deciding on their own games, challenges and tactics. They can begin to identify principles of training and can comment on appropriate components of fitness relevant to the relevant game.

Grade 4 Pupils link together batting, bowling or fielding techniques and apply them accurately and appropriately. When performing batting, bowling and fielding skills/techniques, they show precision, control and fluency. Movement around the pitch is efficient and effective for the chosen skill. They begin to show the ability to use more complex skills when faced with different situations. They show that they understand tactics but struggle to develop their own strategies which are successful. They will begin to develop their analytical skills by comparing and commenting on batting, bowling or fielding techniques used in their own and others' work and use this understanding to improve their performance in an isolated practice. They may struggle to successfully make changes to performance in a competitive situation but can suggest at least one method to try in their own and others' work. They understand the key safety principles when preparing for a striking and fielding task and can lead a small group warm-up, using the correct three phases. They can lead simple practices and activities for themselves and others. They can state at least two principles of training and components of fitness and relate them to the relevant task.

Grade 5 Pupils select and combine complex batting, bowling or fielding skills, techniques and ideas being able to apply them accurately and appropriately in different isolated activities and competitive situations. They consistently show precision, control and fluency in a variety of simple skills and some complex skills. Movement around the pitch is increasingly efficient and effective for the chosen fielding technique, often resulting in a successful outcome. They can draw on what they know about strategy and tactics to produce effective outcomes. They show some ability in modifying and refining skills and techniques to improve their performance and adapt their actions in response to changing circumstances to generate a better outcome. They analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work, suggesting ways to improve. They plan, organise and lead simple practices and activities safely, helping others to improve their performance. They can describe and begin to explain at least three components of fitness and how they are relevant to striking/fielding tasks and games.

Grade 6 Pupils select and combine complex batting, bowling or fielding skills, techniques and ideas and use them in a widening range of familiar and unfamiliar striking and fielding task/game contexts; performing with consistent precision, control and fluency. Movement around the pitch is efficient and effective for the chosen skill. They start to use increasingly imaginative ways to solve problems posed to them, overcoming challenges faced in these task/game. They are able to draw on what they know about strategy and tactics in response to changing

circumstances, to start creating successful results. They analyse and begin to evaluate on how skills, techniques and ideas have been used in their own and others' work, in different aspects of performance. They can suggest a specific way to improve their own or others' performances. They understand how the different relevant components of fitness affect performance and explain how different methods of training/exercise/principles of training, contribute to their fitness and health. They are capable of leading practices and activities linked to striking and fielding games, applying the rules/regulations consistently and are able to reflect on their effectiveness, with teacher support.

Grade 7 Pupils select and combine advanced batting, bowling or fielding skills and techniques, adapting them accurately and appropriately to meet the demands of increasingly complex situations. They consistently show precision, control and originality. They apply the principles of advanced strategies and tactics in their own and others' work and modify them in response to changing circumstances and other performers. Movement around the pitch is highly efficient and effective for the chosen technique. They analyse and evaluate in detail on their own and others' work as individuals and team members, showing that they understand how skills, tactics and fitness relate to the quality of the performance. They plan ways to improve their own and others' performances, and act on these decisions in order to bring about the improvements. They can explain the benefits of regular, safe and planned striking/fielding games on wellbeing. They take on different roles within the lesson, showing an ability to organise and communicate effectively, and to apply rules fairly and consistently; adhering to the regulations and codes of conduct for activities. They can explain and apply all relevant principles of training/components of fitness and methods of training to improve these areas when required. When leading practices and activities, they apply the rules and regulations consistently and are able to reflect on its effectiveness.

Grade 8 Pupils consistently distinguish between and apply advanced batting, bowling or fielding techniques; always showing high standards of precision, control and fluency. Drawing on what they know of the principles of advanced strategies, tactics, they apply them with proficiency, flair and originality in their own and others' work. Movement around the pitch is highly efficient and effective for the chosen technique. When adapting and responding to changing circumstances and other performers, they maintain the quality of a performance. They critically evaluate their own and others' work, showing that they understand the impact of skills, strategy, tactics and fitness on the quality and effectiveness of performance in a striking and fielding game. They are able to use this information to plan and monitor ways in which their own and others' performances could be improved, acting on these decisions to bring about the improvements. They can explain and apply the principles of training/components of fitness and methods of training and explain and these can lead to an improvement in their own or others' performances. They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences.

Grade 9 Pupils consistently use advanced batting, bowling or fielding techniques with precision, control, fluency and originality. Drawing on what they know of the principles of advanced strategies and tactics, they consistently apply these principles with originality, proficiency and flair in their own and others' work. They are increasingly independent when finding imaginative, novel and different solutions to problems posed by themselves and others. Movement around the pitch is highly efficient and consistently effective for the chosen technique. They critically analyse and judge their own and others' work, showing that they understand how skills, strategy, tactics and fitness relate to and affect the quality and originality of performance in different physical activities. They reach judgements independently about how their own and others' performances could be improved, prioritising aspects for further development. They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work. They can lead independently, using correct technical knowledge, implementing rules correctly and safely relevant to striking and fielding games. They are able to reflect and explain different advanced methods they could use to improve their weaknesses.

Physical Education- GCSE Theory

Grade 0 Pupils recall some key words and their meanings, with prompts. They can describe simple similarities and differences in the performances they observe. Pupils can answer basic recall questions in familiar contexts. With support, they can identify simple patterns from a graph or data table. They are able to occasionally identify a multiple choice answer.

Grade 1 Pupils recall some key words and their meanings. They can describe simple similarities and differences in the performances they observe. Pupils can answer basic recall questions in familiar contexts. Pupils can identify simple patterns from a graph or data table. They are able to select answers for simple questions.

Grade 2 Pupils apply skills, knowledge and understanding in basic contexts. They show some understanding of the nature of Physical Education and its applications. They can explain straightforward models of performance, and information processes. They can use a selected range of skills and techniques, answer questions with a good range of vocabulary. Pupils can recall elements of physical training and select appropriate equipment for a fitness test. They can recall and use basic formulae with relation to the function of the heart. Pupils recognise and describe simple patterns and begin to link in specific explanations for these.

Grade 3 Pupils can occasionally communicate physical knowledge and understanding from the course of study – for example, facts, definitions, and explanations. They occasionally use subject specific knowledge and terminology, appropriately. They understand models are used in physical education to explain performance. They can occasionally apply their understanding to connect theory with particular contexts. They can usually make sense of connections within data. They can recall and use the majority of simple principles. Pupils can occasionally analyse information and ideas to interpret and evaluate. They can usually make judgements and draw conclusions from a range of quantitative and qualitative data and information. They can occasionally understand strengths and weaknesses and how it affects performance.

Grade 4 Pupils recall, select and communicate secure knowledge and understanding of a relatively wide range of concepts in physical education. Pupils demonstrate a sound knowledge and understanding, which can be applied to a range of sporting elements. They use technical knowledge, terminology appropriately most of the time. They can apply appropriate skills, including communication and technological skills. Pupils can apply knowledge and reasoning to carry out a range of tasks. They use models to explain performances and processes in most cases. Using appropriate methods, sources of information and data, they apply their skills to answer questions and solve problems. Pupils can recall and apply the majority of relevant equations. Pupils often analyse, interpret and evaluate a range of quantitative and qualitative data and information. They understand some of the limitations of performance and develop arguments with some supporting explanations. They can draw most of the conclusions consistent with the available evidence.

Grade 5 Pupils demonstrate mostly accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using mostly accurate specialist terminology. Pupils analyse and evaluate a range of information about performance to draw reasoned conclusions supported by evidence. Pupils can apply knowledge and reasoning to carry out a range of tasks. Using appropriate methods, sources of information and data, they apply their skills to answer questions. Pupils can recall and apply the majority of relevant equations. Pupils analyse, interpret and evaluate a range of quantitative and qualitative data and information. They understand some of the limitations of evidence and develop arguments with supporting explanations. They draw conclusions consistent with the available evidence.

Grade 6 Pupils recall, select and communicate accurate knowledge and detailed understanding of Physical Education. They demonstrate a broad understanding of the nature of Physical Education, its applications, and the influence of society on sport and sport on society. They use scientific and technical knowledge and terminology appropriately and consistently, showing a good understanding. They apply appropriate skills, including communication and technological skills, knowledge and understanding effectively in a range of practical and other contexts. They are able to make effective use of models to explain performances, events and processes. They use a range of appropriate methods, sources of information and data regularly, applying relevant skills to

address questions, solve problems. Pupils can correctly recall and use the majority of key words and definitions. Pupils analyse, interpret and accurately evaluate a wide range of quantitative and qualitative data and information. They evaluate information to develop arguments and explanations taking account of the limitations of the available evidence. They make reasoned judgments and draw evidence-based conclusions.

Grade 7 Pupils recall, select and communicate precise knowledge and a detailed understanding of Physical Education and its applications. They demonstrate a clear understanding of why and how sporting applications, technologies and techniques change over time, and the need for regulation and monitoring. They use terminology appropriately and consistently. They apply appropriate skills, including communication and technological skills, knowledge and understanding effectively to a wide range of practical contexts, and to explain applications of sport. They apply a comprehensive understanding of physical training, processes and protocols to plan and justify a range of appropriate methods to solve practical problems. They apply appropriate skills, including technical and observational skills, knowledge and understanding in a wide range of practical contexts. They follow procedures and protocols consistently, evaluating and managing risk and working accurately and safely. They can recall all the formulae needed for calculations. Pupils analyse and interpret critically a broad range of quantitative and qualitative information. They reflect on the limitations of the methods, procedures and protocols and can evaluate information systematically to develop reports and findings. They make reasoned judgments consistent with the evidence to develop substantiated conclusions.

Grade 8 Pupils are able to communicate precise knowledge and detailed understanding of the full range of concepts from the human body and movement and socio-cultural influences and wellbeing. Pupils will be able to answer questions/tasks using their applied knowledge in written, theoretical, practical, ethical, social, economic and environmental scenarios. Pupils should be able to relate technological advances to the ethical implications on performance and be able to analyse and evaluate the associated risks and benefits. Pupils should select appropriate, technical knowledge, and associated terminology to demonstrate a consistently detailed understanding of topics. They are also able to apply and demonstrate appropriate skills, (communication/ technological). Pupils should also be able to apply these skills to other scenarios. Emphasis should be placed upon the pupil's ability to use and synthesise skills such as interpreting, evaluating, problem solving, judging, drawing conclusions. Pupils are able to critically evaluate quantitative and qualitative data and develop arguments and explanations, taking into account limitations of the available evidence.

Grade 9 Pupils apply principles and abstract concepts in familiar contexts and in contexts outside those experienced during lessons. They are able to link together appropriate facts, principles and concepts from all areas of the specification. They are able to interpret, explain and critically and systematically evaluate any statements and conclusions they make. Pupils should select all appropriate, technical knowledge, and associated terminology to demonstrate a consistently detailed understanding of topics. They are also able to apply and demonstrate appropriate skills, (communication/ technological). Pupils should also be able to apply these skills to other scenarios. Emphasis should be placed upon the pupil's ability to use and synthesise skills such as interpreting, evaluating, problem solving, judging, drawing conclusions. Pupils are able to critically evaluate quantitative and qualitative data and develop arguments and explanations, taking into account limitations of the available evidence.



Statistics

Grade 0 Pupils create sets of tally marks to represent given totals. They identify the most common outcomes on bar charts and pictograms. They collect data from their surrounding environment and begin to display the data in simple charts. They understand and use basic terminology to describe probabilities in real life situations.

Grade 1 Pupils represent and interpret data in tally charts, bar line graphs, pictograms, bar charts, line graphs Venn and Carroll diagrams and frequency tables. They discuss events using terms such as likely, unlikely, certain and impossible. They place the probability of events on a scale and find probabilities based on equally likely outcomes and can list possible outcomes of events.

Grade 2 Pupils know the difference between primary and secondary data and can design a data capture sheet. They understand the use of hypotheses. They know that "population" can have different meanings within a stated context and know reasons for (convenience) sampling and associated risks of bias. They understand the meaning of sample, census and population. They interpret and find the mode and ranges from bar charts. They calculate and identify simple probabilities, writing them as fractions or decimals and understand that probabilities sum to 1 and work out probabilities from frequency tables. They can list the outcomes for combined events.

Grade 3 Pupils know the advantages and disadvantages of merging data into general categories and class intervals. They understand and can use random and systematic sampling methods. They recognise where errors in construction can lead to graphical misrepresentation and know and demonstrate understanding of techniques to deal with problems that arise with collected data, such as missing data, incorrect formats, incomplete or nonresponses. Know and apply terms to describe types of data, including: quantitative, qualitative, categorical, ordinal, discrete, continuous, ungrouped, grouped and bivariate. They know the difference between population, sample frame and sample. They draw and interpret ordered stem and leaf diagrams, line graphs, pie charts, histograms (with equal class widths, frequency polygons, simple scattergraphs and time series graphs with correct labelling and interpret and compare data pictorially, including population pyramids and choropleth maps. They know which charts to use for different data sets. They are familiar with the capabilities and advantages/appropriateness of using statistical software to produce suitable diagrams. They know and apply vocabulary of correlation and understand that correlation does not necessarily imply causation. They understand the difference between theoretical and experimental probability and know that experimental probabilities tend to theoretical probabilities as the number of trials increases. They use probabilities to calculate expected frequencies and understand the terms mutually exclusive and exhaustive. They use two-way tables, sample spaces, tree diagrams and Venn diagrams to represent different outcomes.

Grade 4 Pupils understand random, systematic and quota sampling and are able to state advantages and disadvantages of each. They know that data can be collected from different sources: experimental, simulation, questionnaires, observation, census, population and sampling. They design and critically comment on questions for questionnaires. They determine factors which can lead to bias and understand what diagrams are appropriate, including scattergraphs for bivariate data and histograms for grouped data. They understand and use stratified sampling. They calculate quartiles, percentiles and IQR and identify outliers by inspection and comment on them in the context of the data. They know and apply the terms explanatory (independent) and response (dependent) variables and understand the importance of identifying and controlling extraneous variables. They interpret data related to changes over time and calculate and interpret rates of change over time from tables using a given context specific formula eg. Crude birth rate = (number of births x 1000)/total population. They determine line of best fit by eye, by drawing through a calculated mean point and interpret a given Spearman's rank correlation coefficient in the context of the problem. They calculate modes, ranges, means and medians of grouped data, including use of midpoints to calculate means and understand the effect changes in data have on each average. They identify trends in data through inspection and by calculation of 4 point moving averages. They demonstrate understanding and use more complex Venn diagrams and draw and interpret box plots and solve more complex problems involving pie charts and know the addition rule for mutually exclusive events: P(A or B) = P(A) + P(B).

Grade 5 Pupils use measures of spread and location/central tendency (ranges and averages) to compare two or more data sets represented in a variety of ways, including box plots. They draw and interpret cumulative frequency

graphs. They determine and interpret skewness from inspection and know how to prove skews mathematically, for example using mean>median>mode or median – LQ < UQ - median. They use linear interpolation to identify the median of grouped data. They understand the impact of interpolation and extrapolation and interpret gradients and intercepts of regression lines. They understand the outcomes of Spearman's Correlation Coefficients, knowing that values result between -1 and 1 and be able to interpret the strength of correlation and whether it is positive or negative. They use different types of index numbers in context, including retail index price index and gross domestic product. They know and apply the multiplication rule for independent events: $P(A \text{ and } B)=P(A) \times P(B)$. They know the formula for conditional probability: P(B|A)=P(A and B)/P(A) and understand the difference between independent and conditional events. They know that for independent events, P(A|B)=P(A) and P(B|A)=P(B).

Grade 6 Pupils calculate and use the equation of regression lines. They identify trends using a determined appropriate point moving average and interpret the result of Pearson's product moment correlation coefficient in the context of the problem. They use seasonal and cyclic trends to make predictions, understanding the dangers of extrapolating when making predictions. They use stratification by one or more category. They interpret, construct and compare results using comparative pie charts, understanding the link between area and frequency. They calculate interpretentile and interdecile ranges.

Grade 7 Pupils draw and interpret histograms with unequal widths and understand frequency density. They Calculate outliers formally, using the formula and determine and interpret Spearman's Rank Correlation Coefficient (without tied ranks), within context. They know that a set of sample means are more closely distributed than individual values from the same population. They understand the advantage of using matched pairs when using control groups and calculate weighted means, geometric means and mean seasonal variations. They complete a frequency table from a given histogram and calculate standard deviations from a list of data. They calculate and evaluate measures of skew using 3(mean-median)/standard deviation, (given the formula). They know the general addition law: P(A or B) = P(A)+P(B)-P(A and B)

Grade 8 and 9 Pupils interpret histograms with unequal class widths and estimate the median using these. They use interpercentile and interdecile ranges to compare distributions. They understand the distinction between Pearson's Product Moment and Spearman's Rank Correlation Coefficients. They use actions and warning lines in quality assurance sampling applications. They apply Petersen capture recapture formula to calculate an estimate of the size of a population. They calculate standard deviations of grouped data, weighted indexes and chain based index numbers. They use calculated or given means and standard deviation to standardise and interpret data in two comparable samples $((x-\mu)/\sigma)$. They understand and interpret the characteristics of the binomial distribution, involving $n \le 10$. They know and interpret the characteristics of the normal distribution and properties of a normally distributed curve. (Normal distribution tables will not be required.) They know the conditions which make a normal distribution suitable.

Visual Arts

Grade 0 Pupils show emerging ability to develop ideas and artistic understanding. They are attempting to refine their ideas and to experiment with material and techniques. They are attempting to record ideas through drawing, making art work or annotation. There are minimal personal responses to themes and a limited control of media using line, shape or colour.

Grade 1 Pupils are beginning to develop ideas and show artistic understanding. They are starting to show they can refine ideas and are beginning to experiment with materials and techniques. Pupils are beginning to record ideas through drawing, making art work and annotation. They are starting to show they can create a personal response to a theme, and are beginning to control materials using line, shape and colour.

Grade 2 Pupils show some ability to develop ideas through investigations and demonstrate some artistic understanding. They are occasionally able to refine ideas and experiment with materials, techniques and processes. They can sometimes record ideas and observations through drawing and annotations as their work progresses. Pupils show some ability to present a personal and meaningful response to a theme and some ability to control materials using line, shape, colour and tone.

Grade 3 Pupils demonstrate a moderate ability to develop ideas effectively through purposeful investigations and can show reasonable artistic understanding. They have an adequate ability to refine ideas thoughtfully and to experiment purposefully with appropriate materials, techniques and processes. Pupils present a personal and meaningful response to a theme competently, and a moderate ability to control materials using line, shape, colour, tone and form.

Grade 4 Pupils show a consistent ability to develop ideas effectively through purposeful investigations. They demonstrate consistently a critical understanding of sources and can refine ideas thoughtfully. Pupils effectively select and experiment purposefully with appropriate media, materials, techniques and processes. They record ideas, observations and insights skilfully through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. They present, consistently and competently, a personal and meaningful response and realise intentions, and can demonstrate an adequately consistent understanding of visual language.

Grade 5 Pupils show a clear and convincing ability to consistently and effectively develop ideas through purposeful investigations. They clearly and consistently demonstrate critical understanding of sources and can thoughtfully refine ideas. Pupils select clearly and

effectively and experiment purposefully with appropriate media, materials, techniques and processes. They record ideas, observations and insights skilfully through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. They present a consistent, personal and meaningful response clearly and convincingly and realise intentions, demonstrating a clear understanding of visual language.

Grade 6 Pupils demonstrate adequately a highly developed ability to develop ideas through creative and purposeful investigations. They begin to show signs of a highly developed critical understanding of sources and a highly developed ability to refine ideas thoughtfully. They are starting to show a highly developed ability to select and experiment purposefully with appropriate media, materials, techniques and processes. They are just demonstrating a highly developed ability to record ideas,



observations and insights skilfully through drawing and annotations, and any other appropriate means relevant to intentions, as work progresses. They are also starting to show a highly developed ability to present competently a personal and meaningful response and realise intentions with confidence. Pupils are beginning to demonstrate a highly developed understanding of visual language.

Grade 7 Pupils can demonstrate, clearly and convincingly, a highly developed ability to develop ideas through creative and purposeful investigations. They clearly have a highly developed critical understanding of sources and the ability to thoughtfully refine ideas. They have developed a highly developed ability to select and experiment purposefully with appropriate media, materials, techniques and processes. They have a highly developed ability to record ideas, observations and insights skilfully through drawing and annotations, and any other appropriate means relevant to intentions, as work progresses. They also are able, convincingly and competently, to present a highly personal and meaningful response and realise intentions with confidence and conviction. Pupils clearly demonstrate a highly developed understanding of visual language.

Grade 8 Pupils are starting to show an exceptional ability to develop ideas effectively through creative and purposeful



investigations. They can engage adequately with, and demonstrate, an exceptional critical understanding of sources. They have an emerging, but remarkable, ability to refine ideas thoughtfully and are starting to select effectively, and purposefully experiment with, appropriate media, materials, techniques and processes. They can record ideas, observations and insights skilfully and rigorously through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. Pupils are starting to show an impressive ability to present competently a personal and meaningful response and to realise intentions with confidence and conviction and are developing an exceptional ability to demonstrate understanding of visual language.

Grade 9 Pupils have a clearly exceptional ability to effectively develop ideas through creative and purposeful investigations. They engage convincingly with, and demonstrate an exceptional critical understanding, of sources. They have a remarkable ability to refine ideas thoughtfully, and clearly are able to select effectively, and purposefully experiment, with appropriate media, materials, techniques and processes. They can record, skilfully and rigorously, ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. Pupils show an exceptional ability to present competently a personal and meaningful response and to realise intentions with confidence and conviction and have an exceptional ability to demonstrate understanding of visual language.

